

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**KURDISH EFL TEACHERS' LEARNER AND NON-LEARNER CENTERED
BELIEFS ABOUT LEARNERS, LEARNING, AND TEACHING**

MASTER THESIS
KARWAN ALI AZIZ

NICOSIA

June, 2014

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**Joint supervisors: Asst. Prof. Dr. Mustafa Kurt
Asst. Prof. Dr. Doina Popescu**

**NICOSIA
June, 2014**

We certify that we have read the thesis submitted by Karwan Ali Aziz titled “Kurdish EFL teachers’ learner and non-learner-centered beliefs about learners, learning, and teaching” and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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DEDICATION

To my darling

Zhin

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ABSTRACT

Kurdish EFL Teachers' Learner and non-Learner-Centered Beliefs about Learners, Learning, and Teaching

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MA, English Language Teaching

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The study was designed to examine the Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq, Ranya city basic and high schools. It undertakes to figure out whether Kurdish EFL teachers have positive or negative beliefs about learners, learning, and teaching. Furthermore, the research aims to investigate whether Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching vary according to their gender and years of teaching experience.

In this study a questionnaire, which was excerpted from The Learner-Centered Battery (developed by McCombs and Whisler in 1997), was used. The questionnaire consisted of 35 items of a five-point Likert scale and was conducted to collect data from 165 participating Kurdish EFL teachers. The participants consisted of 105 male and 60 female teachers who teach English as a foreign language (EFL) in Ranya city basic and high schools. The data were analyzed using descriptive statistics, T-test and ANOVA.

The results of the study indicated that Kurdish EFL teachers' learner and non-learner centered beliefs about learners, learning, and teaching in Northern Iraq, Ranya city basic and high schools were neither learner centered nor non-learner centered (neutral). The participants shared both characteristics of learner-centered and non-learner-centered instructional approaches. Furthermore, the results of Teacher Beliefs Survey subsections revealed that EFL teachers' learner-centered beliefs about learners, learning, and teaching leaned toward learner-centered approach, whereas EFL teachers' non-learner-centered beliefs about learners, learning, and teaching leaned toward non-learner-centered approach. Additionally, the results of T-test showed that Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching did not vary according to their gender. Both male and female teachers' learner and non-learner-centered beliefs about learners, learning, and teaching were neutral. In addition, EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching did not vary according to their years of teaching experience. The results indicated that teachers between 1 and 5, 6 and 10, 11 and 15, 16 and 20 years of teaching experience were neither learner-centered nor non-learner-centered (neutral).

Keywords: Learner-centered learning, Teaching English as a Foreign Language

ÖZ

Kürt YDİ Öğretmenlerinin Öğrencilere, Öğrenime ve Öğretime İlişkin Öğrenci Merkezli ve Öğrenci Merkezli olmayan İnançları

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Haziran 2014, 100 sayfa

Bu çalışma, Kuzey Irak'ın Ranya kentindeki temel ve yüksek okulların Kürt YDİ öğretmenlerinin öğrencilere, öğrenime ve öğretime ilişkin öğrenci-merkezli ve öğrenci merkezli olmayan inançlarını araştırma amacıyla tasarlanmıştır. Kürt YDİ öğretmenlerinin öğrenciler, öğrenim veya öğretim hakkında olumlu veya olumsuz görüşlerini anlamayı amaçlar. Ayrıca, Kürt YDİ öğretmenlerinin öğrencilere, öğrenime ve öğretime ilişkin öğrenci merkezli veya öğrenci merkezli olmayan inançlarının cinsiyetlerine ve deneyim yıllarına göre farklılık gösterip göstermediğini araştırmayı amaçlamaktadır.

Bu çalışmada, McCombs ve Whisler tarafından 1997'de geliştirilen The Learner Centere Batterty'den (Öğrenci Merkezli Anket) bir bölüm anket olarak kullanılmıştır. Ankette 35 adet 5 ölçekli Likert-tipi maddeler bulunmaktaydı ve 165 adet Kürt EFL öğretmeninden veri toplamak için kullanıldı. Katılımcılar, Ranya kentinde temel ve yüksek okullarda Yabancı Dil olarak İngilizce (YDİ) Öğretimi alanında çalışan 105 erkek ve 60 kadın öğretmenden oluşmaktaydı. Toplanan veriler tanımlayıcı istatistik, T-test ve ANOVA kullanılarak analiz edilmiştir.

Araştırmanın sonuçları, Kuzey Irak'ın Ranya kentinde temel ve yüksek okullarda çalışan Kürt YDİ öğretmenlerinin öğrenciler, öğrenim ve öğretimle ilgili inançlarının ne öğrenci merkezli ne de öğrenci merkezli olmayan (yansız) kategorisine girmediğini saptamıştır. Katılımcıların hem öğrenci merkezli hem de öğrenci merkezli olmayan eğitim yaklaşımlarının özelliklerini taşıdıkları görülmüştür. Ayrıca, Öğretmen İnançları Anketi'nin alt bölümleri, YDİ öğretmenlerinin, öğrencilere, öğrenime ve öğretime dair öğrenci-merkezleri inançlarının öğrenci-merkezli yaklaşıma eğilim gösterdiğini; fakat öğrenci merkezli olmayan inançlarının da öğrenci merkezli olmaya yaklaşımlara doğru eğilim gösterdiklerini ortaya çıkarmıştır. Bu ek olarak, T-test sonuçları Kürt YDİ öğretmenlerinin, öğrencilere ,öğrenime ve öğretime dair öğrenci merkezli ve öğrenci merkezli olmayan inançlarının cinsiyetlerine göre değişmediğini göstermiştir. Hem erkek hem de bayan öğretmenlerin öğrenci merkezli ve öğrenci merkezli olmayan inançların tarafsız olduğunu kanıtlamıştır. Ayrıca, YDİ öğretmenlerinin öğrencilere, öğrenime ve öğretime dair öğrenci merkezli veya öğrenci merkezli olmayan inançları da öğretmenlerin deneyim yılına göre değişim göstermemektedir. Sonuçlar, 1-5 yıl, 6-10 yıl, 11-15 yıl ve 16-20 yıl deneyimi olan öğretmenlerin ne öğrenci merkezli ne de öğrenci merkezli olmayan inançlara sahip olduklarını göstermiştir.

Anahtar Kelimeler: Öğrenci-merkezli öğrenim, Yabancı Dil olarak İngilizce Eğitimi

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
ELL	: English Language and Literature
TESOL	: Teaching English to speakers of other languages
M	: Mean
SD	: Standard Deviation
SPSS	: Statistical Package for the Social Science
ANOVA	: Analysis of Variance
LSD	: Least Significant Difference

CHAPTER I

INTRODUCTION

Introduction

This chapter of the thesis gives detailed information on the background of the study followed by the problem statement, aim of the study and the research questions. It also informs the reader about the significance of the study, its limitation and definition of key terms.

The learner-centered learning is one of the most effective approaches for teaching new generations in the era of educational development. This innovative approach encourages learners to act more autonomously, feeling free to participate in class discussions and express their ideas without anxiety and without being passive in the classroom environment. Ang, Gonzalez, Liwag, Santos, and Vistro-Yu (2001) asserted that “Students are empowered in student-centered environment. They share credit for their increased learning. They realize that they are capable of making decisions for themselves they know when to accept and reject ideas” (p. 6).

Background of the Study

It is well-known that English is a point of reference and widespread language among other languages as most people, besides English native speakers, using it as lingua franca to communicate and transfer messages between each other around the world especially in multilingual communities. Holmes (2008) said that “A lingua franca is a language used for communication between people whose first languages differ” (p. 82). English has been taught as a foreign language a long time ago in both Iraq and the Northern Iraq (Kurdistan) region. Abdul-Kareem (2009) stated “English

was taught in Iraq for the first time in the state schools in 1873” (p. 4). At present in Northern Iraq Kurdistan region, as a part of a world in the era of globalization, English is regarded as a significant language, especially after the process that led towards the freedom of Iraq in 2003 by the US and the coalition forces. Menon and Patel (2012) pinpointed that “English is important because it is, maybe, the only language that truly links the whole world together. If not for English, the whole world may not be as united as it is today” (p. 42-43).

Beliefs about teaching and learning are divided into two main types. These two main dimensions are learner-centered vs. non-learner-centered approach of teaching-learning process (Siddiquee & Ikeda, 2013). The learner-centered approach activates students’ minds and encourages collaboration among learners. This approach helps students be more active rather than shy, isolated and pessimistic. Teachers improve learners’ language proficiency through empowering and giving them confidence in the classroom. Ahmed (2013) asserts that in non-learner-centered classrooms, students are not allowed to share their ideas freely and they do not have the ability to decide about their own learning, they just listen and copy information passively. In the traditional non-learner-centered approach, teachers are the only source of knowledge and such knowledge was transmitted to passive students, who did not share their ideas in the classroom as Sen (2011) point out that “Traditional teaching approach is mostly teacher centered. In traditional teaching approach, instruction occurs frequently with the whole class (face-to-face class), teacher talk exceeds student talk and use of class time is largely determined by the teacher” (p. 107). In the traditional teaching approach, teachers stand in front of the class and write information on the board without activating learners’ minds and allowing them to participate in the lesson. Learners copy the information provided by the teacher

and memorize it passively. Chegenizadeh, Nikraz, and Zadeh (2012) described the learner-centered environment as one where students have full autonomy in their learning and they are regarded as the heart of the process of education.

Despite all attempts to shift the traditional non-learner-centered approach to an innovative learner-centered approach, most Kurdish teachers' approaches in the classroom might still be non-learner-centered. Teachers may consider themselves as being the only source of information. They may not permit learners to interfere with their teaching approaches. Thompson, Ngambeki, Troch, Sivapalan, and Evangelou (2012) thought that there was a revolution in thinking about education and teaching approaches in the 20th century and stated "This revolution can be characterized by shifts: from didactic approaches towards constructivist models of learning, from instructor-centered to more student-centered models of teaching" (p. 3274). The traditional non-learner-centered approach in Northern Iraq (Kurdistan Region) may be old-fashioned. In the dictatorial Baathist regime era, most of the school head masters were obliged to be members of the Baathist party. So this approach was considered to be acceptable by the members of the Baathist party. Lall (2008) said that "As in most dictatorships, one of the reasons the military government has been keen to retain control of education is largely because of the belief that an 'independent' way of thinking poses a direct challenge to them." (p. 131). Therefore, this might be the case in Iraq, especially in the Kurdistan region. The Baathist management policy may have influenced the whole education system in Iraq as well as Northern Iraq Kurdistan region. Harb (2008) expressed that "During the Saddam years, the higher education sector became a venue for political correctness, cronyism, corruption, and manipulation of resources to advance the regime's ideology and policies" (p. 3). Teachers' mind was perhaps shaped by the Baathist regime's

ideology as they regarded themselves to be military leaders whose command should be obeyed by the learners.

Most Kurdish teachers may consider the learner-centered learning as an important approach, but they do not put it into practice because of some barriers they would face during its implementation in the classroom. There may be lots of barriers in front of Kurdish EFL teachers to implement learner-centered approach in the classroom such as there might not be enough school buildings as compared to the number of students. In Ranya and other rural areas around the city, the shortage and lack of school buildings could be seen clearly. The shortage of schools in Ranya city may lead to having more learners in the classroom than foreseen, which may cause difficulty to implement any learner-centered teaching philosophy, as the teachers may be unable to integrate all students in the classroom activities. Ehrenberg, Brewer, Gamoran, and Willms (2001) stated “Teachers may choose different methods of teaching when they have smaller classes. For example, they may assign more writing, or provide more feedback on students’ written work, or encourage more discussions” (p. 1). Teachers could not attract the attention of all learners to interact with each other and create a cooperative environment in large classes as Çam and Oruç (2014) suggested that “First of all class size should be reduced and standardized to enable teachers to apply a learner centered teaching. Hence, students can be active learners. To achieve this, learning environments should be rearranged based on students’ needs” (p.13). In large classes having more learners, teachers are obliged to implement the traditional non-learner-centered approach to teach learners and transfer information to his/her learners without the equal participation of all learners in class activities. McCombs (2008) asserts that “Learner-centered thus means focusing on individual learners and their personal learning desires, needs, and

experiences, using the best available evidence and knowledge about learning and the teaching practices that best support learning for everyone ” (p. 3).

The shortage of teachers and course books might be another obstacle in front of implementing the learner-centered approach especially in the villages and remote areas around the Ranya city. A chair inside the classroom is probably for two or more students to sit, and might not be mobile or moved easily because they are somehow heavy and large. This is an obstacle for group work and other cooperative activities. Melese, Tadesse, and Asefa (2009) revealed that “The major factors that affect teachers’ use of learner centered methods include assigning teachers to teach different Courses (e.g. 3.major courses), shortage of time, classroom arrangement (due to chair arrangement), large class size, budget problem for purchasing materials” (p. 41). In addition, it may be true for Northern Iraq (Kurdistan region), Ranya schools that there might be a budget problem for providing school necessities and lesson materials.

Leffa (1994) revealed that letting students become learner-centered is not putting the teachers’ job at risk. However, most Kurdish teachers might think the opposite. Kurdish teachers may be afraid of learner-centered teaching because they may believe that they would lose learners’ respect or classroom control. Even some English language supervisors may worry that learner-centered teaching might endanger their occupation and the role of teachers. The teachers’ job is to help learners in their learning as McCombs and Whisler (1997) state “Good teachers are enthusiastic, seem interested in teaching, use good examples, are concerned about student learning, encourage students to express opinions, and are well organized” (p. 29). Teachers should cooperate with learners and share ideas with them in order to create a great learning outcome so as to develop learners’ proficiency. Handelsman,

Ebert-May, Beichner, Bruns, Chang, DeHaan, Gentile, Lauffer, Stewart, Tilghman, and Wood (2004), in an article in *Science*, stated that involving students in scientific discovery and shifting lessons from the traditional teaching style to the interactive lecture develops learners' learning abilities. Learners should engage in a real learning atmosphere. Teachers should let learners have a chance to decide about their learning practically and actively. Richards and Rodgers (1986) said that teachers have to keep students engaged in different and useful classroom activities and create interactive verbal communication in the learning environment in order to improve learners' language skills. Teachers should be aware of the learners' needs in order to know what strategy is necessary to take them into a realistic teaching approach suitable for developing the learning process. Slabbert and Greenhalgh (1998) expressed "Learner studies and the preparation for them offer powerful tools in developing teachers' understanding of what a learner-centered approach involves, and in building a sound knowledge base of the learners they will shortly be teaching" (p. 7).

Problem statement

The problem of this study is that most Kurdish EFL teachers prefer the non-learner-centered approach during the process of teaching and learning. There may be fewer teachers that use the learner-centered approach in the Kurdistan region of Northern Iraq secondary and high schools as compared to those that use the non-learner-centered approach. Teachers probably regard themselves as the main source of knowledge in the classroom and they may want to transfer information directly from the expert (teacher) to the novice students without having active interaction. Learners probably just listen to their teachers who may not give them the chance to share their ideas about the lesson or make decisions about their learning. Therefore,

students instead of being active, they may take on more passive role. Non-learner-centered instructors may demotivate learners and cause them not to trust in themselves. Demotivated learners in the classroom may create obstacles for themselves in developing learning competency. Teachers may act as authoritarian leaders and manipulate management rules of the classroom. Kurdish teachers might prefer to practice the traditional non-learner-centered approach to teach learners, which probably affects the learning process in the Kurdistan region negatively.

Aim of the Study

The aim of this study is to go into detail about EFL Kurdish teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq, Kurdistan region's EFL classrooms. Furthermore, the study will investigate about whether Kurdish EFL teachers' learner and non-learner-centered beliefs vary according to their gender and years of teaching experience.

Research Questions

The present study has been designed with a view to answering the following questions:

1. What are the Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching in Northern Iraq?
2. Do the Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching vary according to their gender?
3. Do the Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching vary according to their years of experience in teaching?

Significance of the Study

This study hopes to clarify the importance of the learner-centered approach in the teaching and learning process and motivate teachers to become learner-centered instructors. The findings of the study may become a guideline for shifting the traditional non-learner-centered approach into an innovative learner-centered approach in Iraqi Kurdistan region, Ranya city classrooms. It would also be an important assessment for the Kurdistan region's Ministry of Education to consider the effectiveness of introducing of learner-centered approach into the curriculum. This study can be a tool to reveal the beliefs of teachers about their teaching and learning environment. It also informs the non-learner-centered instructors to build a friendly relationship in the class, be more collaborative and regard learners as the heart of the learning process. The readers of the present study discover several methods of creating an effective environment to develop students' competency and proficiency in the learning process; they also realize that monopolizing the learner's freedom in class participation, in expressing their feelings and sharing ideas may result in passive learners inside or even outside the classroom. In other words, the study advises the teachers not to act as an authority figure and command like a dictatorial leader in the class, but instead, to present themselves as the learners' guide for accomplishing learning goals.

Limitation

The study involved a survey questionnaire about Kurdish EFL teachers (males and females) who teach English as a foreign language in secondary and high schools in the Kurdistan region, Ranya city. The study included those teachers who have

more than one year experience in teaching English and teachers qualified at the bachelor and diploma degree in ELT/or ELL. The study included 165 participants, 105 of whom were male and 60 female. The number of male participants was more in comparison to the female participants because there were fewer English female teachers in secondary and high schools in Ranya city. Due to time limits, only a survey questionnaire to get participants' learner and non-learner-centered beliefs about learners, learning, and teaching was used.

Definition of Key Terms

Learner-centered learning: Ang et al. (2001) pinpointed that "Learner-centered learning is a system of instruction that places the student in its heart. It is teaching that facilitates active participation and independent inquiry" (p.2).

The term of non-learner-centered is a synonym to teacher-centered and they are used interchangeably throughout the thesis.

Authority figure: Tudor (1993) explained the role of the teacher in the traditional non-learner-centered approach as an authority figure and asserted: "the teacher is a source of knowledge in terms of both the target language and the choice of methodology. In other words, the teacher is a figure of authority who decides on what should be learned and how this should best be learned" (p. 24).

Diploma: It is a kind of degree in Northern Iraq Kurdistan region given to those who study for two years in a kind of an institution after high school graduation.

Conclusion

This chapter of the study provided an introduction about teachers' teaching styles in Northern Iraq Kurdistan region. In addition, this chapter presented information about learner-centered learning compared to traditional non-learner-centered learning, the aim of the study, significance of the study, and limitations. The study tries to investigate about Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching in Northern Iraq (Kurdistan region), Ranya city's basic and high schools. Finally, the research questions were asserted to examine Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching.

CHAPTER II

LITERATURE REVIEW

Introduction

The term learner-centered learning is somehow new in instructors' teaching approaches. Teachers may have different points of view towards learner-centered learning.

This chapter concentrates on the following topics: constructivism as learner-centered theory, learner-centered approach, non-learner-centered approach, the critiques of learner-centered learning, and the balance of power. It also focuses on the function of the content, the role of the teachers, the learner-centered learning environment, psychological foundation, pedagogical foundation, technological foundation and motivation with its two main types.

Constructivism: The Learner-Centered Theory

Henson (2003) stated that "Constructivism is a Learner-centered educational theory that contents that to learn anything, each learner must construct his/or her own understanding by tying new information to prior experience" (p. 13). In accordance with this theory, learner-centered instructors should let the learners construct their own learning by depending on their prior knowledge. Teachers must facilitate the learners' efforts to step forward in order to seek new information. Teachers have to encourage learners to feel free in expressing their ideas and participate in class discussions in order to obtain more information and develop their learning abilities. According to constructivism theory, the instructor's role is guiding in the class; the

ones who have the important role in the classroom are the learners. Learners are the center of the classroom, in such a way that teachers offer a problem to students and help them to solve the problem academically. Cooperstein and Weidinger (2004) expressed that “In typical constructivist sessions, as students work on a problem the instructor intervenes only as required to guide students in the appropriate direction. Essentially, the instructor presents the problem and lets the students go” (p. 142). Therefore, the teachers in the learner-centered classroom should raise questions concerning the lesson to be discussed in the class and steer students’ minds in order to search and find answers to the questions in an appropriate way. When learners try to expand their knowledge, teachers should encourage them to work with each other in a cooperative atmosphere, arranging them in suitable groups to enhance group work.

The learners should use their own knowledge to create an interactive classroom; they have to depend on their own ideas and pre-stored information in order to find the answers to the upcoming problems and questions they might face during class discussions. Chen (2003) asserted that “Most constructivist instruction intentionally presents learners with situations that make them examine their existing knowledge and structures, forcing them to reorganize and construct new models” (p. 21). In such classrooms, learners provide answers to the questions and create a communicative atmosphere. In learner-centered environment, teachers should take a side and guide students to achieve learning goals. Brown (2005) compared the views of constructivism and behaviorism, he valued the constructivism view in education, saying that the process of education and education policy focus on practicing constructivism.

Learner-Centered Approach

In an autonomous environment, learners familiarize themselves with their own abilities in the learning process. They have the facility to decide on their interesting subject area of learning. McCombs and Whisler (1997) described learner-centered teachers as those who like to practice the learner-centered teaching approach concentrating on the learners' ideas and involving students in cooperative and interactive tasks. In a learner-centered approach, teachers are not the only source of knowledge; learners could share knowledge with teachers in class discussions or even outside the class. The learner-centered teaching approach motivates learners to feel free to express their ideas autonomously. As Çubukçu (2012) revealed that, the learner-centered teaching style is an innovative approach that focuses on students as an important part in the learning process. In learner-centered learning environments, learners have choices of learning. Therefore, the learner-centered teaching philosophy lends itself to learners being at the heart of the learning process. Teachers should be aware of learners' interest in the learning process, they have to know about learners' learning desire and the outcomes that they would like to find out. Teachers should be aware of the techniques they need to practice in order for students to attain their goals in the classroom easily, they have to put such techniques into practice and facilitate the way for learners' learning.

Knowlton (2000) argued for the learner-centered classroom and said, "When students use things to take more active control of their own learning, the knowledge that they discover is, in essence, created by the student. As a result, knowledge becomes more personally relevant to the student" (p. 6). Due to realizing the importance of the learner-centered approach in the process of education and its positive effect on developing learners' competency towards accomplishing their

goals in the classroom, Iraqi Kurdistan region tries to adapt Kurdish classrooms with such innovative approach. Pham and Renshaw (2013) asserted “every year Asian governments spend millions of dollars on staff development such as organizing workshops and conferences to train teachers in student-centered practice. They have also funded and sent thousands of teachers overseas to learn about student-centeredness.” (p. 66).

Non-Learner-Centered Approach

In non-learner-centered environments, the only source of information in the classroom is the teacher. Teachers in non-learner-centered classrooms have the absolute power to decide on classroom norms, management rules and course subjects. Students should respect the teacher as an authority and they may not be allowed to look at teachers as simple personalities. Knowlton (2000) expressed that “Teacher-centered advocates argue that lecture is the most efficient means of allowing students to be receivers of information. Thus, the professor usually professes while the students listen.” (p. 8). In the traditional non-learner-centered approach, teachers are “sage on the stage”, they are the only ones who deserve the right and to provide information, give instruction, manage the classroom, move freely in the class, tell students how and where to sit and tell them what subject area they should study. Saulnier (2008) asserts that “In the teacher-centered traditional course it is the teacher who decides such fundamental issues as what students learn, the pace of content coverage, the structure of assignments, the evaluation criteria, the course policies and conditions” (p. 4).

On the other side, the in traditional non-learner-centered approach, learners should copy the instruction provided by the teacher and memorize it without having

active participation, they have to keep to their passive roles in the classroom discussions. Wu (2010) in the case of non-learner-centered classroom stated that learners in EFL traditional classrooms memorize grammatical structures, acquire outdated information and expressions and they do not have the ability to speak fluently in real life communication.

The Critiques of Learner–Centered Learning

It seems that some researchers believed learner-centered learning has negative sides. They think that teachers in a learner-centered setting may concentrate on individual learners while the whole class needs the teacher's care as Simon (1999) interpreted that in the learner–centered environment, maximizing learners' learning is impossible because teachers focus on the individual learners, while each learner requires a different approach and different teaching style. In addition, he asserts, "To start from the standpoint of individual differences is to start from the wrong position. To develop effective pedagogy means starting from the opposite standpoint" (p.42). Hasan and Ageely (2011) pinpointed that:

The main critique of student centered learning is its focus on the individual learner. This is often difficult to balance and maintain in an unbiased setting. If each student is unique, and each requires a specific pedagogical approach appropriate to him or her and to no other, the construction of an all embracing pedagogy or general principles of teaching become an impossibility' [3]. Thus, the very concept of a "homogenous, universal class tutorial" can be in danger if it involves focusing completely on the individual learner and not taking into account the needs of the whole class (p. 639).

Weimer (2002) and Wright (2011) identify five areas where the non-learner-centeredness of the classroom is clearly seen: the balance of power, the function of content, the role of the teacher, the responsibility of learning, the purpose and the

processes of evaluation. The most important are presented in the following parts of the chapter.

The balance of power. Çam and Oruç (2014) compared the authority of the teachers in both learner-centered approach and non-learner-centered approach; they said that in learner-centered approach teachers is no longer the authority in the classroom as in the traditional teaching approach, but the power is shared with learners. Sharing power with learners shifts the responsibility of learning from teachers to students. In non-learner-centered approach, teachers probably seize the power of the class for their benefit. However, Weimer (2002) prefers a balance of power between teachers and learners in the classroom and stated that in many cases “Students learn not just about how communication works from a theoretical and conceptual basis; they come to understand themselves as communicators and suddenly see communication happening all around them” (p. 31). It indicates that balancing of power in the classroom gives more confidence to learners and leads them to expressing their ideas and creating interactive classrooms. Brackenbury (2012) asserted that having a good relationship, collaboration and sharing ideas between teachers and learners lead to developing the design of the course. In addition, he said that learner-centered teachers allow students to decide about their own learning and they treat students as a friend in the process of education. Balancing power also benefits teachers because it makes learners active instead of being passive in the class and thus creates enjoyable classrooms.

In the learner-centered learning classroom, teachers are not standing in front of the class viewing themselves as authority figures. Furthermore, they do not present themselves as the only decision makers when it comes to learners’ learning

or who have the sole power over the class; in contrast, they consider themselves to be facilitators for the learners in achieving their learning outcomes. Estes (2004) point out that “Skilled experiential educators can make conscious choices that empower students to take control of their own learning, and meaningful learning can be increased to the extent that experiential educators can facilitate learning experiences that are more student-centered” (p. 143). In such classrooms learner centered teachers take a side and role as a kind of a monitor/ or advisor who helps learners to amalgamate with each other in order to create a cooperative and active atmosphere among learners (group working, pair working, project based learning) in the classroom. Geelan (2001) indicated that shifting the traditional teaching approach to the learner-centered learning, largely belonged to balancing power, sharing ideas with learners, and learners take the responsibility for their own learning. Therefore, in the learner-centered classroom, learners are empowered and they represent the authority figure of the classroom when discussing knowledge among each other, the max portion of discussed knowledge in the class being decided by the learner. The teacher’s role in such kinds of classrooms is helping learners to integrate more and develop their learning skills.

The function of the content. Weimer (2002) revealed that it is not necessary to cover the content during the course; the aim behind the content is developing learners’ learning abilities and proficiency. It seems that the course book content has a vital role in developing the learner-centered approach; teachers should understand the function of content in a better way. Most teachers may just worry about finishing the course book content on time without caring about the impact of the content on learners’ knowledge development. In learner-centered learning, content can no

longer be the exclusive center, but the most useful parts according to students' interests can be chosen for class discussion. So content is not necessarily to be finished as the main aim behind it is to develop students' knowledge, skills and awareness. Wright (2011) point out "Course objectives and learning goals will be clearly stated, and students will be taught to assess their own work and that of their peers by asking critical questions in a constructive manner" (p. 95). It is significant for the teachers to clarify their learning aims throughout the whole semester, thus learners can understand the objectives of learning in the classroom and they will try to prepare themselves in a better way by reading and searching about such goals.

Herteis (2007) asserts that "If we truly want to focus on learning and on developing our students' thinking skills, then we must create opportunities for them to do so .We must view content as a tool to help our students learn skills for a lifetime" (p. 7). The focal point in the process of teaching is to develop learners' skills, proficiency, their thinking, as well as activate their innate ability and intelligence so as not to be passive in the classroom. Therefore, teachers should create a kind of classroom where content is used as a tool, so that learners take every opportunity to progress and expand their pedagogical skills. Pessoa, Hendry, Donato, Tucker, and Lee (2007) stated that "Because of their lack of content knowledge, teachers often struggle when presenting academic content and, therefore, fall back on rather traditional approaches to instruction where the primary objective is the mastery of grammatical forms" (p. 104). Subsequently, in order to deviate from a traditional teaching approach, teachers should practice the content and present it well in the classroom. When teachers have control of the content of the course book, they can transmit the knowledge to the learners in a better way.

Dempster (1993) expressed that “Exposing students to less material but in more depth will, they contend, lead to greater learning than the current practice of exposing students to a large amount of often disconnected information” (p. 1). Familiarizing learners with condensed and a large amount of course book content in a limited time will lead to confusing students’ minds. In such situations, students will not be able to acquire the knowledge; it is better to acquaint students with small and profitable amounts of content and eliminate unvalued information so as to create an effective learning atmosphere in the classroom. Ironside (2004) asserts that exposing learners to a large amount of content is not important; the most significant issue behind the content is using it to expand learners’ academic skills.

The role of the teacher. The teachers are playing crucial roles in practicing the learner-centered approach. Weimer (2002) stated that:

Guides point out the sites; they do not experience the excitement of seeing them for the first time. Guides offer advice, point out the pitfalls, and do their best to protect, but it is not within their power to prevent accidents. Learner-centered teachers are there every step of the way, but the real action features students and what they are doing (p. 77).

Teachers are the guides in the class; their job is to help students to work with each other in order to find the answers for the raising questions. Teachers should help students to overcome their lack of enthusiasm in a way that help them gain confidence to control and maximize their learning. Teachers should create interactive discussions in class between learners as Wright (2011) claimed “In planning classroom activities, the focus was on identifying the tasks students needed to do in order to learn the material rather than on the tasks teachers needed to do in order to prepare the class presentation” (p. 95). One of the most important points in teaching

process is that teachers may need to consider learners' ideas in the learning process and provide those activities that are necessary to develop students' academic skills.

It is teacher's duty to help students to become confident and independent learners in the education process; teachers should create a type of classroom where learners feel safe to express their ideas in class discussions and share knowledge with confidence. Lumpkin (2008) stated that teachers should build friendly relationships with learners based on mutual trust. He also said that when learners trust their instructors, they are not afraid of making mistakes and there is more opportunity to learn. Therefore, it is very important for teachers and learners to have mutual trust; under such conditions, every mistake or failure will become a lesson and expand students' learning.

One of the difficulties in language learning is lacking of self-esteem, self-esteem leads to great language/or knowledge achievement in the classroom. Those learners who have a high level of self-confidence will participate in class activities without hesitation and fear of making mistakes. Bagheri and Faghih, (2012) pinpointed that self-esteem is one of the most effective factors for developing learners' reading comprehension. They also said that teachers should encourage learners to trust themselves and their learning abilities in the learning process. Teachers should develop learners' self-esteem in order to participate more in class discussions, as this may lead learners look for obtaining new knowledge and to enrich their background information. Baumeister, Campbell, Krueger, and Vohs (2003) asserted that "If both teacher and student believe that boosting the student's self-esteem has led to improvements in academic performance, the entire enterprise of boosting self-esteem is likely to be marked by a seductive feeling of success and efficacy" (p. 8).

Teachers in the classroom should appreciate the diversity of their learners and treat it carefully as Ouellett and Sorcinelli (1995) asserted:

We defined diversity as reflecting all the elements of one's social identity where issues of power and prejudice come into play—gender, race, sexual orientation, physical or mental ability, economic class, religion, and age—as well as issues which are specific to the classroom, such as academic preparation (p. 213).

An instructor in the learner-centered classroom should respect all learners without caring about their ethnicity, gender, religion, socioeconomic levels, proficiency level, skin color, their place of residency and dialect diversity. Swafford and Dainty (2009) stated that “Diverse does not mean deficient. Diversity includes a number of factors such as race, ethnicity, gender, language, and income. Each factor can influence the relationship between teacher, student, family, and community” (p. 46). There is diversity in Kurdish EFL classrooms; therefore, EFL Kurdish teachers should deal with such diversity in the class in a caring way to make learners feel safe and more receptive to learning. Harmon, Hendrickson, and Neal (2009) stated that, in order to build an effective learning environment, encourage learners to feel happy and create interactive instruction we should appreciate our differences and classroom diversity. Accepting diversity and differences of learners positively is the key to creating an interactive and corporative atmosphere in the class. Learner-centered teachers ought to the cultivate an idea in the class that all learners are equal, no matter where are they from, what ethnicity they have and what ideas they have. The most significant thing is that learners enter the classroom to share the same goals and target which is to accomplish their learning outcomes.

Learner-Centered Learning Environment

Learner-centered instructors should build a kind of environment where learners have power to share knowledge and the ability to decide about the discussed topics in the classroom. Means (as cited in Cubukcu, 2008) said that “Student-centered educational environments are set up in such a way that they give students the chance to take the responsibility for organizing, analyzing and synthesizing knowledge, and consequently play a more active role in their own learning” (p. 155). In addition, teachers ought to create an environment where learners feel responsible for their learning and take an active role. Neo and Kian (2003) said that in the learner-centered learning approach, learners feel responsible for their own learning, they depend on their own prior knowledge to find the answers to the risen questions and they acquire information in an autonomous manner. Learners in the learner-centered environment construct new information and investigate its content to clarify any hidden meaning behind it. In autonomous environments, learners desire to cooperate actively with their classmates in the form of group work and pair work. In learner-centered approach even outside the classroom becomes an environment to gain knowledge. Xiaoping (2004) stated that for the sake of creating a successful learning atmosphere, teachers have to practice the learner-centered learning approach. In addition, he asserted that teachers must focus on cooperative and interactive models for achieving learning goals. So in the learner-centered environments, learners take the responsibility for their own learning, such an environment will lead them to depend on their own knowledge and mind to decide about what they would like to be discussed in the class. Students in a learner-centered atmosphere have the right to participate in the classroom decisions, discussions, rules, teamwork, and they act more independently and actively.

Carrión, Atienza, Curieses, and Gonzalez (2010) said that having a limited number of learners in the classroom facilitates group or pair work and each student has a chance to participate in classroom activities. It means that with the limited number of students in the class, learners could participate more in classroom discussions and be more active in comparison to large classes. Also Carrion et al. (2010) revealed that “However, when the number of students is large, the most common situation is that at any time one group presents their project while the rest of the classroom act as a passive recipient” (p. 784). Having a small number of learners in the class will enhance the effectiveness of teaching. In such an environment, teachers can activate the students’ minds and create an interactive setting in such a way that all learners are able to present their work. In contrast, a large number of learners in the classroom cause difficulties in building an effective learning environment. Teachers cannot cope with the need to allow all learners to take part in the lesson and to present their work; some of them will remain passive while the most interactive ones take the opportunity. In such environments, the low proficient and passive learners are getting worse. In large classes, teachers would not be able to improve learners’ learning abilities and develop their academic skills. Therefore, for building a strong, interactive, effective and knowledgeable environment it is better to have a limited number of learners in the classroom. Lewit and Baker (1997) expressed that “Teachers feel that smaller classes encourage increased student-teacher interaction, allow for more thorough evaluation of students, and promote greater teaching flexibility. However, because of the additional teachers and facilities required, reducing class size is costly” (p. 112).

The instructional environment includes psychological, pedagogical, technological, cultural, and pragmatic foundation (Hannafin, Hannafin, Land, &

Oliver, 1997; Hannafin & Land, 1997). In the present study, the researcher is going to shed light on psychological, pedagogical and technological foundations.

Psychological foundation. Blake and Pope (2008) proposed “Teachers must develop a better understanding of their students’ cognitive development, which will lead to the needs of the whole child being satisfied” (p. 59). They also asserted that “Cognitive psychology is a branch of psychology that focuses on studies mental processes, which include how people think, perceive, remember, and learn” (p. 59). Therefore, it is significant for the teachers to know about learners’ cognitive psychology to create an effective environment that is suitable for the learners’ great knowledge achievement in the classroom. When teachers understand the psychological conditions of learners, they know how to satisfy learners in perceiving information, lead them to think properly and to remember what has been discussed in the classroom for a long time.

Pedagogical foundation. Hannafin and Land (1997) pinpointed that “Pedagogical influences focus on the activities, methods, and structures of the learning environment; pedagogical foundations emphasize how an environment is designed and its affordances are made available” (p. 174). The pedagogical foundation tries to reinforce the learning environment with developed teaching methods, useful activities to design a better learning atmosphere, the creation of suitable resources and paving the way for a lifelong learning so as to maximize learning outcomes. Gordon (2010) expressed that “Research on students, classrooms, administrative acts, standardized test scores, and other components of school life, should be based on a basic understanding of pedagogy”(p. 7).

Technological foundation. An and Reigeluth (2011) asserted that today's learners like the classroom to be equipped with technology because it leads them to keeping active in the learning environment. It means that the new generation grows with technology; they spend their entire daily life with technology. They want devices like computer, I pad, cell phones and other technological services to be interpreted in their daily activities. Therefore, it is important to integrate technology in the classrooms in order to create a cooperative environment. Using technology inside the classroom will enhance the process of collaborative learning and creation of the learner-centered learning setting because it leads the learners to become active instead of being passive. Neo and Kian (2003) stated that integrating technology in the learning environment enhances the implementation of learner-centered learning and provides a richer field of study for learners. Classrooms being equipped with multimedia modes cause the expansion of the learning environment and steers a traditional non-learner-centered approach towards being a learner-centered approach. The learner-centered approach puts the students at the center and gives teachers the role of guidance inside the class.

Keengwe and Onchwari (2009) found that "A focus on just learners or technology may not help, but good pedagogical practices that focus on understanding the unique identity of each learner, fostering active learning activities, and incorporating technology into instruction could possibly result in meaningful learning" (p. 19). In order to help learners build an interactive environment, teachers should care about both learners and technology. Integrating technology in the classroom leads to creating an active atmosphere for the learners to work towards accomplishing their learning goals.

Motivation: A Tool for Accomplishing Learner-Centered Learning

Environment

Ryan and Deci (2000) stated that “To be motivated means to be moved to do something” (p. 54). Apparently motivating learners is a great strategy for expanding learners’ knowledge proficiency and it paves the way to developing learners’ confidence in the learning environment. Wu (2010) stated that “It is the teachers’ duty to create a less threatening atmosphere, to motivate, and to strengthen student confidence .More motivated students tend to be more successful language learners” (p. 184-185). Learner-centered instructors should build a kind of environment where learners feel free, relaxed and comfortable. They have to cultivate great confidence in the learners’ minds. It is the teachers’ duty to regard learners as their friends, share ideas and balance the power with the students in the classroom. The more teachers motivate learners, the more learners will achieve language proficiency.

Learner-centered instructors should motivate learners to speak more and express their ideas more fluently and accurately without feeling fear and anxiety. Teachers must not interrupt learners during speaking in order to correct their mistakes/ or errors; instead they have to use different successful strategies so that learners recognize their own mistakes and encourage them to self-correct. While learners tend to speak, sometimes they make mistakes. Therefore, Teachers should let them to speak and encourage them to correct their own mistakes/ or errors that they make. Ustacı and Ok (2014) found that teachers can correct learners’ fossilized vocabulary and pronunciation errors without hurting students’ feelings, then motivate them to depend on their own ability to correct frequent errors in the autonomous learning environment. Therefore, teachers have to encourage learners to correct their

errors because it leads to creating a more autonomous learning environment. Learners in such cases trust themselves rather than on their teachers.

McCombs and Vakili (2005) argue that motivation is an innovative strategy to expand learners' knowledge; motivating learners to learn leads to acquiring learning goals and developing students' academic skills. Teachers have to encourage students to trust on their own learning abilities and motivate them to be active and enthusiasm. Teachers have to consider motivation as innovative strategy to creating an effective learning environment. They should motivate learners in order to become successful and obtain lots of information in the class.

Researchers classified motivation into two main types: intrinsic motivation and extrinsic motivation. Amorose and Horn (2000) said that "An intrinsic motivational orientation describes an individual who participates in an achievement activity primarily for internal reasons (e.g. for fun, pleasure, personal mastery)" (p. 63). In the learning environment, teachers can develop learners' intrinsic motivation towards gaining knowledge. When learners' intrinsic motivation develops, they will make efforts to participate in the classroom discussion so as to maximize their learning without expecting teachers' rewards or praise. In such conditions, learners are encouraged, depending on their ability and desire, to obtain information through activating their potential energy. Valerio (2012) asserts that "Intrinsic motivation involves teachers providing choice, enabling students to set goals and investigate their interests and curiosities .Through the implementation of rich tasks, students are able to connect to the content and engage in learning" (p. 34).

The participators in an extrinsic motivational environment are encouraged to do some activities through external factors (rewards). The extrinsic encouragement is sourced from external factors such as desire to get rewards and useful outcomes.

Ryan and Deci (2000) said that “The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p. 55). In the learner-centered learning environment, it is better to motivate learners intrinsically rather than extrinsically because intrinsic motivation will remain for a long time and learners do not need to wait for any rewards or material outcomes; they study and participate in class discussion in the interest of accomplishing knowledge. Edrak, Yin-Fah, Gharleghi, and Seng (2013) found that “Intrinsic motivation leads to higher job satisfaction than extrinsic motivation” (p, 102). Conversely, in an extrinsic environment, besides some positive outcomes, learners do a job or study in order to get material rewards; such motivation may not last for a long time in learners’ soul and mind. Benabou and Tirole (2003) revealed that extrinsic motivation does not have a great influence on learners’ academic performance. Their study explained that extrinsic motivation depended on rewards and external factors to motivate learners. Therefore, the impact of extrinsic motivation is effective for a limited amount of time.

Conclusion

The Information presented in the literature review related to the learner-centered learning approach, traditional non-learner-centered learning approach, the role of teacher in the classroom, the learner-centered learning environment, and motivation as an effective strategy for creating a learner-centered learning environment. Moreover, learner-centered and non-learner-centered learning approaches and their effect on the process of education were considered in this chapter. The following chapter will present the findings and discussions of the study.

CHAPTER III

METHODOLOGY

Introduction

This chapter focuses on the process of the study. Moreover, it provides information about the number of participants, gender, and their teaching experience. It also gives information about the research design, the material used for collecting the data, the procedures of collecting the data and data analysis.

Research Design

This descriptive study was designed by using quantitative methods to examine teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in the Kurdistan region of Northern Iraq. In addition, the study tries to find out whether Kurdish EFL teachers' learner and non-learner centered beliefs about learners, learning, and teaching vary according to their gender and years of teaching experience. The study utilized the cross-sectional survey method. In the cross-sectional survey, a sample of population is studied instead of surveying the whole population in a day or in a limited time. Fraenkel, Wallen, and Hyun (2012) stated that "A cross-sectional survey collects information from a sample that has been drawn from a predetermined population. Furthermore, the information is collected at just one point in time." (p. 394). For Fraenkel et al. (2012) the main aim behind a survey is to describe the characteristics of a population. Therefore, in order to find answers to the research questions of the current study, a survey study was employed

so as to examine the characteristics of Kurdish EFL teachers' learner and non-learner- centered beliefs concerning learners, learning, and teaching.

Participants

The sample from which the participants were selected for this study included Kurdish EFL teachers in Northern Iraq Kurdistan region, Ranya city's basic and high schools, whose first language was Kurdish. Participants in this study consisted of 165 EFL male and female Kurdish teachers. They were teaching English as a foreign language (EFL) in the Kurdistan region of Northern Iraq, Ranya city's basic and high schools. Participants were educated either at bachelor or diploma degree level in English language teaching and English language and literature. In the present study, there were 22 male and 22 female diploma holder participants. A number of 83 male

Table 1

Distribution of Teachers' Demographic Differences

Distribution of Teachers' Demographic Differences					
N	Groups		Subgroups	Frequency	Percentage
1	Gender		Male	105	63.63%
			Female	60	36.36%
2	Certificate	Diploma	Male	22	13.33%
			Female	22	13.33%
	Bachelor	Male	83	50.30%	
		Female	38	23.3%	
3	Age		Between 21-23	8	4.84%
			Between 24-29	77	46.66%
			Between 30-39	67	40.60%
			Between 40-49	13	7.87%
4	Years of experience		Between 1-5 years	74	44.84%
			Between 6-10 years	59	35.75%
			Between 11-15 years	25	15.15%
			Between 16-20 years	7	4.24%

participants were bachelor holders and 38 of the female participants were bachelor holders, too (see Table 1).

The study included 105 male and 60 female participants. The participants were categorized into two groups according to their gender (see Table 1).

On the other hand, teachers were divided into five groups according to their age. Eight of the teachers were between 21 and 23 (4.84%), 77 of the teachers were between 24 and 29 (46.66%), 67 of the teachers were between 30 and 39 (40.60%), and 13 of the teachers were between 40 and 49 (7.87%). The total number of participants was 165 (see Table 1).

The participants' years of experience in teaching EFL ranged from 1 to 30 years. The participants of the study were arranged into four groups (1-5, 6-10, 11-15, and 16-20) according to their years of teaching experience. There were 74 teachers whose years of teaching experience ranged from 1 to 5 years (44.84%), 59 teachers whose years of teaching experience ranged from 6 to 10 (35.75%), twenty five (15.15%) teachers whose teaching experience ranged from 11 to 15 years, and 7 (4.24%) participants had a teaching experience of 16 to 20 years.

The Instruments

In order to determine the Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in the Kurdistan region of Northern Iraq, Ranya city's basic and high schools, a questionnaire was used in this study which was excerpted from The Learner-Centered Battery (developed by McCombs and Whisler in 1997). The Mid-Continent Regional Educational Laboratory Learner-Centered Battery was constructed in two Surveys; a- Teacher Survey – Grades 6-12 version and, b- Student Survey – Grades 6-12 version

(McCombs, Lauer, & Peralez, 1997). Teacher Survey – Grades 6-12 version consisted of six parts (with suggested SPSS variable names): the first part, The Teacher Beliefs, contains 35, the second part, Teacher Perceptions of Classroom Practices, 25, Teacher Characteristics, 21, the fourth part, Teacher Beliefs about Adolescence, 10 and the fifth part, Teacher Autonomy Support, 20 items. The sixth part was about the Teachers' demographic information. The Student Survey – Grades 6-12 version consisted of three parts (with suggested SPSS variable names): the first part, Student Perceptions of the Teacher's Classroom Practices, contains 25 and the second part, Student Motivation Variables, 46 items. The third part was about the Students' demographic information.

The present study exploited the first part of the Teacher Survey – Grades 6-12 version (The Teacher Beliefs Survey) of the Learner-Centered Battery to collect the data mainly because the same part was used by other researchers to obtain teachers' learner and non-learner-centered beliefs about learners, learning, and teaching. McCombs et al (1997) pinpointed that:

The Learner-Centered Battery (LCB) is part of a self-assessment and reflection system that was specifically developed to help teachers and administrators become more aware of and reflective about (a) their basic beliefs and assumptions about learners, learning, and teaching;(b) the relationship of these beliefs to their school and classroom practices, from their own and their students' perspectives; and (c) the impact of these practices on student motivation, learning, and academic achievement. (p. 8).

The Teacher Beliefs Survey measures three factors: Factor 1: learner-centered beliefs about learners, learning, and teaching (14 items); Factor 2: non-learner-centered beliefs about learning and teaching (12 items); and Factor 3: non-learner-centered beliefs about learners (9 items). For the purpose of discussion in the current

study, the researcher divided the items of the Teacher Beliefs Survey into two main groups: a. Learner centered beliefs about learners, learning, and teaching, and b. Non-learner-centered beliefs about learners, learning, and teaching. The averages of the scores for each subsection determine whether the teachers' beliefs about learners, learning, and teaching are learner-centered, non-learner-centered or neutral.

The questionnaire for the current study (The Teacher Beliefs Survey) consisted of two parts. The first part of the questionnaire was about the demography of the participants and asked about the participants' gender, teaching experience, qualification and their age. The second part of the questionnaire included 35 items, 21(2, 3, 5, 6, 8, 9, 11, 12, 14, 15, 17, 18, 20, 21, 23, 24, 26, 27, 29, 31, 33) of which were reversed scored. The researcher asked the participants to read each of the sentences and decide the extent to which they agreed or disagreed with them by ticking the appropriate column of the question/statement and asked them to go with their first judgment and not spend much time in reading and re-reading each sentence (see Appendix A).

The questionnaire of the study used a five point-Likert scale ranging from strongly disagree, somewhat disagree, undecided, somewhat agree to strongly agree with each of the thirty-five items. The total mean scores showed the teachers' teaching style; mean scores above 3.50 represented a learner-centered approach, whereas mean scores below 2.50 represented a non-learner-centered approach. The mean scores between 2.50 and 3.50 indicated that the teachers were neither learner-centered nor non-learner-centered (neutral). High mean scores in each item denoted support for the concept of the item. The aim for choosing this questionnaire was because the items were relevant to investigating teachers' learner and non-learner-centered beliefs about learners, learning, and teaching.

Reliability and Validity

For checking the validity and reliability of the questionnaire, the following steps were taken. First, for the face validity two expert teachers checked the questionnaire of the study in order to confirm the appropriateness of the instrument for the purpose of the current study. One of the experts is a PhD student in university of Leeds and the other has an MA degree in TESOL. They confirmed that the items were appropriate for the purpose of the study. Then, a number of 26 Kurdish EFL teachers took part in a pilot study. The participants taught English as a foreign language in the Northern Iraq, Ranya city basic and high schools. During the completion of the questionnaire in the pilot study, the respondents did not face any problem or ambiguity to understand the items. For the reliability of the questionnaire, the Cronbach Alpha score was calculated and the result was .766. Therefore, the questionnaire used for collecting the data was reliable. Cohen, Manion, and Morrison (2007) stated “The Cronbach alpha provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other relevant items, and is useful for multi-item scales” (p. 148).

Table2

Reliability Distribution

Cronbach's Alpha	Number of Items
.766	35

Data Collection Procedures

This study employed a quantitative survey method to collect the data. The researcher got permission from the directorate of education in the Kurdistan region, Ranya city. Then the researcher visited almost all basic and high schools in Ranya city to get in touch with the English as a foreign language (EFL) teachers, the participants. After getting permission from the school headmasters, the researcher

asked the participants to fill in the questionnaire. Participants were asked to answer the questions according to their individual situation. The questionnaire used to collect the data was in English because the participants were English teachers. Out of 240 distributed questionnaires, 165 were handed back to the researcher. This may refer to the fact that some of the participants were not cooperative with filling in the questionnaire. The Statistical Package for Social Sciences (SPSS) was utilized for data analysis. With the appropriate statistical techniques, independent sample t-test and one-way ANOVA were conducted for the data analysis.

Data Analysis

The statistical package for the social sciences (SPSS) Version 20, was used for the data analysis. The descriptive statistics was used to find out the frequencies, means, percentages and standard deviations for each item. The data was analyzed according to the research questions. One-way ANOVA and Independent-Sample t-test were utilized in order to find out whether the mean differences regarding learner and non-learner-centered beliefs about learners, learning, and teaching of males and females and their years of experience were statistically significant.

Conclusion

This chapter provided information about the design of the study and explained data collection and data analysis procedures. Demographic information about participants was presented. The reliability and validity of the study were clarified. The following chapter will present and explain the results and discussions of the findings.

CHAPTER IV

FINDINGS and DISCUSSION

Introduction

The aim behind this chapter is to explain the quantitative results of the data collected through a survey questionnaire. The quantitative results were about English foreign language (EFL) Kurdish teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq Kurdistan region basic and high school classrooms. The following sections are concerned with the findings of the quantitative analysis which were demonstrated in tables. Then, the researcher discusses in detail each of the presented findings. Finally, this chapter discusses the significant differences concerning the teachers' gender and years of teaching experience.

Kurdish EFL Teachers' Learner and non-Learner-Centered Beliefs about Learners, Learning, and Teaching

The results of the data analysis showed that the total mean score of all 165 participants of the study on Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq Kurdistan region basic and high schools was 2.88 with a standard deviation of 1.11. The results indicate that EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq Kurdistan region stayed neutral towards learner-centered learning and their teaching styles were neither learner-centered nor non-learner-centered. The results showed that teachers shared both characteristics of learner-centered and non-learner-centered approach during the process of teaching and

learning. Likewise, Elmas, Demirdogen, and Geban (2011) and Timor (2011) in their study found that most of the teachers saw themselves using both learner-centered and non-learner-centered instructional method (neutral) during teaching students. Previous studies about learner-centered learning (Ahmed, 2013; Mehdinezhad, 2011) found that the participating teachers were positive towards learner-centered approach. The possible reason behind this finding might be that Kurdish EFL teachers were aware of learner-centered approach and its benefits in teaching learners, but they might face some barriers during implementing it. It may be assumed that while teachers tended to practice learner-centered approach in the classroom, challenges and barriers in front of implementing it, oblige teachers to shift to practicing the traditional non-learner-centered approach. Sablonniere (2009) revealed that “Despite the fact that the value of the student-centered approach is widely acknowledged among educators in Central Asia, the majority of teachers, students and institutions are nevertheless not adhering to it” (p. 2). The barriers in front of implementing the learner-centered approach probably were: having large classes, shortage of school buildings and a chair in the class may not suitable for doing group and pair work activities due to their being heavy and not mobile. An EFL teacher may be assigned to teach different courses such as teaching geography, history or mathematics (not connected to EFL) due to the shortage of teachers especially in the remote areas. Teachers’ salary (and bonus salary) may not be enough to provide their life necessities, therefore they probably try to find a second job which affect the teaching quality negatively. Melese et al. (2009) revealed that “The major factors that affect teachers’ use of learner centered methods include assigning teachers to teach different courses (e.g. 3 major courses), shortage of time, classroom arrangement (due to chair arrangement), large class size, budget problem

for purchasing materials” (p. 41). In addition, Kheam and Maricar (2012) found that “challenges that teachers faced in their schools were (1) classroom management, (2) lacks of teaching materials (textbooks), (3) class size (40-50 students), (4) time limitation (spend more times and the lesson is too lengthy), (6) lacks of experiment materials (no laboratory), (7) low salary.” (p. 1011).

Table 3

Kurdish EFL Teachers' Learner and non-Learner-Centered Beliefs about Learners, Learning, and Teaching

Mean	Std. Deviation	N
2.886	1.1184	165

The Most Common Learner Centered Beliefs

In the non-learner-centered approach, teachers transmit knowledge to students without any active interaction in the classroom and probably regard themselves as the only source of knowledge. Teachers might better change and update their teaching style in order to develop students' learning abilities in an autonomous learning environment, as Saulnier (2008) stated “We can make the change to a learner-centered paradigm if we remind ourselves that our need is to develop a coherent philosophy of education driven by the idea of student learning” (p. 7).

The highest mean scores of the data analysis in Teacher Beliefs Survey questionnaire are regarded as the most common learner centered beliefs. The mean scores, percentages and standard deviations of the most common learner-centered beliefs are given in Table 4.

According to the findings of the study item 7, “In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs”, received a mean score of 4.68 (SD= .794). Approximately 95.2% of the respondents strongly agreed and somewhat agreed with the item, while 4.2% disagreed. This finding indicates that teachers had positive beliefs about learners, learning, and teaching within the concept of the item. Kurdish EFL teachers probably thought that

Table 4

Items with the Highest Mean Scores in the Teacher Beliefs Survey

N o.	Questionnaire's item	Scales	N	%	Mean	SD
7	In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs.	Strongly Disagree	4	2.4%	4.68	.794
		Somewhat Disagree	3	1.8%		
		Undecided	1	0.6%		
		Somewhat agree	25	15.2%		
		Strongly agree	132	80.0%		
28	Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.	Strongly Disagree	4	%2.4	4.50	.894
		Somewhat Disagree	5	%3.0		
		Undecided	6	%3.6		
		Somewhat agree	39	%23.6		
		Strongly agree	111	%67.3		
25	When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.	Strongly Disagree	4	2.4%	4.48	.852
		Somewhat Disagree	3	1.8%		
		Undecided	6	3.6%		
		Somewhat agree	48	29.1%		
		Strongly agree	104	63.0%		
4	Students achieve more in class in which teachers encourage them to express their personal beliefs and feelings.	Strongly Disagree	2	%1.2	4.38	.927
		Somewhat Disagree	11	%6.7		
		Undecided	6	%3.6		
		Somewhat agree	48	%29.1		
		Strongly agree	98	%59.4		
10	Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.	Strongly Disagree	6	3.6%	4.24	1.07
		Somewhat Disagree	11	6.7%		
		Undecided	10	6.1%		
		Somewhat agree	47	28.5%		
		Strongly agree	91	55.2%		

they had to help and familiarize learners with the learning goals. Jones (2007) revealed that instructors had to play the role of facilitators; they had to help students learn and encourage them to communicate, cooperate and improve their learning

expertise. Based on the findings, helping learners to be more autonomous in the class may encourage them to participate, maximize their learning and share their knowledge in the class discussion. Pedersen and Liu (2003) clarified the role of the teacher in the learner-centered classroom and proposed that “Teachers help students to work through the difficulties they encounter by questioning them and helping them to identify alternative paths or resources, but they do not resolve these difficulties for the students” (p. 58).

As it can be seen from the results, item number 28, “Being willing to share who I am as a person with my students facilitates learning more than being an authority figure”, got a mean score of 4.50 (SD= .894). The majority of the respondents (90.9%) strongly agreed and agreed with the item. The possible explanation for this result could be that, EFL teachers had more learner-centered beliefs about learners, learning, and teaching in the Kurdistan region, Ranya city basic and high schools within the item. Teachers may think that they should not present themselves as an authority figure in the class. The reason for this result could be that teachers probably thought that as long as they regarded themselves as guides for students, the students would feel more comfortable and attempt to gain more knowledge. Massouleh and Jooneghani (2012) in their study found that for creating an effective learning environment and practicing the learner-centered approach, teachers had to empower students to decide about their own learning in a democratic atmosphere. They revealed that teachers and students had to build a friendly relationship in democratic learning environments where students themselves made their own choices of learning.

The results also showed that item 25, “When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with

even the most difficult classroom situations”, received a mean score of 4.48 (SD= .852). Approximately 92.1% of the respondents agreed with the item, whereas 3.6% were undecided and 4.2% disagreed. The possible explanation for this result could be that teachers might think that in order to become successful teachers and help learners to acquire lots of information they should feel comfortable and relaxed. Another probable reason for this finding is that EFL Kurdish teachers might believe that it was necessary to teach students with enthusiasm and good temper in order to overcome unexpected situations in the classroom and develop learners’ knowledge. Rubio (2009) found that effective teachers should practice a relaxed teaching style, motivate learners, teach learners kindly, must build a learning environment where learners feel happy and they should express their love in the class without caring about students’ proficiency.

The results also clarified that item four “Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings” received a mean score of 4.38 (SD= .927). About 88.5% of the respondents agreed that motivating students was an effective strategy towards learners’ knowledge achievement, whereas 7.9% disagreed and 3.6% were undecided. The results showed that teachers in Northern Iraq Kurdistan region appreciated motivation; they might think that encouraging learners could increase students’ achievement to the highest degree in the learning process. The reason behind the highest percentage of respondents’ agreement with this item could be because teachers believed that motivating learners to express their personal feelings, opinions and beliefs without having stress and anxiety led to develop their knowledge, proficiency and acquire information. Tella (2007) found that those learners who were highly motivated in the

learning process accomplished more academic skills and knowledge than less motivated ones.

As shown in Table 4, item 10 “Addressing students’ social, emotional, and physical needs is just as important to learning as meeting their intellectual needs”, got a mean score of 4.24 (SD= 1.07). Almost 83.7% of the respondents strongly agreed and agreed, while 10.3% disagreed and 6.1% were undecided. This finding indicates that EFL teachers had positive beliefs about learners, learning, and teaching and addressing learners’ social, emotional, and physical needs. This finding reveals that teachers cared a lot about students’ emotional, social and physical needs in order to fulfill all aspects of learning. The reason behind this finding could be that EFL teachers thought that teaching inside the class without going out to do social activities and physical exercises affected learners’ academic performances negatively. Brown (2003) proposed that teachers have to encourage students to do social, physical and emotional activities. He said that teachers’ job is not just developing learners’ intellectual abilities; they have to care about learners’ emotional, social and physical growth.

The Most Common Non-Learner-Centered Beliefs

The lowest mean scores of the data analysis in Teacher Beliefs Survey questionnaire are regarded to be the most common non-learner-centered beliefs. The mean scores, percentages and standard deviations of the most common non-learner-centered beliefs are shown in Table 5.

The results show that one of the most common non-learner-centered beliefs according to the respondents was the item number 12, “My most important job as a

teacher is to help students meet well-established standards of what it takes to succeed”, which received a mean score of 1.30 (SD=.814). Approximately 93.9% of the respondents strongly agreed and somewhat agreed, whereas 5.4% of the respondents strongly disagreed and somewhat disagreed and 0.6% of the participants were undecided. This finding indicates that non-learner-centered beliefs about learners, learning, and teaching were favored by the respondents of the study within the item. Teachers believed that their most important job as teachers was to let students know more about and practice their well-established standards. According to Al-

Table5

Items with the Lowest Mean Scores in Teacher Beliefs Survey

No.	Questionnaire's item	Scales	N	%	Mean	SD
12	My most important job as a teacher is to help students meet well-established standards of what it takes to succeed.	Strongly agree	137	%83.0	1.30	.814
		Somewhat agree	18	%10.9		
		Undecided	1	%0.6		
		Somewhat disagree	6	%3.6		
		Strongly disagree	3	%1.8		
9	No matter how bad a teacher feels, he or she has a responsibility not to let students know about those feelings.	Strongly agree	131	%79.4	1.34	.823
		Somewhat agree	22	%13.3		
		Undecided	4	%2.4		
		Somewhat disagree	5	%3.0		
		Strongly disagree	3	%1.8		
18	Knowing my subject matter really well is the most important contribution I can make to student learning.	Strongly agree	118	%71.5	1.46	.907
		Somewhat agree	32	%19.4		
		Undecided	2	%1.2		
		Somewhat disagree	11	%6.7		
		Strongly disagree	2	%1.2		
24	One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom.	Strongly agree	95	%57.6	1.53	.753
		Somewhat agree	59	%35.8		
		Undecided	5	%3.0		
		Somewhat disagree	5	%3.0		
		Strongly disagree	1	%0.6		
27	Good teachers always know more than their students.	Strongly agree	120	%72.7	1.55	1.06
		Somewhat agree	21	%12.7		
		Undecided	7	%4.2		
		Somewhat disagree	12	%7.3		
		Strongly disagree	5	%3.0		

Zube (2013) in the traditional non-learner-centered classroom teachers are the main source of information; they have the responsibility of deciding the choice of topics for class discussions. Learners take orders and receive information passively from their teachers. The respondents probably thought that learners' ideas and standards were useless in the process of education.

The findings clarified that item number 9 received a mean score of 1.34 (SD=.823) "No matter how bad a teacher feels, he or she has a responsibility not to let students know about those feelings". Around 92.7% of the respondents strongly agreed and somewhat agreed concerning the item while 4.8% disagreed and 2.4 % were undecided. This finding indicates that teachers' beliefs were more non-learner-centered and negative about learners, learning, and teaching within the concept of the item. Teachers believed that sharing and expressing their personal feelings in the class affected their personality negatively. The reason behind this finding is probably that teachers may believe that they should not let learners know about their life situations and feelings because they may think that in such conditions they would lose their respect in the class. It seems that teachers refuse to have friendly interaction with the learners. Jennings and Greenberg (2009) asserted that the quality of learner-teacher relationship relays, in part, on how teachers state their personal feelings. He believed that good teacher-learner relationships play an essential role in healthy school and classroom environment and he pinpointed that teachers have to find suitable techniques to utter their emotions in the learning environment.

The results showed that item 18, "Knowing my subject matter really well is the most important contribution I can make to student learning", received a mean score of 1.46 (SD=.907). Most of the respondents 90.9% agreed concerning the item, while 7.9% disagreed and 1.2% were undecided. Based on this finding, EFL teachers

had negative beliefs about learners, learning, and teaching in the Kurdistan region, Ranya city basic and high schools within the item. They believed that depending on the subject matter during teaching guaranteed the best learning outcome in the classroom. The reason behind this finding is probably that the respondents may see the subject matter as a direct reason to expand learners' learning outcomes. Cheong (2008) said that "In the traditional teacher-centered approach, the teacher is knowledgeable in the subject matter and the focus of teaching is on the transmission of knowledge from the expert teacher to the novice student" (47). In addition, Phungphol (2005) asserts that non-learner-centered instructors pay too much attention to covering the content, and aim to cover the content rather than expanding students' learning abilities. He viewed the traditional non-learner-centered learning approach as "subject matter-centered".

As shown in Table 5, item 24, "One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom", has got a mean score of 1.53 (SD=.753). Approximately 93.4% of the respondents who completed the questionnaire strongly agreed and somewhat agreed with the item, while 3.6% of the respondents disagreed and 3.0% were undecided. The results show that the majority of the respondents had negative beliefs regarding learners, learning, and teaching within the concept of the item. The reason behind this finding is that teachers believed that the most valuable things to teach students were practicing those rules that were designed and imposed by the school hierarchy. The rules which teachers expected students to practice might produce passive and obedient learners. Timor (2011) in his study found that 72% of the teachers considered the school hierarchy and training students to obey school rules as

significant. In addition, he found that nearly half of the teachers believed that students' status were lower as compared to teachers' status in the school.

The results also showed that another most common non-learner-centered belief was found in item 27 "Good teachers always know more than their students". Investigation shows that 85.4% of participants strongly agreed and agreed with the item ($M = 1.55$, $SD = 1.06$), whereas 10.3% of the participants disagreed and 4.2% remained undecided. Based on this finding, teachers expressed their negative beliefs about learners' knowledge and they indicated that they did not accept having better-informed students than themselves in the classroom. It might be assumed that teachers regarded themselves as expert and knowledgeable people who refuse students' challenges in the class. Sablonniere (2009) found similar results and claimed that after Kyrgyzstan became independent in 1990, many changes were made in the educational system of the region but still 80% of the educational establishments practiced the traditional non-learner-centered approach where the teacher was regarded as an expert and the only source of information in the process of education. Lee (2011) clarified the relationship between teacher and students in the traditional Eastern cultures and in most of the Asian countries classrooms "Students don't want to cause their teacher to lose face, so they usually avoid asking questions in class. Also, asking too many questions may be viewed as threatening or challenging the authority of the teacher." (p. 76).

Two-Dimensional Analysis of Kurdish EFL Teachers' Learner and non-Learner-Centered Beliefs about Learners, Learning, and Teaching

McCombs et al. (1997) divided Teacher Beliefs Survey items into three factors: (1) Learner-centered beliefs about learners, learning, and teaching (14 items),

(2) Non-learner-centered beliefs about learning and teaching (12 items), and (3) Non-learner-centered beliefs about learners (9 items). Nevertheless, for the purpose of discussion, the researcher divided the Teacher Beliefs Survey items into two main groups: a. learner centered beliefs about learners, learning, and teaching (14 items), and b. non-learner-centered beliefs about learners, learning, and teaching (21 items). Different mean scores for each subsection were calculated and the results showed that Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching were different in relation to these subsections of Teacher Beliefs Survey in Northern Iraq.

Table 6

<i>Distribution of Teacher Beliefs Survey Scores according to Learner-Centeredness</i>			
No.	Subsections	Mean	SD
1	Learner-centered beliefs about learners, learning, and teaching	3.98	1.07
2	Non-learner-centered beliefs about learners, learning and teaching	2.14	1.14

As shown in Table 6, Kurdish EFL teachers' learner-centered beliefs regarding learners, learning, and teaching ($M = 3.98$, $SD = 1.07$) leaned toward learner-centered. The results indicated that learner-centered beliefs about learner, learning, and teaching were favored by the respondents of the study, they might believe that using learner-centered teaching strategy was a reason to develop learners' self-esteem habit. In addition, teachers probably thought that involving learners' in an active learning process guaranteed the best learning outcomes. McCombs and Whisler (1997) asserted that

Learning is a natural process of pursuing personally meaningful goals, and it is active, volitional, and internally mediated; it is a process of discovering and constructing meaning from information and experience, filtered through the learner's unique perceptions, thoughts, and feelings. (p. 5)

The results indicated that Kurdish EFL teachers' learner-centered beliefs were positive about learners, learning, and teaching. They believed that motivating learners in the learning process was essential to develop their academic skills. McCombs (2001) pinpointed that "What and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking" (p. 187).

The results also showed that Kurdish EFL teachers' non-learner-centered beliefs regarding to learners, learning and teaching of the current study were revealed to be leaning toward non-learner-centered approach ($M = 2.14$, $SD = 1.14$). Based on the findings, teachers did not believe that learning happened inside students' mind due to their efforts to develop their own learning skills. Conversely, teachers thought learning occurred through transmitting knowledge from teachers to the novice learners without active interaction. Siddiquee and Ikeda (2013) asserted that in traditional non-learner-centered environments, learners are viewed as passive listener. Teachers decide what to teach and how to teach learners. Asif and Imran (2013) revealed, "Learning does not mean to learn some facts, principles or theories by heart. Rather learners construct their own meanings on the basis of their experiences and through interaction with other students and teachers" (p.13).

Kurdish EFL teachers' non-learner-centered beliefs regarding learners, learning, and teaching were more non-learner-centered than learner-centered. They preferred to teach learners in non-learner-centered environment where students took notes in downcast eyes and memorize information passively. Furthermore, it seems that teachers were more interesting in imposing their instructional rules, they probably liked learners to obey to their learning standards instead of appreciating

their ideas about learning in the class and they may refuse to give choices of learning to learners. Asif and Imran (2013) also found that “Teaching does not just mean to transfer knowledge and skills to learners. It is a higher order activity. It is a source to develop higher order thinking, creativity and problem-solving ability in learners” (p. 13)

In the following sections, analysis of each subsection of Teacher Beliefs Survey will be done separately to determine whether any particular items within each subsections played a significant role concerning teachers’ learner and non-learner-centered beliefs about learner, learning, and teaching.

Learner-centered beliefs about learners, learning, and teaching. Kurdish EFL teachers’ learner-centered beliefs regarding learners, learning and teaching of the current study were revealed to be leaning toward learner-centered approach ($M=3.98$, $SD=1.07$). Since the participating teachers of this study had various educational backgrounds and teaching experience, they had more learner-centered beliefs on learners, learning and teaching concerning learner-centered beliefs items. In accordance to the present study, the study by Kheam and Maricar (2012) in their study found that the teachers’ beliefs concerning learners, learning and teaching were learner-centered.

As shown in table 7, concerning item number 7, Kurdish EFL teachers’ learner centered beliefs about learners, learning, and teaching were positive ($M=4.68$, $SD=.794$) and they believed that they had to help learners to feel free in expressing their opinions and happy in the learning environment in order to expand their learning abilities. Based on the findings of the study, item 16 received a mean score of 4.12 ($SD=.881$). This finding showed that EFL teachers’ learner-centered

beliefs about learners, learning, and teaching were positive. An interpretation for this finding is that teacher thought that the most important issue in developing learners' proficiency was to help them to understand their own beliefs about themselves and

Table 7

Distribution of Items in the Learner-Centered Beliefs about Learners, Learning & Teaching

N o.	Questionnaire's item	N	Mean	SD
7	In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs.	165	4.68	.794
28	Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.	165	4.50	.894
25	When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.	165	4.48	.852
4	Students achieve more in class in which teachers encourage them to express their personal beliefs and feelings.	165	4.38	.927
10	Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.	165	4.24	1.07
16	Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.	165	4.12	.881
13	Taking the time to create caring relationships with my students is the most important element for student achievement.	165	4.07	1.17
35	I believe that just listening to students in a caring way helps them solve their own problem.	165	3.87	1.18
34	Seeing things from students' point of view is the key of their good performance in school.	165	3.85	1.07
19	I can help students who are uninterested in learning get in touch with their natural motivation to learn.	165	3.73	1.11
30	My acceptance of myself as a person is more central to my classroom effectiveness than the comprehensiveness of my teaching skills.	165	3.66	1.21
1	Students have more respect for teachers they see and can relate to as real people, not just as a teacher.	165	3.59	1.17
22	Students will be more motivated to learn if teachers get to know them at a personal level.	165	3.53	1.32
32	Accepting students where they are no matter what their behavior and academic performance makes them more receptive to learning.	165	3.04	1.47
Total			3.98	1.07

encouraged them to depend on their own learning capacities. Fahiminia, Jahandar, and Khodabandehlou (2013) pinpointed that learners' beliefs were very consequential in acquisition language and acquiring knowledge "If we, as teachers try to change our students' traditional and negative beliefs, there will be a good teaching and a good learning of a foreign language" (p. 151). Based on the findings, item number 1 received a mean score of 3.59 (SD=1.17). This finding indicated that EFL teachers had positive beliefs about learners, learning, and teaching within the item and they wanted to build a good relationship based on mutual respect with learners in order to encourage them to be more receptive to learning. Mokhele (2006) revealed "The teacher–learner relationship in the classroom should be based on mutual respect and trust. To achieve this, teachers have to be in close partnership with the learners when making decisions that affect the class" (p. 150).

Non-learner-centered beliefs about learners, learning and teaching. On the Kurdish EFL teachers' non-learner-centered beliefs regarding learners, learning and teaching ($M = 2.14$, $SD = 1.14$), the results showed that teachers were negative about learners, learning, and teaching.

The findings showed that item 29 received a mean score of 1.87 ($SD = 1.01$). Based on this finding, it was revealed that EFL teachers' non-learner-centered beliefs about learners, learning, and teaching were negative within the item. Teachers believed that learners had to follow their instructions and rules in the classroom because they knew how to educate and what to teach learners. It seems that teachers did not appreciate learners' participations in classroom discussions. The reason behind this finding could be that EFL teachers probably thought that without

Table 8

Distribution of items in non-Learner-Centered Beliefs about Learners, Learning & Teaching

N	Questionnaire's items	N	Mean	SD
o.				
26	Teachers should not be expected to work with students who consistently cause problem in class.	165	3.74	1.39
17	It is just too late to help some students.	165	3.56	1.45
20	No matter what I do or how hard I try, there are some students who are unreachable.	165	2.93	1.37
31	For effective learning to occur, I need to be in control of the direction of learning.	165	2.89	1.35
8	It is impossible to work with students who refuse to learn.	165	2.49	1.40
14	I can't help feeling upset and inadequate when dealing with difficult students	165	2.39	1.19
6	If students are not doing well, they need to go back to the basics and do more drill and skill development.	165	2.33	1.29
23	Innate ability is fairly fixed, and some children just cannot learn as well as others.	165	2.32	1.32
2	There are some students whose personal lives are so dysfunctional that they simply do not have the capability to learn.	165	2.15	1.20
33	I am responsible for what students learn and how they learn.	165	2.01	1.19
5	Too many students expect to be coddled in school.	165	2.00	.984
21	Knowledge of the subject area is the most important part of being an effective teacher.	165	1.98	1.25
11	Even with feedback, some students just cannot figure out their mistakes.	165	1.95	1.01
29	I know best what students need to know and what is important; students should take my word that something will be relevant to them.	165	1.87	1.01
3	I cannot allow myself to make mistakes with my students.	165	1.70	1.19
15	If I do not promote and provide direction for student questions, students will not get the right answer.	165	1.63	.964
27	Good teachers always know more than their students.	165	1.55	1.06
24	One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom.	165	1.53	.753
18	Knowing my subject matter really well is the most important contribution I can make to student learning.	165	1.46	.907
9	No matter how bad a teacher feels, he or she has a responsibility not to let students know about those feelings.	165	1.34	.823
12	My most important job as a teacher is to help students meet well-established standards of what it takes to succeed.	165	1.30	.814
Total			2.14	1.14

teachers' help, students would not be able to acquire knowledge in the learning environment. Pedersen and Liu (2003) said that "In teacher-directed instruction, students work to meet the objectives set by the teacher" (p.58). It could be seen from the findings that the item number 11 received a mean score of 1.95 (SD= 1.01). This finding indicated that Kurdish EFL teachers' non-learner-centered beliefs about learners, learning, and teaching leaned toward non-learner-centered approach within the concept of the item and they thought that despite their efforts and supports, students could not succeed to eradicate their mistakes during examination, oral speaking, doing homework and assignments. The reason behind this finding is probably that teachers thought that they did not have to give feedback to the learners; they thought that giving feedback to learners was just wasting of time because they could not put an end to their frequent mistakes. Mascolo (2009) stated that in the traditional learning environment –feedback is usually restricted to the score that a learner achieves on a test. He said that in such cases, learners are unable to benefit from teachers' feedback and they could not put it into practice to develop their learning abilities. He also revealed that "Feedback that (a) acknowledges a student's ongoing progress, (b) articulates the value of hard work and continuous improvement, and (c) identifies what a student has to do in order to take the next incremental step in developing any given skill" (p. 20-21). The results also showed that item number 12 received a mean score of 1.30 (SD= .814). This finding indicated that teachers were negative about learners' standards of learning and they had more non-learner-centered beliefs within the concept of the item. The participating teachers believed that their job as a teacher was to make the learners obey learners own rules and learning standards without caring about learners' opinions and ideas in the class. McCombs (2001) describes learner-centered teachers

as “We also found that teachers who are more learner-centered are more successful in engaging all students in an effective learning process and are themselves more effective learners and happier with their jobs” (p. 190).

Gender Differences in Kurdish EFL Teachers’ Learner and Non-Learner-Centered Beliefs about Learners, Learning, and Teaching

The results of the data analysis show that the total mean score of male participants in the study on teachers’ learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq Kurdistan region was 2.88 with a standard deviation of 1.13. In accordance, the total mean score of female participants was 2.88 with standard deviation 1.08 (see Table 9). This finding indicates that both male and female teachers’ learner and non-learner centered beliefs about learners, learning, and teaching were neutral (neither learner-centered nor non-learner-centered). Based on the data, it was revealed that male and females’ teaching styles correspond with neither learner-centered nor non-learner-centered (neutral), they shared both characteristics of learner and non-learner-centered approach during English teaching. Chudgar and Sankar (2008) revealed that “In a traditional rural setting for instance, where teaching itself accords a certain authority to the teacher regardless of their gender, a male and female teacher may look very similar inside the classroom in their teaching practices” (p. 629). By contrast, the study that was carried out in Turkey by Elmas et al. (2011) found that female teachers’ teaching styles were learner-centered while male teachers’ teaching styles were non-learner-centered. Ahamd (2013) found no significant relationship between the teachers teaching style and the teachers’ gender, so he found no statistical significant difference between male and female in the type teaching style instructors utilized in

their classrooms. In addition, a study on “teachers’ beliefs about student-centered pedagogy”, which was carried out in Iran by Mehdinezhad (2011), found no significant differences between male and female teachers’ beliefs on student-centered pedagogy overall.

Table 9

Teachers’ Learner and non-Learner-Centered Beliefs Scores according to Their Gender

Gender	Mean	SD	N	Percentage
Male	2.8879	1.1359	160	63.63%
Female	2.8843	1.0812	65	36.36%

It seems that most male and female teachers do not totally practice the characteristics of the learner-centered approach, they sometimes leaned towards the non-learner-centered profile. The reason behind this finding may be that in the Kurdish culture and society, teachers treat students in a conservative manner and they wish keeping their distance. They probably think that more friendly interaction with students will have a negative effect on their reputations and personality in society. Alaedein, Abu Al-Ruz, and Abu Alia (2007) revealed that the social context is affecting gender’s teaching style in teaching process; it leads to both female and male teachers taking the social norms into consideration during teaching learners and they want to be more in control of classroom management rules.

Individual items were examined, the results of independent samples T-test showed that there were two items significantly different concerning teachers’ learner and non-learner-centered beliefs about learners, learning and teaching. In almost all of the significant items for gender differences, the male and female teachers had different points of view.

Gender and non-learner-centered beliefs about learners, learning and teaching. According to the results, there was one item where significant differences were observed between genders concerning non-learner-centered beliefs about learners, learning, and teaching. In fact, the results show that male teachers scored significantly higher (thought differently) than female teachers as it is shown in Table 10. The findings showed that the significant difference was observed in item 6 of the questionnaire $t(163) = -2.293, p = .023$. Based on the data, female teachers had negative beliefs about learner, learning and teaching within the item and their answers received a mean score of 2.05 (SD= 1.15). Whereas male teachers stayed neutral, neither learner-centered nor non-learner-centered, (M= 2.50, SD= 1.33). The reason behind this finding may be that female teachers probably believed that it was not possible to develop the learning competencies of those students who could not do the class activities well. In addition to this, the finding could be the

Table 10

Significant T-test Results of non-Learner-Centered Beliefs about learner, Learning, and Teaching according to Their Gender

No.	Items	Gender	N	Mean	SD	T	df	Sig
6	If students are not doing well, they need to go back to the basics and do more drill and skill development.	Male	165	2.50	1.33	2.293	163	.023
		Female	60	2.05	1.15			

result of female teachers' believing that having low proficient learners in the class was not acceptable. In contrast, male teachers shared both characteristics of learner, and non-learner-centered instructional methods (neutral) and they probably thought that it was feasible to teach and develop the low proficient learners' academic skills by using innovative approaches (learner-centered-approach) in the learning

environments. Contradictory to this finding, Elmas et al. (2011) found that male teachers had more negative beliefs towards learner-centered approach than female teachers “One of the reasons for male pre-service teachers to choose more likely to be teacher-centered instructional style might be that they would like to be authoritative figure concomitant to their social role in the community” (p. 171).

Gender and learner centered beliefs about learners, learning, and teaching. As shown in Table 11, in item 35 female teachers had more positive beliefs about learner, learning, and teaching within the concept of the item ($M=4.15$, $SD= 1.08$) compared to male teachers ($M= 3.72$, $SD= 1.22$) $t(163) = -2.316$, $p < .022$. It was found that both male and female teachers had more learner-centered beliefs than non-learner-centered beliefs about learners, learning, and teaching within Table 11

Significant T-test Results of Learner Centered Beliefs about learners, Learning, and Teaching according to Their Gender

N o.	Questionnaire's Items	Gender	N	Mean	SD	T	df	Sig.
35	I believe that just listening to students in a caring way helps them solve their own problem.	Male	105	3.72	1.220	2.316	163	.022
		Female	60	4.15	1.086			

the item. However, it was revealed that female teachers had more positive beliefs about learners, learning, and teaching than male teachers within the concept of the item. Female teachers preferred to listen to students in a caring way. The possible explanation for this result could be that female teachers thought that by listening to students' comments and opinions they facilitated the way to find solutions for learners' problems and bad situations. Elmas et al. (2011) revealed that female

teachers are using collaborative and active constructivist approaches in the classroom than male teachers, he also asserted that female teachers are feel more pleased sharing their knowledge with others compare to males.

Kurdish EFL Teachers' Teaching Experience and Their Learner and Non-Learner-Centered Beliefs about Learners, Learning, and Teaching

The analysis of the data on Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching according to their years of teaching experience showed that teachers' teaching styles between 1 and 5, 6 and 10, 11 and 15, and 16 and 20 years of teaching experience, were revealed to be leaning toward neither learner centered nor non-learner-centered instructional approaches (neutral). Furthermore, the results indicated that teachers between 16 to 20 years of teaching experience ($M=2.852$, $SD= 1.05$) and teachers between 6 to 10 years of teaching experience ($M= 2.855$, $SD= 1.104$) had more non-learner-centered beliefs than learner centered beliefs compared to teachers between 11 and 15 years of teaching experience ($M=2.94$, $SD= 1.05$) and teachers with between 1 and 5 ($M= 2.89$, $SD= 1.100$) years of teaching experience. The study comparing teacher-centered and learner-centered teaching styles carried out by Ahmad (2013) found no significant difference in teaching styles in relation to years of teaching experience.

Table 12

<i>Mean Scores of Group Teachers according to Their Years of Teaching Experience</i>			
Years of Teaching Experience	Mean	SD	N
Between 1-5 years	2.8961	1.100	74
Between 6-10 years	2.8553	1.104	59
Between 11-15 years	2.9486	1.15	25
Between 16-20 years	2.8523	1.05	7

The reason behind this finding may be that teachers with 16 to 20 and 10 to 16 years of teaching had more experience and their teaching styles may have been molded through the ideology of the post Saddam dictatorial Baath regime in Northern Iraq Kurdistan Region. Harb (2008) expressed that “During the Saddam years, the higher education sector became a venue for political correctness, cronyism, corruption, and manipulation of resources to advance the regime’s ideology and policies” (p. 3). Therefore, they preferred taking a leading role presenting themselves as the authority figure in the class. Unal and Unal (2012) found that “As teachers experienced, they become more controlling on both behavior and instructional management” (p. 49).

The ANOVA results and Post Hoc (LSD) test showed the significant differences of teachers’ learner and non-learner-centered beliefs about learners, learning, and teaching according to their years of teaching experience. The mean score, df, F score and P value of teachers based on their years of teaching experience were presented in the Tables 13 and 14.

Teaching experience and non-learner-centered beliefs about learners, learning, and teaching. Regarding non-learner-centered beliefs about learners, learning, and teaching there was only one item (item 26) where significant differences was observed (see Tables 13 and 14). Based on the results, teachers between 6 and 10 years of teaching experience shared different beliefs about learners, learning, and teaching compared to teachers with between 1 and 5 and between 11 and 15 years of teaching experience ($F [3,161] = 3.53, P = 0.16$). Teachers with between 6 and 10 years of teaching experience ($M = 3.32$) were revealed to be leaning toward neither learner centered nor non-learner-centered (neutral). The results showed that teachers between 1 and 5 years of teaching experience ($M = 3.95$)

and teachers between 11 and 15 years of teaching experience ($M= 4.20$) had more learner centered beliefs about learners, learning, and teaching than teachers between 6 and 10 years of teaching experience ($M= 3.32$) within the item. It seems that teachers with between 1 and 5 and 11 and 16 years of teaching experience wished to teach those students who continuously disturb and cause problems in the classroom.

Table 13

Significant ANOVA Results of Teachers' non-Learner-Centered Beliefs about Learners, Learning, and Teaching according to Their Years of Teaching Experience

N O.	Questionnaire's items		Sum of square	df	Mean Squar e	F	P Valu e
26	Teachers shouldn't be expected to work with students who consistently cause problem in class	Between G	19.835	3	6.612	3.531	.016
		Within G	301.474	161	1.873		
		Total	321.309	164			

* The mean difference is significant at the 0.05 level.

Table 14

Post Hoc Test of Teachers' non-Learner-Centered Beliefs about Learners, Learning, and Teaching according to Their Years of Teaching Experience

N O.	Questionnaire's Items	Teaching experience	Mean	Comparing Years of Teaching Experience	MD
26	Teachers shouldn't be expected to work with students who consistently cause problem in class	1-5	3.95	6-10 1-5 11-15	-.63743*
		6-10	3.32		
		11-15	4.20		

The reason behind this finding may be that teachers of those two groups especially the more experienced teachers were tolerant when teaching such learners and thought that good teacher-learner relationships diminished learner's misbehavior in the classroom. In contrast to this significant difference, Chudgar and Sankar (2008) found that those students who were taught by less experienced teachers (less than 10 years of teaching experience) acquired higher language achievement

compared to those students who were taught by more experienced teachers (more than 10 years of teaching experience).

Teaching experience and teachers' learner centered beliefs about learners, learning, and teaching. As shown in Tables 15 and 16, the second significant difference regarding teachers' learner-centered beliefs about learners, learning, and teaching was found in item 32, "Accepting students as they are, no matter what their behavior and academic performance makes them more receptive to

Table 15

Significant ANOVA Results of Teachers' Learner Centered Beliefs about Learners, Learning, and Teaching according to Their Years of Teaching Experience

N O.	Questionnaire's items		Sum square	of df	Mean Square	F	P Value
32	Accepting students where they are no matter what their behavior and academic performance makes them more receptive to learning.	Between G	19.471	3	6.490	3.099	.028
		Within G	337.232	161	2.095		
		Total	356.703	164			

* The mean difference is significant at the 0.05 level.

Table 16

Post Hoc Test of Teachers' Learner Centered Beliefs about Learners, learning, and teaching according to Their Years of Teaching Experience

N O.	Questionnaire's Items	Teaching experien ce	Mean	Comparing of Experience	Years Teaching	MD
32	Accepting students where they are no matter what their behavior and academic performance makes them more receptive to learning.	6-10	2.94	16-20	6-10	-1.33656*
		11-15	2.52		11-15	-1.76571*
		16-20	4.28			

learning”, ($F [3,161] = 3.09, P = .028$). The teachers with between 16 and 20 years of teaching experience ($M = 4.28$) thought differently and had positive beliefs about learners, learning, and teaching within the item. The teaching styles of this group were revealed to be leaning toward learner-centered approach compared to teachers with between 6 and 10 years of teaching experience ($M = 2.94$) and teachers with between 11 and 15 years of teaching experience ($M = 2.52$). The reason behind this statistical significant difference may be that teachers between 16 and 20 years of teaching experience thought that involving students in class discussions and seeing them equally without caring about their behavior and academic performance would motivate them to feel happy, confident and enable them to prove their learning competencies. It can be inferred that the more experienced teachers (16-20) had more positive beliefs about learners, learning, and teaching compared to the less experienced teachers (6-10 and 11-15). This could be because the teachers with the most experience had the knowledge to improve students’ learning abilities.

Conclusion

In this chapter of the study, an analysis of the main findings was provided. The discussion of the results was presented in relation to current literature. The findings revealed that Kurdish EFL teachers’ learner-centered and non-learner-centered beliefs in basic and high schools in Northern Iraq about learners, learning, and teaching leaned toward neither learner-centered nor non-learner-centered instructional approach (neutral). Moreover, demographic differences between teachers’ such as gender and years of teaching experience were discussed. The

following chapter will present a summary of the findings and recommendations for further research.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The present study examined the Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq Kurdistan region, Ranya city basic and high schools. The main purpose of the study was to reveal the Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching in the Northern Iraq, Ranya city basic and high schools. Furthermore, the study tries to find out whether Kurdish EFL teachers' learner and non-learner-centered beliefs vary according to their gender and years of teaching experience. For these reasons, the following questions were asked:

1. What are the Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching in Northern Iraq?
2. Do the Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching vary according to their gender?
3. Do the Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching vary according to their years of experience in teaching?

In the following sections, a summary of the findings and recommendations for further study will be presented.

Summary of the Findings

The aim of the study was to investigate the Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq Kurdistan region, Ranya city basic and high schools. According to the findings of the study, the following results were obtained from the data analysis.

- The findings of the study showed that the total mean score of the results was 2.88 with a standard deviation of 1.11. Based on the data, Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq Kurdistan region stayed neutral towards learner-centered learning and their teaching styles were neither learner-centered nor non-learner-centered. The results showed that Kurdish EFL teachers shared both learner-centered and non-learner-centered instructional principles during English language teaching. McCombs (2001) asserted that:

We found in our research that teachers were not absolutely learner-centered or completely non learner-centered. At the same time, however, specific *beliefs or teaching practices* could be classified as learner-centered (likely to enhance motivation, learning, and success) or non-learner-centered (likely to hinder motivation, learning, and success). Learner-centered teachers are defined as those with more beliefs and practices classified as learner-centered than as non-learner-centered. (p. 190).

- Two-dimensional analysis of Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching revealed that Kurdish EFL teachers' learner-centered beliefs about learners, learning and teaching leaned toward learner-centered approach. In addition, Kurdish EFL teachers'

non-learner-centered beliefs regarding learners, learning and teaching leaned toward non-learner-centered approach.

- The findings of the study showed that female teachers' total mean score on teachers' learner and non-learner-centered beliefs about learners, learning, and teaching was 2.88 (SD= 1.08). In accordance, the male teachers' total mean score was 2.88 (SD= 1.13). Based on the findings, both female and male teachers' teaching styles revealed to be neither learner centered nor non-learner-centered (neutral). In addition to this, it was revealed that they shared both characteristics of learner-centered and non-learner-centered approaches.
- The results of the study showed that there were statistical significant differences concerning gender differences in Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching. Both male and female teachers' learner-centered beliefs about learners, learning, and teaching leaned toward learner-centered approach. In addition, the results showed that female teachers had more learner-centered beliefs ($M= 4.15$) about learners, learning, and teaching than male teachers ($M= 3.72$) within item 35, "I believe that just listening to students in a caring way helps them solve their own problem". The results also indicated that male and female teachers' non-learner-centered beliefs varied about learners, learning, and teaching within item 6, "If students are not doing well, they need to go back to the basics and do more drill and skill development". Female teachers were positive about learners, learning, and teaching compared to male teachers, whereas male teachers' non-learner-centered beliefs about learners, learning, and teaching stayed neutral.

- The results showed that Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching based on their years of teaching experience (1-5, 6-10, 11-16 and 16-20 years of teaching experience) leaned toward neither learner centered nor non-learner-centered (neutral), they shared both characteristics of learner centered and non-learner-centered approach. Based on the data, the more experienced teachers (16 to 20 years) had more negative beliefs about learners, learning, and teaching than the less experienced teachers. Unal and Unal (2012) revealed that, "Teachers with higher number of years of teaching experience are found to be favoring maximum teacher control (Interventionism) more than that of others" (p. 49).
- Based on the data, there were statistical significant differences between teachers according to their years of teaching experience regarding non-learner-centered beliefs about learners, learning, and teaching within item 26, "Teachers shouldn't be expected to work with students who consistently cause problem in class". Teachers between 1 and 5 years of teaching experience, and teachers between 11 and 16 years of teaching experience had positive beliefs about learners, learning, and teaching, whereas teachers between 6 to 10 years of teaching experience stayed neutral. Furthermore, there were other statistical significant differences regarding teachers' learner-centered beliefs about learners, learning, and teaching according to their years of teaching experience. Teachers with between 16 and 20 years of teaching experience think differently and had positive beliefs about learner, learning, and teaching, while teachers between 6 and 10 and 11 to 15 years of teaching experience were neither learner-centered nor non-learner-centered within the

concept of item 32, “Accepting students where they are no matter what their behavior and academic performance makes them more receptive to learning”.

It was revealed that teachers between 16 and 20 years of teaching experience believed that participating students in class discussions equally, motivated them to feel happy, confident and enabled them to prove their learning competencies.

Recommendations

The study found that Kurdish EFL teachers’ learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq region Kurdistan leaned toward neither learner centered nor non-learner-centered instructional approaches and they shared both characteristics of learner-centered and non-learner-centered approach. Most of the teachers believed that it was their duty to decide about students’ learning areas and they liked to present themselves as authority figures in the classroom. McCombs and Whisler (1997) stated that: “we have found that teachers who lean toward the non-learner-centered profile tend to direct what students learn and how they learn it, assert their authority through dictates and arbitrary rules, try to keep students on their toes”(p. 26). Therefore, in order to shift the traditional non-learner-centered approach towards practicing learner-centered approach, the following recommendations can be drawn:

- EFL Kurdish teachers should appreciate students’ ideas and opinions in the learning process, especially the more experienced teachers. In order to be successful, teachers have to help learners to feel comfortable and safe by encouraging them to express their personal feelings and beliefs freely in an autonomous environment. Gurney (2007) stated that in effective learning

environments, teachers have to involve learners in the learning process and create an atmosphere where they feel comfortable.

- Teachers should see things from the students' points of view and give them the opportunity to decide about their own learning as Çubukçu (2012) found that learners' learning ownership was significant in the learning process because having choices of learning was important for developing their academic skills.
- The conclusion also revealed that most of the Kurdish EFL teachers refused to empower learners with the responsibility for their own learning and they were not fully aware of the learner-centered learning approach. Weimer (2002) pinpointed that in a learner-centered environment, teachers have to share power with the learners and give them choices of learning for the sake of creating confident learners. Therefore, the Ministry of education in Northern Iraq Kurdistan region should try to raise teachers' awareness to implement learner-centered learning. Yilmaz (2009) found that "To succeed, learner-centered instruction must be acknowledged as an integral part of the institution's mission and actively supported by all members of the staff and the surrounding community" (p. 34).
- Teachers should be briefed and guided about learner-centered methodologies through in-service training organized by the ministry of education. Kurdish EFL teachers' awareness can be increased by training them on regular courses and familiarizing college learners with learner-centered principles.
- It is necessary to find a solution to the difficulties of implementing learner-centered approach, such as reducing EFL class size, providing necessary teachers for schools, providing more autonomous activities (group work and

pair work), and integrating technology in the classroom to create a more autonomous and enjoyable environment. Furthermore, the salary (bonus) of the teachers should be increased to motivate them to focus on the process of learning and teaching rather than letting them think about finding a second job for providing their living necessities.

Suggestions for Further Research

In the light of the results and limitation of the study, several recommendations can be given for further research. First, more detailed information about the importance of implementing learner-centered learning, such as the reason behind teachers' negative beliefs towards learners, learning, and teaching, the common difficulties in front of implementing learner-centered approach in Kurdistan region and the significant differences concerning teachers' learner and non-learner-centered beliefs about learner, learning, and teaching according to their degree, needs to be obtained. On the other hand, because the present study was limited to the teachers in Northern Iraq , Ranya city basic and high schools using only a questionnaire (single method) for collecting the data, further studies should be conducted. Supervisors, teachers and students may have different beliefs about learners, learning, and teaching. Consequently, additional methods, such as a mixed method [questionnaire (Learner-Centered Battery), observation and interview], could be employed to investigate about the teachers, students and supervisors' learner and non-learner-centered beliefs about learners, learning, and teaching in Northern Iraq Kurdistan region. The study covered only the Kurdish EFL teachers in Ranya city basic and high schools. Therefore, further study could be conducted to cover participants in both high schools and universities by using comparative research

design methods in order to allow teachers to obtain more information about teachers and learners' learner and non-learner-centered beliefs about learners, learning, and teaching in different places. Comparing the teachers and students' learner and non-learner-centered beliefs about learners, learning, and teaching in high schools and universities in the Kurdistan region will enable both teachers and students to be aware of the importance of practicing learner-centered approach in developing learners' learning abilities.

Conclusion

This chapter presented the findings of the study briefly and drew conclusions about Kurdish EFL teachers' learner and non-learner-centered beliefs regarding learners, learning, and teaching in the Northern Iraq Kurdistan region, Ranya city basic and high schools. Moreover, this chapter provided some recommendations and implications to raise the awareness of Kurdish EFL teachers of the importance of practicing the learner-centered approach in Ranya city basic and high schools. The results of the study showed that Kurdish EFL teachers' learner and non-learner-centered beliefs about learners, learning, and teaching leaned toward neither learner centered and nor non-learner-centered instructional approach (neutral). Teachers shared both characteristics of non-learner-centered and learner-centered approach, and they had more non-learner-centered beliefs than learner-centered beliefs about learners, learning, and teaching.

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APPENDICES

Appendix A

The Teachers Beliefs' Survey Scale (McCombs and Whisler, 1997)

Dear Teachers,

Please read each of the sentences and decide the extent to which you agree or disagree with them by ticking the appropriate column to the right of the question/statement. Go with your first judgment and do not spend much time in reading over and over each sentence. This is NOT A TEST; there is no right or wrong answer. Your responses will be dealt with in purely academic manner and will never be used for any purposes other than the present project.

PLEASE ANSWER EVERY QUESTION.

Thank you for your cooperation.

Karwan Ali Aziz
MA student, Department of English Language Teaching
Near East University, North Cyprus
Telephone: 009647701428195
Email: Karwanelt@yahoo.com

Instructions

A. Please mark a tick (✓) in the appropriate column that you choose.

1. What is your gender?

☐ Male ☐ Female

2. How long have you been teaching English?

☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25
☐ 26-30 ☐ 31-39

3. What certificate(s) do you hold?

☐ Diploma ☐ bachelor ☐ Master

4. Age:

☐ 18-20 ☐ 21-23 ☐ 24-29 ☐ 30-39 ☐ 40-49 ☐ 50+

Teacher Beliefs' Survey Scale: Student-Centered Learning

No	Questionnaire's Items	Strongly Disagree	Some what Disagree	Undecided	Some what agree	Strongly Disagree
1	Students have more respect for teachers they see and can relate to as real people, not just as a teacher.					
2	There are some students whose personal lives are so dysfunctional that they simply do not have the capability to learn.					
3	I cannot allow myself to make mistakes with my students during my teaching.					
4	Students achieve more in class in which teachers encourage them to express their personal beliefs and feelings.					
5	Too many students expect to be coddled in school					
6	If students are not doing well, they need to go back to the basics and do more drill and skill development.					
7	In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs.					
8	It is impossible to work with students who refuse to learn.					
9	No matter how bad a teacher feels, he or she has a responsibility not to let students know about those					


	feelings.					
10	Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.					
11	Even with feedback, some students just cannot figure out their mistakes.					
12	My most important job as a teacher is to help students meet well-established standards of what it takes to succeed.					
13	Taking the time to create caring relationships with my students is the most important element for student achievement.					
14	I can't help feeling upset and inadequate when dealing with difficult students					
15	If I do not promote and provide direction for student questions, students will not get the right answer.					
16	Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.					
17	It is just too late to help some students.					
18	Knowing my subject matter really well is the most important contribution I can make to student learning.					
19	I can help students who are uninterested in learning get in touch with their natural motivation to learn.					
20	No matter what I do or how hard I try, there are some students who are unreachable.					
21	Knowledge of the subject area is the most important part of being an effective teacher					

22	Students will be more motivated to learn if teachers get to know them at a personal level.					
23	Innate ability is fairly fixed, and some children just cannot learn as well as others.					
24	One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom.					
25	When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.					
26	Teachers should not be expected to work with students who consistently cause problem in class.					
27	Good teachers always know more than their students.					
28	Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.					
29	I know best what students need to know and what is important; students should take my word that something will be relevant to them.					
30	My acceptance of myself as a person is more central to my classroom effectiveness than the comprehensiveness of my teaching skills.					
31	For effective learning to occur, I need to be in control of the direction of learning.					
32	Accepting students where they are no matter what their behavior and academic performance makes them more receptive to learning.					
33	I am responsible for what students learn and how they					

	learn.					
34	Seeing things from students' point of view is the key of their good performance in school.					
35	I believe that just listening to students in a caring way helps them solve their own problem.					

Appendix B

Approval Letter

وزارة التربية المديرية العامة للتربية السليمانية مديرية تربية رانية قسم الإدارة	 Kurdistan Regional Government Council of Ministers Ministry of Education	وەزارەتی پەرۆردە بەڕێوەبەرایەتی گشتی پەرۆردە سەڵمانی بەڕێوەبەرایەتی پەرۆردە رانیە بەشی کارگێڕی
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رۆژ / مێ / ساڵ: 27 / / کوردی: رۆژ

بەڕێوەبەرایەتی پەرۆردە رانیە
دەرچوو
2014/3/6
سەر

ژمارە: ٧٠٢٠

رۆژ / مێ / ساڵ: 2014/3/6


بۆ/ بەڕێز (کاروان علی عزیز)
بابەت/ پشتگیری

بەنوسراومان پشتگیری لەبەڕێز (کاروان علی عزیز) پەڕۆری ئینگلیزی خوێندکاری
 خوێندنی (بالا – ماستەر) لە قوبەرس دەکەین کە لە بەرواری (2014/3/6) هەتساو بە
 ئەنجامدانی دابەش کردنی هۆرمی راپرسی لە ژێر ناوێشان:

EFL Kurdish teachers' perspectives towards-student centered
 learning in northern Iraq (Kurdistan region), Rania city & Basic and
 high schools.

لەسەر داواي خۆی ئەم پشتگیریەمان بۆ کرد.

لەگەڵ ڕێزدا...



سیف الدین قادر اسماعیل
بەڕێوەبەری پەرۆردە

وێنەیهك بۆ/

نوسینگەى بەڕێوەبەری پەرۆردە.

پەيوەندیهكان.

خولاو.

12:05:06 م

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ابراهيم

Appendix C
Descriptive Statistics for Teacher Beliefs' Survey Results

No.	Item	Scales	N	Percentage	Mean	SD
1	Students have more respect for teachers they see and can relate to as real people, not just as a teacher.	Strongly disagree	9	5.5%	3.59	1.17
		Somewhat disagree	34	20.6%		
		Undecided	5	3.0%		
		Somewhat agree	84	50.9%		
		Strongly agree	33	20.0%		
2	There are some students whose personal lives are so dysfunctional that they simply do not have the capability to learn.	Strongly agree	57	%34.5	2.15	1.20
		Somewhat agree	68	%41.2		
		Undecided	5	%3.0		
		Somewhat disagree	27	%16.4		
		Strongly disagree	8	%4.8		
3	I cannot allow myself to make mistakes with my students.	Strongly agree	107	%64.8	1.70	1.19
		Somewhat agree	32	%19.4		
		Undecided	4	%2.4		
		Somewhat disagree	12	%7.3		
		Strongly disagree	10	%6.1		
4	Students achieve more in class in which teachers encourage them to express their personal beliefs and feelings.	Strongly disagree	2	1.2%	4.38	.927
		Somewhat disagree	11	6.7%		
		Undecided	6	3.6%		
		Somewhat agree	48	29.1%		
		Strongly agree	98	59.4%		
5	Too many students expect to be coddled in school.	Strongly agree	57	%34.5	2.00	.984
		Somewhat agree	71	%43.0		
		Undecided	17	%10.3		
		Somewhat disagree	19	%11.5		
		Strongly disagree	1	%.6		
6	If students are not doing well, they need to go back to the basics and do more drill and skill development.	Strongly agree	51	%30.9	2.33	1.29
		Somewhat agree	58	%35.2		
		Undecided	21	%12.7		
		Somewhat disagree	19	%11.5		
		Strongly disagree	16	%9.7		
7	In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs.	Strongly disagree	4	2.4%	4.68	.794
		Somewhat disagree	3	1.8%		
		Undecided	1	.6%		
		Somewhat agree	25	15.2%		
		Strongly agree	132	80.0%		
8	It is impossible to work with students who refuse to learn.	Strongly agree	51	%30.9	2.49	1.40
		Somewhat agree	54	%32.7		
		Undecided	5	%3.0		
		Somewhat disagree	37	%22.4		
		Strongly disagree	18	%10.9		
9	No matter how bad a teacher feels, he or she has a responsibility not to let students know about those feelings.	Strongly agree	131	%79.4	1.34	.823
		Somewhat agree	22	%13.3		
		Undecided	4	%2.4		
		Somewhat disagree	5	%3.0		
		Strongly disagree	3	%1.8		
10	Addressing students' social, emotional, and physical needs is just as important to learning as meeting their	Strongly disagree	6	3.6%	4.24	1.07
		Somewhat disagree	11	6.7%		
		undecided	10	6.1%		
		Somewhat agree	47	28.5%		

	intellectual needs.	Strongly agree	91	55.2%		
11	Even with feedback, some students just cannot figure out their mistakes.	Strongly agree	59	%35.8	1.95	1.01
		Somewhat agree	81	%49.1		
		Undecided	3	%1.8		
		Somewhat disagree	18	%10.9		
		Strongly disagree	4	%2.4		
12	My most important job as a teacher is to help students meet well-established standards of what it takes to succeed.	Strongly agree	137	%83.0	1.30	.814
		Somewhat agree	18	%10.9		
		Undecided	1	%0.6		
		Somewhat disagree	6	%3.6		
		Strongly disagree	3	%1.8		
13	Taking the time to create caring relationships with my students is the most important element for student achievement.	Strongly disagree	9	5.5%	4.07	1.17
		Somewhat disagree	15	9.1%		
		Undecided	8	4.8%		
		Somewhat agree	56	33.9%		
		Strongly agree	77	46.7%		
14	I can't help feeling upset and inadequate when dealing with difficult students	Strongly agree	40	%24.2	2.39	1.19
		Somewhat agree	67	%40.6		
		Undecided	21	%12.7		
		Somewhat disagree	27	%16.4		
		Strongly disagree	10	%6.1		
15	If I do not promote and provide direction for student questions, students will not get the right answer.	Strongly agree	95	%57.6	1.63	.964
		Somewhat agree	54	%32.7		
		Undecided	3	%1.8		
		Somewhat disagree	8	%4.8		
		Strongly disagree	5	%3.0		
16	Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.	Strongly disagree	0	0%	4.12	.881
		Somewhat disagree	11	6.7%		
		Undecided	22	13.3%		
		Somewhat agree	68	41.2%		
		Strongly agree	64	38.8%		
17	It is just too late to help some students.	Strongly agree	24	%14.5	3.56	1.45
		Somewhat agree	22	%13.3		
		Undecided	15	%9.1		
		Somewhat disagree	45	%27.3		
		Strongly disagree	59	%35.8		
18	Knowing my subject matter really well is the most important contribution I can make to student learning.	Strongly agree	118	%71.5	1.46	.907
		Somewhat agree	32	%19.4		
		Undecided	2	%1.2		
		Somewhat disagree	11	%6.7		
		Strongly disagree	2	%1.2		
19	I can help students who are uninterested in learning get in touch with their natural motivation to learn.	Strongly disagree	7	4.2%	3.73	1.11
		Somewhat disagree	24	14.5%		
		Undecided	15	9.1%		
		Somewhat agree	79	47.9%		
		Strongly agree	40	24.2%		
20	No matter what I do or how hard I try, there are some students who are unreachable.	Strongly agree	28	%17.0	2.93	1.37
		Somewhat agree	52	%31.5		
		Undecided	13	%7.9		
		Somewhat disagree	47	%28.5		
		Strongly disagree	25	%15.2		
21	Knowledge of the subject area is the most important	Strongly agree	79	%47.9	1.98	1.25
		Somewhat agree	50	%30.3		

	part of being an effective teacher.	Undecided	5	%3.0		
		Somewhat disagree	21	%12.7		
		Strongly disagree	10	%6.1		
22	Students will be more motivated to learn if teachers get to know them at a personal level.	Strongly disagree	20	12.1%	3.53	1.32
		Somewhat disagree	20	12.1%		
		undecided	20	12.1%		
		Somewhat agree	61	37.0%		
		Strongly agree	44	26.7%		
23	Innate ability is fairly fixed, and some children just cannot learn as well as others.	Strongly agree	58	%35.2	2.32	1.32
		Somewhat agree	52	%31.5		
		Undecided	11	%6.7		
		Somewhat disagree	32	%19.4		
		Strongly disagree	12	%7.3		
24	One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom.	Strongly agree	95	%57.6	1.53	.753
		Somewhat agree	59	%35.8		
		Undecided	5	%3.0		
		Somewhat disagree	5	%3.0		
		Strongly disagree	1	%0.6		
25	When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.	Strongly disagree	4	2.4%	4.48	.852
		Somewhat disagree	3	1.8%		
		Undecided	6	3.6%		
		Somewhat agree	48	29.1%		
		Strongly agree	104	63.0%		
26	Teachers should not be expected to work with students who consistently cause problem in class.	Strongly agree	17	%10.3	3.74	1.39
		Somewhat agree	26	%15.8		
		Undecided	7	%4.2		
		Somewhat disagree	47	%28.5		
		Strongly disagree	68	%41.2		
27	Good teachers always know more than their students.	Strongly agree	120	%72.7	1.55	1.06
		Somewhat agree	21	%12.7		
		Undecided	7	%4.2		
		Somewhat disagree	12	%7.3		
		Strongly disagree	5	%3.0		
28	Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.	Strongly disagree	4	2.4%	4.50	.894
		Somewhat disagree	5	3.0%		
		Undecided	6	3.6%		
		Somewhat agree	38	23.0%		
		Strongly agree	112	67.9%		
29	I know best what students need to know and what is important; students should take my word that something will be relevant to them.	Strongly agree	68	%41.2	1.87	1.01
		Somewhat agree	72	%43.6		
		Undecided	6	%3.6		
		Somewhat disagree	15	%9.1		
		Strongly disagree	4	%2.4		
30	My acceptance of myself as a person is more central to my classroom effectiveness than the comprehensiveness of my teaching skills.	Strongly agree	9	5.5%	3.66	1.21
		Somewhat agree	26	15.8%		
		Undecided	26	15.8%		
		Somewhat disagree	55	33.3%		
		Strongly disagree	49	29.7%		
31	For effective learning to occur, I need to be in control of the direction of	Strongly agree	32	%19.4	2.89	1.35
		Somewhat agree	43	%26.1		
		Undecided	20	%12.1		

	learning.	Somewhat disagree	50	%30.3		
		Strongly disagree	20	%12.1		
32	Accepting students where they are no matter what their behavior and academic performance makes them more receptive to learning.	Strongly disagree	37	22.4%	3.04	1.47
		Somewhat disagree	31	18.8%		
		Undecided	18	10.9%		
		Somewhat agree	46	27.9%		
		Strongly agree	33	20.0%		
33	I am responsible for what students learn and how they learn.	Strongly disagree	70	%42.4	2.01	1.19
		Somewhat disagree	59	%35.8		
		undecided	7	%4.2		
		Somewhat agree	21	%12.7		
		Strongly agree	8	%4.8		
34	Seeing things from students' point of view is the key of their good performance in school.	Strongly disagree	5	3.0%	3.85	1.07
		Somewhat disagree	22	13.3%		
		Undecided	12	7.3%		
		Somewhat agree	79	47.9%		
		Strongly agree	47	28.5%		
35	I believe that just listening to students in a caring way helps them solve their own problem.	Strongly disagree	9	5.5%	3.87	1.18
		Somewhat disagree	22	13.3%		
		Undecided	7	4.2%		
		Somewhat agree	69	41.8%		
		Strongly agree	58	35.2%		

Appendix D
T-test Results of Teachers' Learner and non-Learner-Centered beliefs about
Learners, Learning, and Teaching according to Their Gender

No.	Questionnaire's Items	Gender	N	Mean	St.D.	Sig
1	Students have more respect for teachers they see and can relate to as real people, not just as a teacher.	Male	105	3.55	1.20	.543
		Female	60	3.66	1.12	
2	There are some students whose personal lives are so dysfunctional that they simply do not have the capability to learn.	Male	105	2.21	1.22	.382
		Female	60	2.05	1.17	
3	I cannot allow myself to make mistakes with my students during my teaching.	Male	105	1.76	1.24	.390
		Female	60	1.60	1.10	
4	Students achieve more in class in which teachers encourage them to express their personal beliefs and feelings.	Male	105	4.46	.888	.162
		Female	60	4.25	.985	
5	Too many students expect to be coddled in school.	Male	105	1.96	1.02	.432
		Female	60	2.08	.907	
6	If students are not doing well, they need to go back to the basics and do more drill and skill development.	Male	105	2.50	1.33	.023*
		Female	60	2.05	1.15	
7	In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs.	Male	105	4.73	.750	.321
		Female	60	4.60	.867	
8	It is impossible to work with students who refuse to learn.	Male	105	2.39	1.40	.204
		Female	60	2.68	1.43	
9	No matter how bad a teacher feels, he or she has a responsibility not to let students know about those feelings.	Male	105	1.35	.831	.886
		Female	60	1.33	.816	
10	Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.	Male	105	4.25	1.12	.887
		Female	60	4.23	.980	
11	Even with feedback, some students just cannot figure out their mistakes.	Male	105	1.94	1.06	.882
		Female	60	1.96	.938	
12	My most important job as a teacher is to help students meet well-established standards of what it takes to succeed.	Male	105	1.39	.945	.068
		Female	60	1.15	.480	
13	Taking the time to create caring relationships with my students is the most important element for student achievement.	Male	105	4.02	1.20	.515
		Female	60	4.15	1.11	
14	I can't help feeling upset and inadequate when dealing with difficult students.	Male	105	2.38	1.18	.855
		Female	60	2.41	1.21	
15	If I do not promote and provide direction for student questions, students will not get the right answer.	Male	105	1.65	.988	.632
		Female	60	1.58	.925	
16	Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.	Male	105	4.06	.901	.287
		Female	60	4.21	.845	

17	It is just too late to help some students.	Male	105	3.59	1.46	.753
		Female	60	3.51	1.43	
18	Knowing my subject matter really well is the most important contribution I can make to student learning.	Male	105	1.39	.790	.191
		Female	60	1.60	1.07	
19	I can help students who are uninterested in learning get in touch with their natural motivation to learn.	Male	105	3.69	1.12	.558
		Female	60	3.80	1.08	
20	No matter what I do or how hard I try, there are some students who are unreachable.	Male	105	2.94	1.32	.910
		Female	60	2.91	1.47	
21	Knowledge of the subject area is the most important part of being an effective teacher.	Male	105	1.97	1.28	.822
		Female	60	2.01	1.21	
22	Students will be more motivated to learn if teachers get to know them at a personal level.	Male	105	3.62	1.34	.250
		Female	60	3.38	1.29	
23	Innate ability is fairly fixed, and some children just cannot learn as well as others.	Male	105	2.33	1.36	.875
		Female	60	2.30	1.26	
24	One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom.	Male	105	1.60	.814	.64
		Female	60	1.40	.616	
25	When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.	Male	105	4.45	.877	.575
		Female	60	4.53	.812	
26	Teachers should not be expected to work with students who consistently cause problem in class.	Male	105	3.85	1.38	.180
		Female	60	3.55	1.41	
27	Good teachers always know more than their students.	Male	105	1.46	1.01	.192
		Female	60	1.70	1.13	
28	Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.	Male	105	4.48	.921	.738
		Female	60	4.53	.853	
29	I know best what students need to know and what is important; students should take my word that something will be relevant to them.	Male	105	1.92	1.08	.422
		Female	60	1.80	.859	
30	My acceptance of myself as a person is more central to my classroom effectiveness than the comprehensiveness of my teaching skills.	Male	105	3.66	1.26	.931
		Female	60	3.65	1.13	
31	For effective learning to occur, I need to be in control of the direction of learning.	Male	105	2.82	1.34	.395
		Female	60	3.01	1.37	
32	Accepting students where they are no matter what their behavior and academic performance makes them more receptive to learning	Male	105	2.99	1.49	.547
		Female	60	3.13	1.44	

33	I am responsible for what students learn and how they learn.	Male	105	2.04	1.21	.673
		Female	60	1.96	1.16	
34	Seeing things from students' point of view is the key of their good performance in school.	Male	105	3.80	1.09	.382
		Female	60	3.95	1.03	
35	I believe that just listening to students in a caring way helps them solve their own problem.	Male	105	3.72	1.22	.022*
		Female	60	4.15	1.08	

Appendix E

ANOVA Results of EFL Teachers' Learner and non-Learner-Centered Beliefs about Learners, Learning, and Teaching according to Their Years of Teaching Experience

NO	Questionnaire's item		Sum of squares	df	Mean Square	F	P value
1	Students have more respect for teachers they see and can relate to as real people, not just as a teacher.	Between G	.879	3	.293	.208	.891
		Within G	226.915	161	1.409		
		Total	227.794	164			
2	There are some students whose personal lives are so dysfunctional that they simply do not have the capability to learn.	Between G	11.199	3	3.733	2.651	.051
		Within G	226.704	161	1.408		
		Total	237.903	164			
3	I cannot allow myself to make mistakes with my students.	Between G	2.607	3	.869	.603	.614
		Within G	231.842	161	1.440		
		Total	234.448	164			
4	Students achieve more in class in which teachers encourage them to express their personal beliefs and feelings.	Between G	6.316	3	2.105	2.513	.060
		Within G	134.860	161	.838		
		Total	141.176	164			
5	Too many students expect to be coddled in school.	Between G	3.956	3	1.319	1.369	.254
		Within G	155.038	161	.963		
		Total	158.994	164			
6	If students are not doing well, they need to go back to the basics and do more drill and skill development.	Between G	.227	3	.076	.045	.987
		Within G	272.767	161	1.694		
		Total	272.994	164			
7	In order to maximize learning, I need to help students feel comfortable in discussing their feelings and beliefs.	Between G	1.306	3	.435	.685	.562
		Within G	102.306	161	.635		
		Total	103.612	164			
8	It is impossible to work with students who refuse to learn.	Between G	7.366	3	2.455	1.244	.296
		Within G	317.882	161	1.974		
		Total	325.248	164			
9	No matter how bad a teacher feels, he or she has a responsibility not to let students know about those feelings.	Between G	.159	3	.053	.077	.972
		Within G	111.150	161	.690		
		Total	111.309	164			
10	Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.	Between G	2.690	3	.897	.0776	.509
		Within G	186.123	161	1.156		
		Total	188.812	164			
11	Even with feedback, some	Between G	2.736	3	.912	.880	.453

	students just cannot figure out their mistakes.	Within G	166.877	161	1.037		
		Total	169.612	164			
12	My most important job as a teacher is to help students meet well-established standards of what it takes to succeed.	Between G	.584	3	.195	.290	.833
		Within G	108.264	161	.672		
		Total	108.848	164			
13	Taking the time to create caring relationships with my students is the most important element for student achievement.	Between G	.785	3	.262	.188	.905
		Within G	224.342	161	1.393		
		Total	225.127	164			
14	I can't help feeling upset and inadequate when dealing with difficult students.	Between G	1.173	3	.391	.271	.846
		Within G	232.221	161	1.442		
		Total	233.394	164			
15	If I do not promote and provide direction for student questions, students will not get the right answer.	Between G	2.332	3	.777	.834	.477
		Within G	150.116	161	.932		
		Total	152.448	164			
16	Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.	Between G	.998	3	.333	.423	.737
		Within G	126.578	161	.786		
		Total	127.576	164			
17	It is just too late to help some students.	Between G	7.384	3	2.461	1.168	.324
		Within G	339.198	161	2.107		
		Total	346.582	164			
18	Knowing my subject matter really well is the most important contribution I can make to student learning.	Between G	.592	3	.197	.236	.871
		Within G	134.475	161	.835		
		Total	135.067	164			
19	I can help students who are uninterested in learning get in touch with their natural motivation to learn.	Between G	.246	3	.082	.065	.978
		Within G	202.020	161	1.255		
		Total	202.267	164			
20	No matter what I do or how hard I try, there are some students who are unreachable.	Between G	4.675	3	1.558	.821	.484
		Within G	305.592	161	1.898		
		Total	310.267	164			
21	Knowledge of the subject area is the most important part of being an effective teacher.	Between G	6.378	3	2.126	1.360	.257
		Within G	251.598	161	1.563		
		Total	257.976	164			
22	Students will be more motivated to learn if teachers get to know them at a personal level.	Between G	8.899	3	2.966	1.705	.168
		Within G	280.095	161	1.740		
		Total	288.994	164			
23	Innate ability is fairly fixed, and some children just cannot learn as well as	Between G	4.648	3	1.549	.880	.453
		Within G	283.328	161	1.760		
		Total	287.976	164			

	others.						
24	One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom.	Between G	2.537	3	.846	1.504	.216
		Within G	90.530	161	.562		
		Total	93.067	164			
25	When teachers are relaxed and comfortable with themselves, they have access to a natural wisdom for dealing with even the most difficult classroom situations.	Between G	3.142	3	1.047	1.453	.230
		Within G	116.070	161	.721		
		Total	119.212	164			
26	Teachers should not be expected to work with students who consistently cause problem in class.	Between G	19.835	3	6.612	3.531	.016*
		Within G	301.474	161	1.873		
		Total	321.309	164			
27	Good teachers always know more than their students.	Between G	1.943	3	.648	.564	.640
		Within G	184.869	161	1.148		
		Total	186.812	164			
28	Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.	Between G	3.362	3	1.121	1.411	.242
		Within G	127.886	161	.794		
		Total	131.248	164			
29	I know best what students need to know and what is important; students should take my word that something will be relevant to them.	Between G	2.614	3	.871	.871	.468
		Within G	164.961	161	1.025		
		Total	167.576	164			
30	My acceptance of myself as a person is more central to my classroom effectiveness than the comprehensiveness of my teaching skills.	Between G	7.374	3	2.458	1.694	.170
		Within G	233.620	161	1.451		
		Total	240.994	164			
31	For effective learning to occur, I need to be in control of the direction of learning.	Between G	2.059	3	.686	.372	.773
		Within G	297.190	161	1.846		
		Total	299.248	164			
32	Accepting students where they are no matter what their behavior and academic performance makes them more receptive to learning.	Between G	19.471	3	6.490	3.099	.028*
		Within G	337.232	161	2.095		
		Total	356.703	164			
33	I am responsible for what students learn and how they learn.	Between G	4.756	3	1.585	1.119	.343
		Within G	228.190	161	1.417		
		Total	232.945	164			
34	Seeing things from students' point of view is the key of their good	Between G	3.125	3	1.042	.905	.440
		Within G	185.384	161	1.151		
		Total	188.509	164			

	performance in school.						
35	I believe that just listening	Between G	.510	3	.170	.118	.949
	to students in a caring way	Within G	231.066	161	1.435		
	helps them solve their own	Total	231.576	164			
	problem						