NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

TEACHERS' UNDERSTANDING OF THE COMMUNICATIVE

LANGUAGE TEACHING APPROACH: THE CASE OF KURDISH EFL

TEACHERS IN BASIC SCHOOLS

MASTER THESIS

SHATHA ABDULUAHAB OMER

NICOSIA

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Institute of Graduate Studies, Near East University. 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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ABSTRACT

Teachers' Understanding of the Communicative Language Teaching Approach:
The Case of Kurdish EFL teachers in Basic Schools

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This study investigated the understanding of Kurdish EFL teachers in relation to the certain elements of the Communicative Language Approach (CLT) in northern Iraq. The study also investigated the impact of age, gender, years of experience, and college of graduation on the perceptions of teachers towards the given characteristics of the CLT approach. The sample of the study were 1150 basic school English teachers in Erbil, northern Iraq. A quantitative research design was employed and data were collected through a researcher-made questionnaire. The data were analyzed using SPSS, employing descriptive statistics, ANOVA, and t-tests as well as non-parametric tests where necessary.

The results of the study outline that teachers have adequate understanding of CLT techniques. However, they are not practically using these techniques in their classrooms. T-tests and ANOVA results show that there is no significant difference among teachers based on their age. In terms of gender, male teachers had slightly closer perceptions toward CLT than females. According to years of experience, the teachers with less experience appear to have more positive perceptions towards CLT than those with more experience. As for college of graduation, teachers who graduated from private collages have perception slightly closer to CLT compared to teachers who graduated from public colleges. Future studies can continue with university teachers understanding of CLT approaches.

Keywords: English as a foreign language; communicative language teaching; traditional approach; perceptions; understanding; north Iraq

ÖZET

İletişimsel Dil Öğretimi Anlayışı: Erbil'deki Temel Okullarda Görev Yapan İngilizce Öğretmenleri Hakkında bir Vaka Çalışması

Shatha Abduluahab Omer
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Ocak 2021, 90 sayfa

Bu çalışma, Kuzey Irak'taki İletişimsel Dil Yaklaşımının (CLT) belirli unsurları ile ilişkili olarak Kürtçe EFL öğretmenlerinin anlayışlarını incelemiştir. Çalışma ayrıca yaş, cinsiyet, deneyim yılı ve mezuniyet kolejinin öğretmenlerin CLT yaklaşımının belirli özelliklerine yönelik algılarına etkisini araştırdı. Veriler, SPSS kullanılarak, tanımlayıcı istatistikler, ANOVA ve t-testlerinin yanı sıra gerektiğinde parametrik olmayan testler kullanılarak analiz edildi.

Çalışmanın sonuçları, öğretmenlerin CLT tekniklerini yeterince anladıklarını özetlemektedir. Ancak, bu teknikleri sınıflarında pratik olarak kullanmıyorlar. T testleri ve ANOVA sonuçları, öğretmenler arasında yaşlarına göre anlamlı bir fark olmadığını göstermektedir. Cinsiyet açısından, erkek öğretmenlerin CLT'ye kızlara göre biraz daha yakın algıları vardı. Yılların deneyimine göre, daha az deneyime sahip öğretmenler, daha fazla deneyime sahip olanlara göre CLT'ye yönelik daha olumlu algılara sahip görünmektedir. Mezuniyet kolejine gelince, özel kolejlerden mezun olan öğretmenler, devlet kolejlerinden mezun olan öğretmenlere kıyasla CLT'ye biraz daha yakındır. Üniversite öğretmenlerinin CLT yaklaşımlarını anlamaları ile gelecekteki çalışmalar devam edebilir.

Anahtar Kelimeler: Yabancı dil olarak İngilizce; ileşimsel fil öğretimi; geleneksel dil öğretimi; yaklaşımlar; kuzey Irak

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LIST OF ABBREVIATIONS

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

KRI: Kurdish Region of Iraq

SL: Second Language

SPSS: Statistical Package for Social Sciences

CHAPTER I

Introduction

With an increase in globalization and immigration patterns around the world, it becomes worthy to consider the importance of learning a Second Language (SL) and a Foreign Language (FL) such as the English language. This is because the ability of an individual to speak, read and write in the English language places an individual in a better position to gain access to various academic and professional opportunities (Yilmaz, 2018). As a result, a huge demand for language learning exists. There have been a series of innovative educational developments that have been taking place around the world since the 1970s and a majority of these developments are related to teaching methods (Jakobovits, 1970; Penner, 1995; Savignon, 1972). A notable example of such developments relates to the use of Communicative Language Teaching (CLT). CLT has grown to be one of the most popular English Foreign Language (EFL) and English Second Language (ESL) teaching methods (Rahman, 2018).

With approaches such as CLT, researchers claim that learners are placed in a much better position to read and write using a specific target language (Khatib & Tootkaboni, 2019; Yung, 2019). Gonçalves (2019) highlighted that CLT is necessary for improving learners' knowledge of a second language (SL). However, CLT has considerable problems associated with its definitions (Hatipoğlu & Can Daşkın, 2020). That is, CLT has a lot of broad definitions which vary with context and this introduces several controversies and makes it confusing to have a better understanding of CLT. Teachers, on the other hand, are expected to play a vital role in the implementation of CLT in schools (Gonçalves, 2019). Hence, their understanding and perception of CLT are vital for EFL teaching. There is a need to

examine how teachers' understanding of CLT and its effects on EFL teaching in schools especially at the elementary level, which is crucial for the future development of well-skilled, English teachers.

Contextual Background: CLT in Northern Iraq

It is important to highlight that there are no present English language communication contexts that can be used by elementary learners outside the classroom in northern Iraq (Abbas, 2016; Yung, 2019). This is mainly because northern Iraq is bilingual with languages such as Kurdish and Arabic serving as the most dominant languages. Nevertheless, the northern Iraqi government has been making significant efforts to improve its education curriculum. This can be supported by the Higher Ministry of Education's decree to ensure that northern Iraq's education standards highly and internationally competitive: "Our basic and tertiary institutions should be highly and internationally competitive and for that reason, we are introducing major changes in educational curriculums", (Minister of Higher Education, Rudawn 13 November 2019). Such efforts have been characterised by the introduction of Sunrise and western English language educational materials by the government (Abdullah & Al-Mofti, 2017). Thus, the government strongly recommends that CLT be used in the design of these materials and teachers are expected to use these materials and approaches in their classrooms while teaching EFL.

Meanwhile, the context of EFL in northern Iraq can be said to be different from that of other countries as EFL contexts vary by institution and country (Ghareb, Sate-Askew & Mohammed, 2017). This is also in line with observations showing that EFL context varies according to culture, tradition, social development and economic imbalances (Yung, 2019). These aspects are difficult to ignore in the

current setting and this has implications on the role of CLT in EFL at elementary levels. Hence, this study seeks to examine these aspects on a much broader level with regards to teachers of EFL and their perceptions of CLT in the context of northern Iraq.

There have been numerous and widespread educational developments that have been taking place in northern Iraq over the past decade. Such developments are aimed at improving the practices of EFL and significantly focus on English teaching at the elementary level in both private and public schools (Amin, 2017). Such developments strongly encourage teachers to use innovative measures and strategies such as CLT when teaching EFL (Altun, 2019). However, most of the teachers in northern Iraq do not have a sound understanding of the requirements of EFL teaching in this sense (Abbas, 2016). Hence, their understanding and use of CLT affects the effectiveness of EFL teaching in elementary schools. With factors such as language setting, educational tradition, teaching materials and nature of learners being of huge importance and serving as possible stumbling blocks, a better understanding of CLT becomes a huge concern. This study, therefore, seeks to examine the extent to which teachers in northern Iraq understand and can use CLT methods in elementary schools.

Research Problem

Notwithstanding the presence of ideas which acknowledge the importance of CLT (Khatib & Tootkaboni, 2019; Rahman, 2018), there are proposals which point out that CLT has inherent problems that affect its effective use (Khadka, 2017; Rahman & Pandian, 2018; Toro et al., 2019). Moreover, it was noted that CLT does not always repeat its success in EFL immersion settings (Richards, 2006). EFL

teachers were regarded to have lamented that CLT was devised for SL, rather than for FL teaching (Li, 1997). Jansem (2019), strengthens this idea and disputes that these problems among others are a result of teachers not having a better understanding of CLT. It also shows that there is a meaningful difference between belief and understanding. That is, a teacher's belief about CLT does not translate into a better understanding of CLT. This can be confirmed by arguments established by Richards (2006), who contended that not all teachers who think they can use CLT can understand the idea, implementation and importance of CLT. This poses huge problems for countries such as northern Iraq which is strongly promoting the use of EFL at grassroots levels.

The lack of understanding of CLT by teachers affects learners and imposes serious negative efforts on the need to promote EFL in elementary schools (Khadka, 2017). As a result, questions can be raised about the feasibility of CLT with regards to its use and the extent to which it can be implemented in elementary schools. Meanwhile, the extent to which CLT programs and strategies are implemented in elementary schools is affected by these problems. This, therefore, demands studies that examine the extent to which teachers understand the use and importance of CLT in elementary schools. The originality of this study is therefore embedded in this idea as it seeks to address these issues in the context of northern Iraq.

Aim of the Study

The purpose of the present study is to explore the relationship between teachers' understanding of the CLT approach and classroom practice of the principles of CLT in the specific EFL context of northern Iraq. Therefore, the specific objective of this study is to explore English language teachers'

understanding of the different principles of CLT and explore the possible differences

in teachers' understanding of CLT based on years of experience, collage of

graduation and types of university that they have graduated from. The following

research questions will guide the study:

1. With respect to communicative language teaching, what are the perceptions of

Kurdish EFL teachers in public basic schools in relation to:

      a. their goals in language teaching?

      b. their role in teaching the language?

      c. their students' role in language learning?

      d. the role of the students' native language in language learning?

      e. students' errors?

2. Do the Kurdish EFL teachers' perceptions and knowledge with regard to CLT

change based on:

      a. their age?

      b. their gender?

      c. years of teaching experience?

      d. the type of college they have graduated from?

3. Do Kurdish EFL teachers prefer to use traditional or communicative activities to

teach English?

Significance of the Study

      Foremost, efforts by the Kurdish government to encourage the use of EFL are

greatly influenced by the availability of teachers who have a good understanding of

CLT, its ideas, use and importance. As a result, this study can be said to be important

because the efforts of the government will be in vain if the teachers do not

understand the approaches they are asked to use. Moreover, ideas provided in this study can be used as a platform upon which improvements can be made to northern Iraq's pre-service and in-service teacher training programs.

Limitations of the Study

The major limitation observed in this study is that the study is only limited to the northern part of Iraq and findings cannot be generalized to other parts of it. Furthermore, it is also limited to the basic school teachers. Moreover, in the third section of the questionnaire, where the participants were asked to identify the activity type they would choose to use, specific topics (grammar points and tenses) were provided for them to respond to. In other words, only a specific language point (specific tense) was taken into consideration to examine their understanding. Specific examples of different types of CLT activities were also selected for the purposes of the study. Therefore, the data collected were limited to these topics and activity types selected to represent the CLT approach. Due to the COVID-19 outbreak, the researcher limited data collection to specific schools where she had access to teachers.

CHAPTER II

Literature Review

Introduction

This chapter presents the review of the existing literature and the briefly describes the development of CLT, role of teachers in the CLT context, role of students, and the challenges that CLT face in the context of EFL. The chapter lastly represents the related studies that have been done before by the researchers in support of the current research.

CLT is generally seen as an approach, not a method that aims to make communicative competence a goal of language teaching and to develop procedures for teaching four language skills that recognize the interdependence of language and communication (Richards & Rodgers, 2001, p. 155). Focusing primarily on language use, improving fluency, learner focus and ability to communicate in various environments, this approach is derived from a multidisciplinary perspective that includes "linguistics, psychology, philosophy, sociology, and education" (Savignon, 1991, p.265). How students learn the language is related to the roles of teachers and students in the classroom and classroom activities that help facilitate learning (Richards, 2005). Consequently, CLT focuses on the fact that learners are the ones taking knowledge, and the main focus or ultimate goal of this communication approach is to improve students' communicative competence through a variety of classroom assignments and activities.

According to Brown (2007), CLT is seen as "an eclectic blend of contributions from previous methods" up to the teaching of an indigenous people, in an approach that goes beyond teaching "grammar, patterns, definitions and other knowledge of

language". Language and spontaneous and meaningful communication (p. 18). Therefore, while improving fluency in CLT classes, traditional grammar teaching practice gets much less attention. Similarly, Lightbown and Spada (2013) see CLT as a teaching approach that focuses on conveying meanings in interaction rather than applying grammatical forms alone. They believe that successful language learning includes not only knowledge about the structures and forms of language, but also the functions and purposes that language serves in the various communication media. Also, Littlewood (1981) states that the communicative approach helps broaden our perspective on language and language learning. Mastering linguistic shapes and structures (grammar and vocabulary) is no longer seen as the ultimate goal of language learning, but we begin to evaluate language for its communicative functions because mastering the structure of language is simply not enough for students to do. You work in real situations outside of the classroom. Therefore, the CLT approach aims to provide students with opportunities and strategies to develop their communicative competencies, which is a very basic concept for CLT.

The Development of CLT

The concept of CLT was first introduced in 1960s when the traditional and conservative teaching methods brought dissatisfaction among the teachers. It was first introduced in the UK and USA by Situational Language Teachers. CLT was developed to improve grammatical structures and lexical forms of language to enable the students to communicate in a foreign language even outside the classroom. The development of CLT was not random as traditional teaching approaches were a resistance to the development of CLT techniques. The two main events that resulted in the development of CLT; first is the response to the criticism of Noam Chomsky in 1957 and he described the fundamental characteristics of language- the creativity and uniqueness

of individual sentences. Hence, the book raised significant questions about the effectiveness of approaches of language teaching. The second main reason for the development of CLT was to design a methodology that can fulfill the language needs of immigrants and foreigners in Europe. The concepts (time, size, duration, amount, location, etc.) and functions (consent, salutation, request, apology, etc.) form the basis of the theoretical functional approach, an approach that aims to introduce learners. Communicative needs by selecting function outlines, concepts, vocabulary and grammar (Guntermann & Phillips, 1982). The (functional - theoretical) approach is what is known as the communicative approach or communicative language training (Richards & Rogers), with the need to develop alternative methods that can respond to the communicative needs of learners and address what the previous methods could not (i.e. focus on conveying meaning rather than merely mastering the structures Grammatical (Richards & Rogers, 2001).

Theoretical Foundations of CLT

Beginning from a sociocultural to theoretic perception, linguistic acquirement takes place in a cooperative process in which students interact with their own goals (Ohta, 2000). According to Krashen (1984), learning second language has two ways. First, it is similar to children's first language development. Second, language acquisition is an undesirable process. Learners are not aware of learning a language and are not much familiar with it. However, they are aware of language use. They are unconscious of the grammar as they communication. Krashen's (1984) outlines that "speaking in another language develops spontaneously, rather than by heart, in a social context with a significant and understandable content in the language." Particularly, for CLT, the importance of collaboration is very important for learning another

language. CLT's main theoretical perspective is 'communication skills', a term used to describe the ability to speak a language fluently (Savignon, 1971).

Competence is another concept in language learning that focuses on grammar and structure (Canale and Swain, 1980). According to Chomský, the competence of speakers allows them to create grammatically correct sentences in the language (Savignon, 2002). On the other hand, communication competence refers to the ability to use language fluently and accurately in a social and cultural context. Savignon (1971) characterized communication competencies as the ability to communicate and negotiate meaning through language. In the context of a second language, meaningful interactions between language students provide a pedagogical advantage to learn the nuances of the language through real-life, context, and communication activities, which in turn helps second language students improve their language comprehension (Van Lier, 2000).

A Move towards a Communicative Approach

According to Savignon (1991), the CLT movement (namely the change in communication methods) began in Europe and the United States in the 60's when practitioners, teachers and other stakeholders felt that the current language teaching method was ready for students to communicate. Does not Out of class This led to the formation of a syllabus based on the concepts and concepts of the Pali language, which subsequently led to the advent of communication or the evolution of CLT. It is important to note that CLT is compatible with the movement education theory, which is the appearance of a new theory, a theory that focuses on composition, inclination, student attention, collaboration, collaborative learning, and practice-based learning (Lee, Wahl & Jacobs, 1999).

Due to the urgency of the new system and the surprise awareness of its implementation, the CLT was introduced in the EFL context, where a change in national learning was introduced to make CLT a central part. The national CLT-based curriculum, for example, was developed in China, North Korea and Japan in 1992, 1997, and 1999 (Butler, 2011). Similar reports have been made by Asian countries, such as Malaysia, Taiwan, and Vietnam, and are said to be involved in including CLT in their study (Noonan, 2003). In contrast, the adoption of CLT in the Kurdistan Region (KRI) study of Iraq and its involvement is still in its early stages and is explored.

The Roles of Teachers in CLT Classes

The role of teachers is very important in CLT. Teachers need to adopt various roles in the classroom. Five major roles of teachers in the classroom include, controlling, prompting, resource, tutoring and participating in the classroom discussions. According to Brian and Kendallin (2001), two key roles of teachers in a communication process are facilitator and independent classroom participant. The teacher's first role as a facilitator is to ensure a successful communication process "between all participants in the classroom, and between these participants and the various activities and text." However, controlling is more of a traditional role that teachers play in the classroom. The role of teachers in a CLT context should be more of a supporter rather than a controller. Teachers should support their students to participate in the classroom activities and must try to arrange group activities that motivate students to be part of active discussions (Harmer, 2007). As a resource in the classroom, teachers must try to be as much available to the students as possible; they must try to answer the questions and queries of the students to develop independent

learning among students. As a tutor, teachers must act as a prompter and resource to focus on each student individually rather than as a group. Each individual student has individual needs therefore; teachers must try to focus on individual students.

Similarly, teachers also play an important role such as a classroom participant depending on the purpose of the lesson, which has some other characters. For example, a teacher can be a monitor, administrator, resource, guide, commentator, observer, researcher, and learner. Richards and Rogers (2001, p.68) outlined that teachers are mentors in the CLT class. The CLT teacher will identify students' learning needs and choose the type of teaching that responds to those needs. The teacher's role as a counselor is to demonstrate or provide an example of an effective interlocutor for students to follow. For the team manager job, the coach is the coordinator who performs the "communication and communication tasks" in the classroom setting.

The Roles of Students in CLT Classes

Larsen-Freeman and Anderson (2011) discussed the significance of role of students in the CLT classroom. Students are expected to participate actively in the classroom discussions and activities. They must play an active role to communicate in the classroom. Students must communicate in the classroom as the role of teachers will be incomplete without the active role of students in a CLT classroom. Students must be responsible for their own learning. Students should also be able to recognize their own learning needs so that they can communicate with their teachers regarding their learning problems to improve the learning outcomes.

As a facilitator in their own learning process, students must participate and accept if they are to take responsibility for their own learning. They should be as

autonomous yet participating i.e. learning in some way. Furthermore, students have another important role as a provider of feedback. Students can be "tutors to other students" or "tutors to gurus" regarding their learning experience, expectations and outcomes, as well as the ability to teach to meet learning needs (Breen & Candlin, 2001, p. 18).

CLT in EFL context

CLT has an influential role in English Language Teaching (ELT) methods. CLT has played an important role in the development of language teaching and improving language teaching methodologies specifically in developed countries such as the UK and USA. CLT is significantly beneficent in the second language learning context as it is more communicative and interactive rather than traditional teaching techniques. Butler (2011) outlined that CLT was adopted in 1970s in the Asia for second language teaching and it CLT activities were extended since than for second language learners. Despite the effectiveness of CLT activities in EFL classroom, there is still a resistance in the adoption of CLT activities by second language teachers and learners (Kam, 2002). There are lack of skills and knowledge that resist the adoption of CLT in EFL classrooms. Size of classrooms, teaching materials, and effect of grammar-based exams are also a hurdle in the adoption of CLT activities in the developing regions.

According to Butler (2011), the introduction of CLT in Asia dates back to the 1970s, but at least a decade into the focus of attention among English-speaking teachers in general and predictors in particular. Similarly, in a study conducted for the latest development of ELT in 15 countries in East Asia (Southeast Asia and Northeast

Asia). In China, CLT was introduced in the late 1970s (Hui, 1997; Yu, 2001); In Hong Kong, it was the early 1980s (Tong, 2004); In India in the 1980s (Behara, 2013; Gupta, 2009); In Bangladesh in the 1990s (Matin, 2013); In Turkey, late 1990s (Kirkgoz, 2008). The ELT documentation indicates that CLT appeared or took the position of EFL by the 15th quarter of the twentieth century, when CLT was at its highest level.

Chang's (2014) examined the effect of CLT in Taiwan on learning motivation of 163 Taiwanese nursing students found that CLT training had a positive effect on students' motivation to learn, particularly instrumental or extrinsic motivation. In another study examining the attitudes of Iranian high schools and educators towards CLT, the data showed that a positive attitude towards CLT was shared among all teachers who strongly support the use of CLT principles in their classroom (Razmjoo & Riazi, 2006).

Challenge for CLT in EFL Context

There are many challenges that CLT encounter when it comes to the implementation of CLT activities in EFL context. Misconceptions of teachers are one of the biggest challenges that restrict the successful implementation of CLT activities in the EFL context. Many other challenges include education system, teaching materials, classroom size, cultural factors, student factors, as well as the methodological factors. However, the existing literature outlines that misconceptions of teachers are among the biggest and most significant factors that restrict the implementation of CLT in EFL classrooms. Teachers are aware of the CLT activities and have appropriate knowledge of CLT activities, however, they are still resisting the implementation and practicing traditional methodologies for foreign language

teaching. In comparison, studies show that EFL learners are open to CLT activities in the language learning classroom and have positive attitudes and believe towards CLT. Learners view CLT as an important and beneficent methodology to improve their second language skills. However, there is a limited implementation of CLT activities in EFL context ((Asassfeh, Khwaileh, Al-Shaboul, & Alshboul, 2012; Chung & Huang, 2009; Ngoc & Iwashita, 2012).

Clearly, the success or failure of CLT implementation in the context of EFL depends on the input and input of classroom teachers; however, research has shown that many barriers to successful implementation of CLT in EFL classes affect teachers themselves (Chang & Goswami, 2011; Hiep, 2007; Kustati, 2013; Liao, 2000; Yu, 2001). For example, a study by Li ((1998), which examined the problem of a group of South Korean college teachers in accepting CLT, revealed that the difficulties teachers described were often including (a) lack of English, and (b) lack of English and social and interpersonal skills, c) lack of training outside of CLT, d) limited opportunities for return to CLT, e) misunderstandings about CLT, and f) limited time and skills to develop communication skills. Numerous other studies indicate the absence of an English language teacher, where this is one of the most challenging and successful applications of CLT in the context of EFL (Liao, 2000; Sato & Kleinsasser, 1999).

Coleman (1996) shows that student resistance is one of the biggest barriers in introducing innovative CLT into English classes. From China, Anderson (1993) pointed out that, in addition to the lack of trained teachers in teaching materials, student resistance is another major barrier that prevents Chinese EFL teachers from doing well in CLT. Finally, Yu (2001) supports, pointing out that acceptance of CLT has a variety of challenges for both students as well as teachers.

Related Studies

Vanessa Toro, Gina Camacho-Minuche, Eliana Pinza-Tapia and Fabian Paredes conducted a study to outline the use of the communicative language teaching approach to improve Students' oral skills. The study discusses the teacher's roles and responsibilities in making students' communicative language better. The research consisted of participants from different backgrounds and mother languages. The study was conducted in a primary elementary school in Loja. The results showed that group activities, repetitions of concepts and modeling were main teaching strategies. Unfortunately, these are not enough to encourage the participation of all students. However, this research study took feedback and recommendations from teachers involved. They suggested practicing elicitation in classrooms that would make students develop more interest in learning. A speaker requires having command in language that is easily understood by the audience. Hence, elicitation might be a good way of promoting communicative language teaching (Vanessa Toro, 2018).

Abdullah, Rehman, and Adnan (2012) conducted a research study to evaluate misconstructions and misunderstandings towards communicative language teaching in the Malaysian context. This study was based on highlighting the issues and misunderstandings associated with communicative language teaching. The study was conducted to analyze how efficiently CLT is implemented in EFL and ESL classrooms. For this purpose, the study conducted a qualitative research analysis using focus group activity. The results of this research study were categorized into four main themes highlighting the misunderstandings. The first theme is dealing with class participation. CLT can never be taught without having conversation, discussions, and communications but it sometimes makes it hard for teachers to teach as per plans. The second theme is understanding CLT properly. Few students think

that CLT is only about speaking. In actuality, it is a lot more than that. The third theme is about teaching grammar as few thinks that teaching grammar is hard and grammar can be learned by practicing oral communication. The fourth and final theme of this research study states that CLT is mainly about role plays. These misconceptions lead to a negative impact on the teaching quality of teachers especially for the domain of CLT (Abdullah, Rehman, & Adnan, 2012).

Kasumi (2015) evaluated CLT and its impact on students' performance. The main target was to study four skills of language learning that is reading, writing, speaking and listening. The research analyzed student's responses and performances based on these four skills (Kasumi, 2015). The PET test results showed improvement in the performances of students from both rural and urban areas. According to this research study, CLT implementation has a positive influence on student's performances. Hence, it must be encouraged and appreciated. The study suggests that a CLT approach would bring success and improvements in teacher's lesson planning and student learning (Kasumi, 2015).

Firiday's (2018) study which focused on the implications of speaking activities as described in the textbooks reported that the functional communication activities had strong impacts on the learning outcomes of students. It consisted of the most influential activities in comparison to other activities of the textbook (Firiady, 2018). It can be concluded from the study that textbooks are helpful and useful but the effects might vary depending upon the needs and expectations. The study further highlights the role of teachers and states that the teachers have enough power to modify CLT activities and use them in best favor of maximum students. There can be complications and difficulties added to the speaking activities. It would motivate students to find ways and get through the complexes. The activities involving

information sharing and discussions are most useful for teachers and learners of CLT (Firiady, 2018).

Masayuki Sano, Masao Takahashi, and Asaji Yoneyama conducted a study to evaluate CLT and local needs. The study concludes that communicative language activities should be made interesting in the classrooms. It should not be burdened for the students that might make students lose their interest. The study also elaborates that the communicative ability of students is to be encouraged and valued to increase their growth and development. The growth of students can be seen when they practice a language rather than just listening to it. The best form of practice is via communication. The study states that teachers also get an overview of a student's communicative ability when there are activities and tasks based on it.

Gudepu (2013) analysed the teaching methods and their impacts on learner's minds. A mixed-method of research was used for conducting this study. There were ten colleges approached for this study. Group discussions and questionnaires were organized and the results suggested that the students were positive about practicing a new strategy that would involve different activities. Teachers were advised to make better plans and activities that would improve the fluency and grammar of students. The researcher recommended to practicing as many activities as possible to make students confident about speaking on new topics and become part of general discussions (Gudepu, 2013).

Yasin, Aziz and Jannah (2017) conducted a study to evaluate the CLT for teaching speaking and found that the communicative language teaching is different from other teaching practices and it requires different disciplines to follow. Unfortunately, the results of this study showed that the CLT approach has not been successfully implemented. There is certain decorum to be followed for applying

communicative language teaching. The teacher's lesson plans didn't consist of a few concepts and topics that were to be covered. Role play activities were part of the lesson plans but these were not practiced rightfully. Similarly, another Jigsaw activity was being performed but the teacher did not inform students about the rules and regulations of activity. Hence, it was a failure too. Additionally, the group discussions and picture series activity were not supervised by teachers as it should have. Though, teachers planned many activities that could be helpful for students, most of the activities lacked instructions, guidance, and supervision that resulted in failures. A few extra activities were being mentioned in the plans but they were not being practiced in classrooms. The teachers did not focus on practicing activities that lead to weakening the speaking skills of students. The test results showed consistent or minor improvements that did not contribute much to the communication skills. Students could not reach the passing criteria easily. They had difficulties in speaking language confidently. These challenges being observed in the research lead to negative results. The research concludes that CLT experts have set a few standards and guidelines that are not being implemented successfully. This non-serious behavior led to failure in student's learning. The study ended with a few suggestions mainly for teachers. The teachers must prepare lessons that are useful for themselves, they should include all activities in a way that could be practiced rightfully in the classroom (Yasin, Aziz & Jannah, 2017).

Sri Diana (2014) conducted a research study to evaluate the misconceptions about the practice in ELT. The study states that a student must be introduced to five basic components part of CLT that is; grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Each concept has its importance and role to play in building communicative language skills. The study

puts light on a misunderstanding that states more noise sometimes satisfies a teacher

and he might feel the lesson is taught effectively. However, it is not true for every

situation and activity. Another misunderstanding being highlighted in the study is

that once a learner communicates, teachers might perceive that their student is good

to communicate in public. It is not the right practice. Fluency and accuracy should be

the main targets as per the CLT approach. The research concludes with two

observations based on misconceptions of CLT implementation. There are external

and internal factors involved. The internal factors include teacher's lack of

understanding regarding their student's learning and growth. The external factors

include a lack of training sessions and guidance for teachers (Diana, 2014).

Wen-Wen Cheng's (2015) study highlights the difficulties and

challenges students might be facing if English is not among their native language. In

certain classrooms, students need to speak a particular language rather than the

native language (Cheng, 2015). The results of the study conclude that native

language would be helpful for students to feel more confident about communicative

competence. Few participants showed positive test results when teaching strategies

were modified (Cheng, 2015). In a similar study, Song (2018) conducted a study to

evaluate the effectiveness of CLT in China. Although, China's institutes strictly obey

the government's action of making the English language mandatory to be taught, the

method of teaching had been doubtful for many until the exposure to the CLT

approach (Song, 2019). The study states that speaking and oral activities play an

important role in learning a language and concludes that English teachers of China

need to learn the guidelines, principles, and requirements of applying CLT to

classrooms. Additionally, CLT classrooms are oversized with limited slots that do

not let students give much time to language learning (Song, 2019). Finally, Liu!s

study focuses on discussing the theoretical framework of CLT and its impact on China's education system. The study elaborates on the basic requirements of language learning for a child's first language. Seven basic functions are being taught to a child consciously or unconsciously. The seven basic functions of a language include; the instrumental function; using language to get things; the regulatory function, the interactional function, the personal function, the heuristic function, the imaginative function, the representational function (Liu, 2015). The study further elaborates on two versions of the CLT approach. One is a strong version while the other is a weak version. The study concludes that CLT has been positively emerging in China and it is further expected to spread efficiently. Language learners are getting benefitted from CLT methods like problem-based language teaching, project-based language teaching and many others (Liu, 2015).

Rimajon and Sotlikova (2016) conducted a research study which aimed to investigate EFL teachers' knowledge and practice regarding CLT. The results of the study show that all participants were very well aware of the concepts and guidelines of CLT. However, they also accepted the fact that challenges were being faced by them in classrooms. The study further suggests that the issues of CLT classrooms can be sorted by making all teachers understand the need for collaboration. If teachers coordinate and discuss issues on a single platform, things might get better and successful (Rimajon Sotlikova, 2016).

Jacobs and Farrell (2003) argue that the CLT approach is not only a major paradigm shift but it brings out many positive shifts. Eight changes are being described in this study that have occurred due to the CLT approach. The changes are being enlisted in the study as learner autonomy, the social nature of learning, curricular integration, focus on meaning, diversity, thinking skills, alternative

assessment, and teachers as co-learners. All these changes can bring a major positive influence to a learner's mind. However, the study further elaborates that the CLT approach is still not implemented as it should have been. The second language learners are not proficient and fluent in speaking because they do not completely understand the decorum and standards of the CLT approach. The researcher further concludes that CLT implementation is made challenging by the teachers themselves. The struggle to achieve all eight changes at the same time leads to more challenges and issues of the CLT approach (Jacob, 2003).

Ridge (2013) conducted a research study to examines the challenges, struggles, and risks being faced by teachers in the process of implementing the CLT approach in South Africa. The study emphasizes that it is a wrong practice to focus on training. Education should be the main and basic priority for trainers. It increases the learner's interests and encouragement. The study analyzes a few different studies and articles that state that grammar is not merely an important issue of language learning, especially in communications. Few errors are acceptable and ignored by experts as well. Ridge (2013) further elaborates that learners must be supervised and talked about their mistakes during activity performances. The study concludes that a single method cannot be enough for being fluent in a language. Some different ideas and activities need to be implemented. The process is not bothered by the training of teachers. Hence, it should not be made a priority for a CLT approach (Ridge, 2013).

Shah and Othman (2006) conducted a research study to evaluate students' output in CLT classrooms within the Malaysian context. The results of the research study stated that students were observed to have fewer opportunities in classrooms because of the misconceptions between teacher and student interactions. There were a lot of clarification requests by students and replies from teachers that was one

reason for fewer opportunities. Moreover, it is also considered to be a one-way communication as most of the things are to be clarified by teachers in such situations. The research study suggests that teachers should focus more on communications from students. The classroom's focus should be more towards student's language practices rather than the teacher's explanations and clarifications of activities (Shah & Othman, 2006).

CHAPTER III

METHODOLOGY

This chapter provides details about the method that was used to conduct this study. Specifically, this chapter looks at the research approach, population and sampling methods, research instrument, data analysis and presentation methods and ethical guidelines that were followed in this study.

Research Design

The study followed a quantitative cross-sectional research design. Cross-sectional designs aim to describe the attitudes, perceptions and the the situation in a given time within a given context about a given phenomenon. Within their analysis, they aim to describe relationships of variables and differences among groups as well (Levin, 2006). Since the current study aims to describe the perceptions of a group of teachers of a specific approach in teaching and also compare their attitudes within groups, this methodology was appropriate. The responses of Basic English language teachers were analyzed using a questionnaire. The responses were analyzed through SPSS using ANOVA and t-tests as well as descriptive statistics (Creswell & Clark, 2011). The researcher used a researcher-made questionnaire with closed-ended questions to answer the research questions and achieve the aim of the study. The following research questions will guide the study:

1. With respect to communicative language teaching, what are the perceptions of Kurdish EFL teachers in public secondary schools in relation to:

    a. their goals in language teaching?

    b. their role in teaching the language?

c. their students' role in language learning?

d. the role of the students' native language in language learning?

e. students' errors?

2. Do the Kurdish EFL teachers' perceptions and knowledge with regard to CLT change based on:

a. their age?

b. their gender?

c. years of teaching experience?

d. the type of college they have graduated from?

3. Do Kurdish EFL teachers prefer to use traditional or communicative activities to teach English?

Population, Sampling and the Sample

The researcher adopted a simple random sampling technique to select the participants of the study. There are 9554 basic school English teachers in northern Iraq in three main cities which are Erbil (n=3590), Slimani (n=3488) and Duhok (n=2476). Due to the difficulties in reaching certain areas of the Kurdish Region of Iraq (KRI), only Erbil, the capital city, was chosen as the target area for data collection. Due to complications and restrictions caused by the COVID 19 pandemic, 1553 questionnaires were distributed to English basic teachers in Erbil. However, a total of 1150 questionnaires were successfully retrieved from the teachers and the findings of this study are based on the collected these responses. The sample of this study consisted of First to ninth grade EFL teachers in basic schools of Erbil.

Table 1

Demographic information about the participants

Variable	n	%
Age		
25-30 years	487	42.3
31-35 years	437	38.0
36-40 years	196	17.0
41 years and above	30	2.6
Gender		
Male	665	57.8%
Female	485	42.2%
Teaching experience	185	16.1%
less than 5 years		
5-10 years	476	41.4%
11-15 years	397	34.5%
16-20 years	91	7.9%
21 years and above	1	0.1%
College of Graduation		
Public	654	56.9%
Private	496	46.1%

Data Collection Instrument

The study relied on the use of a researcher-made questionnaire. The items of the questionnaire were adopted from Larsen-Freeman and Anderson's (2011) book titled "Techniques and Principles in Language Teaching". However, the questions were altered to make them more specific for the current study with the confirmation from the research supervisor and two experts from the department of ELT. Based on

the comments of the experts, all the options in section B were revised to be clearer and more concise in expression. The expressions were also changed to be in the first person singular so that the teachers would be able to respond considering their own choices. The final version of the questionnaire was also revised by the thesis supervisor (see Appendix A).

The final version of the questionnaire consists of three sections. Section A asks about demographic information related to age, gender, years of experience and type of college the teachers have graduated from. Section B focuses on the participating teachers' understanding of teaching methodologies. It consists of seven items where teachers are given statements to complete by choosing one of the two options given. In section C, teachers were given three topics and choices of activities representative of the traditional method as well as the CLT. They were asked to indicate which activity they were likely to use if they were to teach the given topic.

Reliability and validity

The reliability of the questionnaire was tested using Statistical Package for Social Sciences (SPSS). Due to COVID19 outbreak, the questionnaire could not be piloted before distribution to the potential participants. The value of Cronbach's Alpha coefficient was obtained as 0.72, which indicates that the questionnaire was highly reliable to measure the intended concepts (Santos, 1999).

Table 2
Cronbach's alpha coefficient for reliability

Cronbach's Alpha Coefficient	No. of items
.72	17

To ensure validity, two experts from the department of ELT were consulted to check the items individually and the questionnaire as a whole. Based on their comments, the questionnaire was revised four times and the final version of the questionnaire was agreed.

Data Collection Procedures

Simple random sampling was used to collect the data. The data was collected face to face as the questionnaire was given to the teachers by researcher in the schools there was 1553 data distribute during 5 months 1150 data was return back. The researcher collected 550 by herself and she contacted directly to the teachers because of COVID-19 outbreak happened and researcher had to contact some mediators to help her with data collection. The data was collected from 127 public basic schools. Teachers from grade 1 to grade 9 were chosen. Because of time limit and distance, researcher collected the data by team (mediators) consist of four people.

Data Analysis

SPSS version 23 was used to analyze the collected data using a combination of descriptive statistical methods. Notably, mean scores and standard deviation were

used to examine the magnitude and variations of the teachers. Besides, ANOVA was used to analyze the perceptions of teachers towards CLT based on age since there were more than three groups in this category and since the groups were distributed normally. Similarly, Kruskal-Wallis test was used to compare teachers' understanding of the CLT based on their years of experience because there were more than two groups here. However, since the groups were not normally distributed for this variable, a non-parametric test had to be employed. T-test was conducted to analyze the perception of teachers towards CLT based on gender and college of graduation. In both variables, there were only two groups, and the participants were equally distributed between groups. Where significant differences were observed, post-hoc tests were carried out to see which groups' perceptions varied.

Ethical Considerations

Ethical considerations regarding confidentiality, anonymity and voluntary participation were covered in the information sheet and the consent form at the beginning of the questionnaire (see Appendix A). The teachers were accessed once permissions were obtained from the local administration and individual schools through the school administrations (see Appendix C). At no point in research, the identities of the participants were revealed to third parties.

CHAPTER IV

Findings and Discussions

This chapter presents the findings of the study following the research questions as a guide. In each section, the results of this study are also discussed using existing studies to justify the findings and to make recommendations for future research.

Perceptions of Kurdish EFL Teachers with regard to CLT

The findings of the study about teacher's understanding of CLT with respect to their teaching methods are represented in (see Appendix E). The results of the study showed that the perceptions of teachers regarding traditional and CLT methodologies are not much different. However, the teachers preferred more traditional teaching methodologies as compared to CLT. As can be seen from these results, the teachers' perceptions of EFL teaching are very traditional. In terms of goals of language teaching, roles of the teachers and students, as well as the activities they would choose for their students, the participants demonstrated a traditional perspective instead of a communicative one. Eight hundred and ninety-eight (78.1%) claimed that in teaching a foreign language, being able to read and write in the target language is the goal. Two hundred and fifty-two (21.9%) participants claimed that the goal in teaching English is increasing the ability to communicate in the target language. This shows a significant difference between those who understand language learning in traditional terms and those who think that language teaching and learning is about communication. Similarly, 667 (58%) of the participants said that they speak most of the time in the class. They explain the lecture and give the students instructions to be followed, while 483 (42%) responded that they arrange group/pair work activities and

they monitor the students. They give them clues to facilitate their learning of the target language. For items that were about the role of the native language in the EFL classrooms, teacher characteristics and role of errors in the EFL classrooms, however, the results showed a slight lean towards communicative approaches. For example, in terms of teacher characteristics, 550 (47.8%) participants said that teachers should have high proficiency in the target language and a good command of the native language's grammar and vocabulary as well while, 600 (52.2%) responded that teachers should have high proficiency in the target language. This item shows that the teachers are aware that communicative skills are more important for teachers than knowing grammar and vocabulary only. For error correction, 42% of the participants claimed that they corrected errors immediately as traditional teachers would do while, 58.0% claimed that they would only correct errors when the meaning is not clear. Just like CLT suggests, these teachers would take minor errors as part of language learning so they would not correct every single error. Teachers' responses can be seen in Appendix E.

Rimajon and Sotlikova (2016) found that despite being aware of the concepts and guidelines of CLT. However, they also accepted the fact that challenges were being faced by them in classrooms. The study further suggests that the issues of CLT classrooms can be sorted by making all teachers understand the need for collaboration. If teachers coordinate and discuss issues on a single platform, things might get better and successful. Similarly, Abdullah, Rehman, and Adnan (2012) found that teachers have several misconceptions and misunderstandings regarding CLT. The teachers are unable to deliver the right set of information if they are not clear about a concept. The chain disturbs the whole learning process such as dealing with class participation, understanding CLT properly, and teaching grammar as few

thinks that teaching grammar is hard and grammar can be learned by practicing oral communication. These misconceptions lead to a negative impact on the teaching quality of teachers. Sano, Takahashi, and Yoneyama (2004) found that unfortunately teachers sometimes miss out on teaching the communicative language rightfully and as required. Sometimes, it is the students who get distracted in the classroom and forget to learn a language that would help them in the long term. The study introduces a new concept that is communicative competence. It refers to the command and proficiency in the language along with knowing the right use of it. It is also argued that the main theme of CLT classrooms sometimes gets unfocused. Few teachers are so consumed and trapped in their cultural backgrounds that they also find it hard to handle the situation sensibly.

Perception of Kurdish EFL Teachers According to Variables

Age

The descriptive statistics for perceptions of teachers based on their age are illustrated in (Appendix F). The traditional approach was marked as 1 whereas CLT approaches were marked as 2 for this analysis. Therefore, the closer the mean score to 2, the more positive the group's approach to CLT. ANOVA was conducted to analyze the perceptions of teachers based on their age.

The descriptive statistics show that there is not any significant difference between the means with respect to the age of the teachers. The results of the ANOVA outline that the perceptions of the teachers did not vary based on age as there was no significance observed for any items based on the age. The results are presented in Table 3.

Table3

ANOVAfor perceptions of teachers based on age

Items	Group	N	Mean	SD	F Sig.
Teaching goals	41 yearsand above	30	1.17	.379	
	36-40 years	196	1.20	.400	2.029 0.132
	31-35 years	437	1.22	.418	
	25-30 years	487	1.23	.425	
Teacher's classroom role	41 years and above	30	1.47	.507	
	36-40 years	196	1.30	.488	2.569 0.077
	31-35 years	437	1.43	.496	
	25-30 years	487	1.42	.494	
Students' role	41 years and above	30	1.63	.490	
	36-40 years	196	1.51	.501	2.633 0.072
	31-35 years	437	1.52	.500	
	25-30 years	487	1.52	.500	
Role of students' native language	41 years and above	30	1.40	.498	
	36-40 years	196	1.48	.501	
	31-35 years	437	1.45	.498	.209 0.812
	25-30 years	487	1.53	.500	
What characteristics should English teachers have?	41 years andabove	487	1.57	.504	
	36-40 years	196	1.55	.499	1.097 0.334
	31-35 years	30	1.51	.500	
	25-30 years	437	1.52	.500	
How do you respond to your students' errors?	41 years and above	30	1.57	.504	
	36-40 years	196	1.55	.499	
	31-35 years	437	1.57	.496	.150 0.861
	25-30 years	487	1.60	.490	
Which techniques and activities do you commonly use in your classroom?	41 years and above	30	1.60	.498	
	36-40 years	196	1.52	.501	2.694 0.068
	31-35 years	437	1.46	.499	
	25-30 years	487	1.52	.500	

Gender

Tables 4 and 5 show the analysis of the teachers' perceptions of elements of CLT based on gender.

Table 4

Descriptive statistics for perceptions of teachers based on the gender

Items	Gender	N	Mean	SD
What are the goals of your teaching?	Male	665	1.25	.435
	Female	485	1.18	.387
What is your role as a teacher in the classroom?	Male	665	1.40	.490
	Female	485	1.45	.498
What is the role of your students?	Male	665	1.50	.500
	Female	485	1.49	.500
What is the role of your students' native language?	Male	665	1.49	.500
	Female	485	1.48	.500
What characteristics should English language teachers have?	Male	665	1.51	.491
	Female	485	1.53	.499
How do you respond to your students' errors?	Male	665	1.60	.500
	Female	485	1.56	.497
Which techniques and activities do you commonly use in your classroom?	Male	665	1.50	.500
	Female	485	1.49	.500

A slight difference between male and female participants could be observed in terms of their perceptions towards CLT. The most significant mean differences in this variable were observed in item 1 (goals of teaching), item 2 (the role of the teacher)

and item 6 (approach towards errors). In two of these items, namely item 1 and 6, males appeared to have a slightly closer perception of the elements towards CLT. However, in terms of the role of the teachers in the classroom, females seemed to have slightly closer perceptions towards CLT. In all other items, the mean scores for the two groups were very close to each other.

To determine whether the observed differences in mean scores were statistically significant, an independent t-test was conducted based on the given items for gender.

Table 5
T-test results on perceptions of teachers based on gender

Items	Gender	t	df	Sig (2-tailed)
Teaching goals	Male	2.544	1148	.011
	Female	2.590		
Teacher's classroom role	Male	-1.852	1148	.064
	Female	-1.847		
Students' role	Male	.524	1148	.600
	Female	.524		
Role of students' native Language	Male	.039	1148	.969
	Female	.039		
What characteristics should English teachers have?	Male	-.592	1148	.554
	Female	-.592		.554
How do you respond to your students' errors?	Male	1.246	1148	.213
	Female	1.244		.213
Which techniques and activities do you commonly use in your classroom?	Male	.386	1148	.700
	Female	.386		.700

The findings depicted in table 5 led to the rejection of the idea that reported by Hedge (2000) on gender does not influence the activities used by teachers. While the results shows that male teachers slightly towards CLT than female teachers when talking about current events in basic public schools. The results indicated that there was only a statistically significant difference in item 1: goals of language teaching (p = 0.01). It appeared as if male teachers had a slightly more inclination to view goals of teaching similar to CLT than female teachers. No other significant differences were observed in the responses of the teachers based on gender. This analysis showed that in terms of the only difference between the teachers' perceptions of CLT based on gender was in their goals of language teaching, where male teachers had slightly closer perceptions towards CLT than females.

Years of Experience

The descriptive statistics for perceptions of teachers based on their year of experience are illustrated in (Appendix G). The descriptive statistics show that the mean scores are very close for all of the items with respect to the years of experience. The results of the descriptive statistics show that teachers regardless of their years of experience have similar views of the CLT approach. However, regardless of their years of experience, they are not using these CLT activities in the classroom.

Since the participant groups were not normally distributed for this variable, non-parametric Kruskal-Wallis test was conducted to see if there was any significant difference between the perceptions of teachers based on the year of experience. The only difference observed in this variable among teacher groups was related to their perceptions of their students' roles (see Table 6). There was no statistical difference among groups in other items (see Appendix H).

Lastly, to understand where the statistically observed differences appeared among groups, a post-hoc test was conducted. The results show that the null hypothesis, which states that there is no significant difference between the groups, is rejected. The alternate hypothesis is accepted which states that there is a significant difference between the groups. What are the statistical information that shows the significance of the findings?

Table 6
Summary of hypothesis (Kruskla-Wallis Test)

	Null Hypothesis	Test	Sign.	Decision
1	The medians of students' role are the same across categories of years of experience	Independent samples	.010	Reject the null hypothesis
2	The distribution of students' role is the same across categories of years of experience	Independent samples Kruskal-Wallis Test	.010	Reject the null hypothesis
3	The medians of techniques and activities commonly use in your classroom? are the same across categories of years of experience	Independent samples Median Test	.010	Reject the null hypothesis
4	The distribution of techniques and activities commonly use in your classroom is the same across categories of years of experience	Independent samples Kruskal-Wallis Test	.010	Reject the null hypothesis

To demonstrate the difference between the groups post-hoc using Mann-Whitney Test was conducted. The results of the test show that mainly three groups differ in their views. These are teachers with less than 5 years of experience, teachers with 5-10 years of experience and teachers with 11-15 years of experience. The results are shown in Table 7.

Table 7

Post-hoc test for students' role (group 1 and 2)

	Years of experience	N	Mean Rank	Sum of Ranks	Sign.
Students' role	less than 5 years	185	364.15	67368.50	.010
	5-10 years	476	318.11	151422.50	
	Total	661			

Table 8

Post-hoc test for students' role (group 2 and 3)

Years of experience	N	Mean Rank	Sign.
5-10 years	476	420.66	.015
11-15 years	397	456.60	
Total			
	873		

The results of post-hoc test using Mann-Whitney U test showed that teachers with

less than 5 years of experience and teachers with 5-10 years of experience differed in

their views. In addition, those with 5-10 years of experience also statistically

significantly differed from teachers with 11-15 years of experience. The teachers

with less experience appear to have closer perceptions towards the CLT than those

with more experience in the first case, while the opposite appears for the second

case. The results for the item related to the choice of activities commonly used in the classroom are shown in Table 9 and 10.

Table 9

Post-hoc test for techniques and activities *(group 1 and 2)*

Years of experience	N	Mean Rank	Sum of Ranks	Sign.
less than 5 years	185	362.37	67038.00	
5-10 years	476	318.81	151753.00	.002
Total	661			

Table 10

Post-hoc test for techniques and activities *(group 2 and 3)*

Years of experience	N	Mean Rank	Sum of Ranks	Sign.
5-10 years	476	420.07		
11-15 years	397	457.29	199955.00	.012
Total	873		181546.00	

The results show that only group (1 and 2) and (2 and 3) has significant difference. The other groups show no significance. This may be because the teachers with less experience are recently graduated from the college and they are more focusing on the role of student s and techniques and activities in the classroom. Similarly, the

government organizes trainings for CLT teaching techniques. However, descriptive statistics show that teachers with low level of experienced have high mean. That means they show that they are more towards CLT rather than traditional teaching techniques

College of Graduation

Table 11 represents the descriptive statistics for the perceptions of the teachers based on their college of graduation. As can be seen from the table, the difference between the two groups is very small, indicating almost no difference between their perceptions. The results of the study outline that the largest mean difference between the graduates of private and public universities were observed with the item related to the techniques and activities they commonly used in their classroom (M= 1.47, SD= .499 and M= 1.54, SD= .499 respectively). This shows that graduates of private universities describe their techniques and activities used in their classroom slightly more towards CLT when compared to graduates of public universities. Similarly, the role of the teacher and the role of the students were also observed to be different, where graduates of private universities favored CLT approaches slightly more. However, to determine whether there was any statistically significant difference in their perceptions of elements of CLT, an independent t-test was run. The results can be seen in Table 12.

Table 11

Descriptive statistics for perceptions of teachers based on the college of graduation

Items	College of Graduation	N	Mean	S.D
What are the goals of your teaching?	Public	654	1.21	.409
	Private	496	1.24	.426
What is your role as a teacher in the classroom?	Public	654	1.44	.497
	Private	496	1.39	.488
What is the role of your students?	Public	654	1.47	.499
	Private	496	1.53	.499
What is the role of your students' native language?	Public	654	1.48	.500
	Private	496	1.49	.500
What characteristics should English language teachers have?	Public	654	1.52	.500
	Private	496	1.52	.500
How do you respond to your students' errors?	Public	654	1.57	.495
	Private	496	1.59	.493
Which techniques and activities do you commonly use in your classroom?	Public	654	1.47	.499
	Private	496	1.54	.499

The results indicate that the perceptions of the teachers who graduated from private universities is statistically significantly different in terms of students' role (t (-2.28), $p = 0.023$) and the techniques and activities commonly used in the classroom. (t (-2.30), $p = 0.022$). This means that only the teachers' perceptions of the students' role in the classroom and the techniques used in the classroom are significantly change based on their college of graduation. Teachers who graduated from private colleges have perceptions slightly closer to CLT when compared to teachers who graduated from public colleges.

Table 12

T-test results on perceptions of teachers based on college of graduation

Items	College of Graduation	t	df	Sig (2-tailed)
Teaching goals	Public	-1.270	1148	.204
	Private	-1.262		.204
Teacher's classroom role	Public	1.728	1148	.084
	Private	1.732		.084
Students' role	Public	-2.284	1148	.023
	Private	-2.284		.023
Role of students' native Language		-.516	1148	.606
		-.516		.606
What characteristic should English teachers have?	Public	.093	1148	.926
	Private	.093		.926
How do you respond to your students' errors?	Public	-.400	1148	.689
	Private	-.400		.689
Which techniques and activities do you commonly use in your classroom?	Public	-2.301	1148	.022
	Private	-2.301		.022

Teachers' Preferences for Traditional and CLT teaching Techniques

In order to understand teacher' perceptions in terms of CLT better, a final section was added to the questionnaire, where teachers were asked to choose the activity they would prefer when teaching past simple tense, present continuous tense and passive voice respectively. They were also given options to choose from two different activities, where one represented traditional teaching approaches whereas the other one represented CLT approach. The findings of the study about teacher's

understanding of CLT with respect to their teaching methods are represented in Appendix A. The results of the study show that the perceptions of teachers regarding traditional and CLT methodologies are not much different. However, the teachers preferred more traditional teaching methodologies as compared to CLT. Many other studies confirm the lack of proficiency in English on the part of the teacher as one of the major challenges in adopting CLT in EFL contexts successfully (Liao, 2000; Sato & Kleinsasser, 1999). In another study which explored factors that promote or hinder EFL teachers' implementation of CLT in Taiwanese college English classes, Chang and Goswami (2011) found that teachers' lack of knowledge and skills in practicing CLT and their lack of training are the two major problems that prevent them from applying CLT in their classrooms. In the context of China Yu (2000) states that, the lack of qualified English teachers is one of the most common constraints preventing the adoption of CLT. Similarly, Liao (2000) also cites teachers' inability to teach communicatively, their lack of language proficiency, and their unfamiliarity with the communicative approach as difficulties that limit the application of CLT in Chinese EFL classrooms.

As can be seen from Table 13, in all cases, almost 60% of the teachers preferred to use the traditional activities as opposed to CLT activities. This was an interesting finding, considering that teachers who graduated from private colleges were found to have slightly better understanding of CLT in terms of techniques and activities they would prefer.

The responses of these teachers are similar to the existing studies that focused on communicative language teaching practices for foreign language teaching. It is obvious that the success or failure of the implementation of CLT in EFL contexts relies heavily on the involvement and commitment of classroom teachers; however,

Table 13

Descriptive statistics for the use of traditional and CLT teaching techniques

Items	Teaching Activity	N	Percentage
Activity that you would prefer if you were talking about past events	Traditional	694	60.34%
	CLT	456	39.65%
Activity that you would prefer if you were talking about events that are happening now	Traditional	675	58.69%
	CLT	475	41.30%
Activity that you would prefer if you were talking about events that happened in the past where the subject is unknown	Traditional	670	58.26%
	CLT	480	41.73%

research has shown that a number of major constraints which prevent the successful implementation of CLT in EFL classrooms are related to the teachers themselves (Chang & Goswami, 2011; Hiep, 2007; Kustati, 2013; Liao, 2000; Yu, 2001). For example, a study by Li (1998) which investigated a group of South Korean secondary school teachers' perceived difficulties in adopting CLT revealed that the teacher-related difficulties which are mentioned most often includes (a) deficiency in spoken English, (b) deficiency in strategic and sociolinguistic competence in English, (c) lack of training in CLT, (d) few opportunities for retraining in CLT, (e) misconceptions about CLT, and (f) little time and expertise for developing communicative materials. This also supports Sodik and Wijaya's (2017) ideas, which

state that improvements in students' abilities are essential for improving their ability to convey the action of things, events, or situations currently taking place. Additionally, this is essential because it helps students understand when actions are happening and adds action and determination to students' writing.

The findings indicated that years of experience do influence the decision to use either traditional teaching methods or CLT methods. That is, the EFL teachers' years of experience influences activities teachers would prefer when talking about past events. This supports the underlying reason relating to the ideas provided by Harmer (2007), which states that a high level of teaching experience enhances EFL teachers' ability to effectively perform five major teaching roles (tutors, resources, participants, prompters, and controllers). These five teaching roles are essential because they enhance the teachers' ability to use CLT methods and facilitate students' language learning process.

CHAPTER V
CONCLUSION & RECOMMENDATIONS

It is important to highlight that there are no present English language communication contexts that can be used by elementary learners outside the classroom in northern Iraq. This is mainly because northern Iraq is bilingual, where Kurdish and Arabic serve as the two dominant languages. Nevertheless, the northern Iraqi government has been making significant efforts to improve its education curriculum for English as a foreign language (EFL). This can be supported by Ministry of Education's decree to ensure that northern Iraq's education standards highly and internationally competitive.

The success of communicative language teaching (CLT) for improving learning outcomes has been recognized in many developed countries. Education system in northern Iraq is therefore focused on including CLT in their education system to improve the learning outcomes of EFL learners. The main aim of this study was to investigate the perceptions of Kurdish EFL teachers from basic schools towards the use of CLT in their classroom. The research also analyzed the relationship between the demographic characteristics of teachers like age, gender, college of graduation and teaching experience on the use of CLT techniques in the classroom. The purpose of the present study was to explore the relationship between teachers' understanding of the CLT approach and classroom practice of the principles of CLT in the specific EFL context of northern Iraq. Therefore, the specific objective of this study is to explore English language teachers' understanding of the different principles of CLT and explore the possible differences

in teachers' understanding of CLT based on years of experience, collage of graduation and types of university that they have graduated from.

Summary of the Main Findings

Following a quantitative cross-sectional research design, the responses of English language teachers in basic schools in north Iraq were analyzed using a questionnaire. The analysis of the data collected through the questionnaire suggest that the despite a good understanding of principles of CLT, the EFL teachers' teaching methodologies reflect more of traditional techniques in the classroom rather than CLT. The perceptions of teachers with regard to their teaching goals and role of teachers in the classroom are more of traditional rather than communicative language techniques. Teachers have similar perceptions towards traditional and CLT techniques with regard to the role of students and the techniques commonly used in the classroom. However, the role of student's native language, the characteristics of English language teachers and the way Kurdish teachers respond to student errors have comparatively showed more of CLT approach rather than traditional based in terms of their perceptions.

While there were no differences in the perceptions of teachers based on age, the results show that low experience teachers are closer toward CLT than more experience teachers as years of experience was an important variable that determined the teachers' perceptions. The results showed that gender has an impact on the perceptions of teachers only in terms of their teaching goals, their role as a teacher, and in their approach for correcting errors also, it shows that male teachers slightly more towards CLT than female teachers. Lastly, college of graduation appears as if

male teachers more to word CLT than female teachears, However the main difference can be seen in teaching techniques and activities which is graduates of private universities slightly more towards CLT when compared to graduates of public universities. In terms of teachers' preferences for traditional and communicative activities, the results showed that despite having a good understanding of the CLT and positive perceptions of the CLT techniques, the teachers used more traditional techniques and activities in the classroom.

Recommendations for Future Research

Based on the results and limitations, the following recommendations are made for future research:

1. The major limitation observed in this study is that the study is only limited to analysis of the quantitative data collected through the questionnaire. With appropriate methods of data collection and analysis, the reasons behind the teachers' perceptions, the choices and preferences can be analyzed.

2. To expand the findings and enable comparisons with other regions, future research can focus on other parts of the country.

3. The study only reported findings from the perceptions of basic school teachers. Future studies focusing on university level or high school level can provide data for comparison.

4. In the third section of the questionnaire, a specific language point (specific tense) was taken into consideration to examine teachers understanding of

CLT. For future research, different types of CLT activities can also be selected for the purposes of the study.

5. EFL teachers ought to have a highly professional teacher training course yearly by Ministry of Education to be more experience in CLT principles and Techniques.

6. CLT teachers should be highly proficient in the target language such as EFL. They should take English language courses or they should do professional English exams by Ministry of Education each year to increase the level of teachers in English language. This will allow them to feel more confident in using the target language in the classroom.

7. A future study can focus on investigation of the reasons why the majority of teacher's goal are implementing traditional techniques and activities rather than CLT in Sunrise which claims to follow the CLT approach in north Iraq.

Thus, based on the findings of the study it can also be suggested that the in-service teachers should more focus on the practice of the CLT techniques in the classroom. It appears that they have know-how of the CLT techniques. However, they do not seem to employ these techniques in the actual classroom practice. The Ministry of Education in northern Iraq should also focus on more practical skills of the teachers rather than mare theoretical knowledge of the CLT. The results of the study clearly outline that the teachers have knowledge of the CLT but they are not practicing and they still prefer to implement traditional method. Therefore, the reasons of not implementing these techniques should be the focus to improve the learning and teaching process in north of Iraq.

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APPENDIX A

RESEARCH QUESTIONNAIRE

Near East University
Graduate School of Education Sciences
Department of English Language Teaching

Dear Participant,

This scale is part of a research study that we are carrying out in order to understand the approaches and activities frequently used in teaching English language in the northern part of Iraq. By filling in the following scale, you agree to participate in this study.

Please note that your participation in the study is voluntary. Your identity will not be revealed in any case to third parties. The data collected during the course of this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below.

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Section A: Personal Details

1. **Age………………**

2. **Gender: Male** ☐ **Female** ☐

3. **How many years have you been teaching?** …………….

4. **What type of college have you graduated from? : Public** ☐ **Private** ☐

Section B: Teaching Methodology

Which of the following statements reflect your teaching the most?

1. **What are the goals of your teaching?**
   a) Teaching a foreign language and being able to read and write in the target language.
   b) Increasing the ability to communicate in the target language.

2. **What is your role as a teacher in the classroom?**
   a) I speak most of the time in the class. I explain the lecture and give the students instructions to be followed.
   b) I arrange group/pair work activities and I monitor the students. I give them clues to facilitate their learning of the target language. They talk more than I do.

3. **What is the role of your students?**
   a) My students listen, read and copy from the book. They also provide answers to exercises that I design for them. They are active when answering my questions.
   b) My students talk about their experiences in my class in English. They debate, ask for information and seek for clarification to discover the rules of

the language. They talk to each other during activities and learn from each other.

4. **What is the role of your students' native language?**
   a) I prefer to use the students' native language because they do not understand English.
   b) I do my best to use English at all times and I always prompt them to use English in class. Use of the native language is minimal in my class.

5. **What characteristics should English language teachers have?**
   a) Teachers should have high proficiency in the target language and a good command of the native language's grammar and vocabulary as well.

   b) Teachers should have high proficiency in the target language.

6. **How do you respond to your students' errors?**
   a) I correct errors immediately. If I do not correct them, they will learn the wrong forms.
   b) I only correct errors when the meaning is not clear. Minor errors are part of language learning so I do not correct every single error.

7. **Which techniques and activities do you commonly use in your classroom?**
   a) I usually translate vocabulary/phrases into the students' native language for them to understand. I use completion and matching activities to practice grammar and vocabulary. I explain grammatical rules in detail because it helps students learn the target language better and prevents them from making mistakes.
   b) I usually use group/pair work activities. I prepare information gap activities, language games and role play activities.

Section C: Teaching Activities Imagine that you are teaching 7th grade students, which one of the following would you to use?

1. **Please circle the activity that you would usually prefer if you are talking about past events.**

A   **B**

Verb Tenses
Past Perfect or Continuous

A- Choose the most suitable verb tense.

1. By the time Vera finished her course, she _____ in Dublin for six years.
   a) had been   b) had been being
2. They _____ to find the hotel all evening.
   a) had tried   b) had been trying
3. He moved because he _____ a job in another place.
   a) had been getting   b) had got
4. Everybody noticed that you _____ a mistake.
   a) had made   b) had been making
5. 1 went to New York. 1 _____ about it for years.
   a) had been dreaming   b) had dreamt
6. He _____ never _____ about returning to his hometown.
   a) had...been thinking   b) had...thought
7. They didn't want to lunch because they _____ already _____ .
   a) had...eaten   b) had...been eating
8. 1 _____ since early morning.
   a) had been practicing b) had practice
9. The waiter served something that we _____ .
   a) hadn't been ordering b) hadn't ordered

B- Put the verbs into the past perfect simple or continuous.

1. The game _____(not/start) by the time we arrived.
2. Were you afraid after the plane _____(take) off?
3. They _____ (prepare) the party for hours.
4. He had to leave because he _____ (arrange) to pick Molly up.
5. Ben was fired. He _____(spy) for a rival company.
6. Her throat was sore because she _____(shout) for a long time.
7. They were hungry because they_____ (not / eat) anything.
8. Her eyes were red. She _____ (cry)
9. 1_____ (write) the email before you arrive.
10. John was tired. he _____ (not/sleep) for 24 hours.

C- Complete the dialogues with the correct form of the verbs in brackets.

1. A: Was that your first flight?
   B: Yes, 1 _____ never _____ (fly) before.
2. A: Why didn't you know how to do the exercise?
   B: 1 _____ (not / listen) to the teacher.
3. A: Why didn't you watch the film?
   B: Because 1 _____ already _____ (watch) it.
4. A: Yesterday 1 had a terrible headache.
   B: Of course, you _____ (lie) in the sun all day.
5. A: Why didn't you go to the beach?
   B: Because it _____ (rain).

Answer key

A

2. Please circle the activity that you would usually prefer if you are <u>talking about events that are happening now.</u>

   A   B

<u>**Present Continuous Tense**</u>

(I) Fill in the blanks with the present continuous form of the verb given.

1. Hurry up! We _____ for you. (wait)

2. 'What are you _____ ?' (do) 'I _____
   letters.' (write)

3. He _____ in Italy at the moment. (work)

4. She doesn't like to be disturbed when she _____. (sleep)

5. Who is that girl _____ on the table? (stand)

6. I _____ my books in my bag now. (put)

7. The cats _____ on the floor. (sit)

8. Susan _____ a bicycle in the park. (ride)

9. They _____ dinner at their favourite restaurant now. (have)

10. My uncle and aunt _____ at my home for the moment.
    (live)

(II) Choose the verb tense (simple present or present continuous) that fits better.
   Write the <u>letter</u> only.

1. I always _____ my best.	a) try	b) tries	c) am trying
2. Listen! Jack _____ the piano.	a) play	b) plays	c) is playing
3. Father _____ dinner now.	a) cook	b) cooks	c) is cooking
4. Fiona _____ her hair every day.	a) washes	b) is washing	c) are washing

STUDENT A

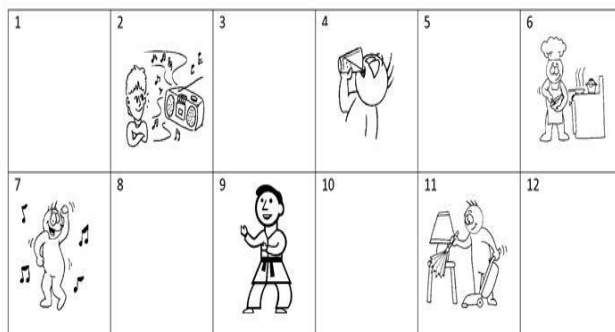A: WHAT IS HE/SHE DOING IN PICTURE A?
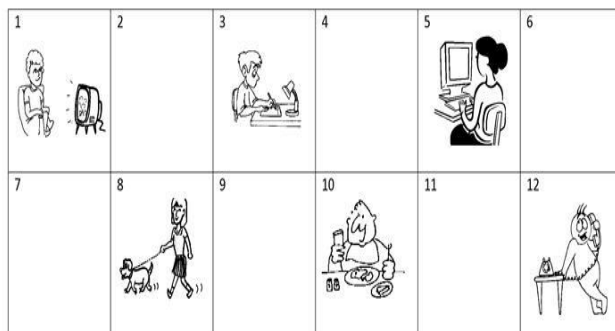
B: HE/SHE IS _____.

STUDENT B

A: WHAT IS HE/SHE DOING IN PICTURE A?

B: HE/SHE IS _____.

3. Please circle the activity that you would usually prefer if <u>you were talking about events that happened in the past where the subject is unknown</u>:

A **B**

Past Simple Passive Voice

Complete the sentences. Use the Past Simple Passive Voice.

1. The day before yesterday we _____ (invite) to the birthday party by our friends.
2. In ancient Greece the Olympic Games _____ (hold) once in four years.
3. I _____ (bear) in a small Ukrainian town not far from Donetsk.
4. The prize _____ (win) by Linda.
5. As I arrived at the hotel a note _____ (hand) to me.
6. Their engagement _____ (announce) in the local paper.
7. The words 'To be or not to be'… _____ (speak) by Hamlet.
8. The house _____ (destroy) by the storm.
9. The railway line _____ (bury) under tons of rock and earth.
10. I _____ (give) a letter by a postman yesterday.
11. Several problems _____ (consider) by the government.
12. After the accident the railway station _____ (completely/destroy).
13. Both motorways _____ (open) last year.
14. The thunderstorm _____ (hear) five miles away.
15. The World Cup at football _____ (win) by Italy in 2006.
16. A dangerous criminal _____ (arrest) by the police yesterday.
17. It _____ (explain) to us how the accident had happened.
18. The Guinness Book of Records _____ (first/publish) in the 50's.
19. The job _____ (offer) to Patricia.
20. I couldn't answer the questions I _____ (ask) at the interview last month.
21. My suitcase _____ (steal) from the hotel room.
22. We _____ (wake) up by the barking dog last night.
23. Last night I _____ (stop) by the police as I was driving home.
24. Yesterday it _____ (decide) not to have a party after all.
25. This shopping centre _____ (build) 10 years ago.
26. These are very old photographs. They _____ (take) a long time ago.
27. The roof of the building _____ (damage) in a storm a few days ago.
28. You _____ (invite) to the wedding. Why didn't you go?
29. Originally the book _____ (write) in Spanish and a few years ago it _____ (translate) into English.
30. We were driving along quite fast but we _____ (overtake) by lots of other cars.
31. The letter _____ (post) a week ago and it arrived yesterday.
32. The boat sank quickly but fortunately everybody _____ (rescue).
33. While I was on holiday, my camera _____ (steal) from my hotel.
34. All flights _____ (cancel) because of fog.
35. The police _____ (give) the information.
36. The men _____ (pay) £200 to do the work.
37. The windows _____ (break) with a baseball bat.
38. I _____ (offer) the job but I refused it.
39. The two missing children _____ (find) in a local park.

PASSIVE VOICE
(Past Simple)
Speaking cards

Were you given many presents last year?	Who was IPhone invented by?	How was your city changed last year?
What housework was done by you yesterday?	What awards or certificates were you given in the past?	What advertisement was shown on TV yesterday?
How was New Year celebrated in your family last year?	Were you told any good or bad news yesterday?	Were you invited to a party last month?
What food was eaten by you yesterday?	Which films were most watched by people last year?	Were you often punished by your parents?

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APPENDIX B

ETHICAL APPROVAL FORM

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

15.01.2020

Dear Shatha Abduluahab Omer

Your application titled **"Understanding of Communicative Language Teaching: The Case Study of Iraqi EFL Teachers in Basic Schools"** with the application number YDÜ/EB/2020/421 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDIX C

PERMISSION LETTER

Kurdistan region

Council of ministers

General directorate of Erbil education

General Directorate for Education of the Erbil Center

Planning

No: 2937

Date: 28/01/2020

Kurdish year: 2719

To/ all schools within the border of Our education

Subject/ facilitation

According to the letter of general directorate Of Erbil education/ directorate Of educational planning/ NO: (4036) On (27/01/2020) help and facility the master student (SHATHA ABDULUAHAB OMER) in near east college in turkey country for the purpose of distribution (A questionnaire) questionnaire in schools Of our education border with a condition it will not affect studying process and under the moderating the manager of school and not cross the instructions of ministry of education.

Regards.,,.

Director Of education (signed)

DLER ABULLAH HASAN

Copy to/

- Unit of supervising the Basic education and kinder garden Of Erbil/ for your information/ with Our respect.

- Preparatory and practical   Education
  Supervision unit Of Erbil Center /   for need/ with
  our respect.

APPENDIX D

PLAGIARISM REPORT

Thesis

ORIGINALITY REPORT

20%	20%	6%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1 www.researchgate.net
Internet Source — 5%

2 Submitted to Yakın Doğu Üniversitesi
Student Paper — 2%

APPENDIX E

DESCRIPTIVE STATISTICS FOR TEACHING METHODOLOGY

Items	Frequency	Percentage
What are the goals of your teaching?		
a) Teaching a foreign language and being able to read and write in the target language.	898	78.1%
b) Increasing the ability to communicate in the target language.	252	21.9%
What is your role as a teacher in the classroom?		
a) I speak most of the time in the class. I explain the lecture and give the students instructions to be followed.	667	58%
b) I arrange group/pair work activities and I monitor the students. I give them clues to facilitate their learning of the target language. They talk more than I do.	483	42%
What is the role of your students?		
a) My students listen, read and copy from the book. They also provide answers to exercises that I design for them. They are active when answering my questions.	580	50.4%
b) My students talk about their experiences in my class in English. They debate, ask for information and seek for clarification to discover the rules of the language. They talk to each other during activities and learn from each other.	570	49.6%
What is the role of your students' native language?		
a) I prefer to use the students' native language because they do not understand English.	470	40.9%
b) I do my best to use English at all times and I always prompt them to use English in class. Use of the native language is minimal in my class.	513	44.6%
What characteristics should English language teachers have?	550	47.8%
a) Teachers should have high proficiency in the target language and a good command of the native language's grammar and vocabulary as well.	600	52.2%
b) Teachers should have high proficiency in the target language.		
How do you respond to your students' errors?		
a) I correct errors immediately. If I do not correct them, they will learn the wrong forms.	483	42.0%
b) I only correct errors when the meaning is not clear. Minor errors are part of language learning so I do not correct every single error.	667	58.0%

Which techniques and activities do you commonly use in your classroom?		
a) I usually translate vocabulary/phrases into the students' native language for them to understand. I use completion and matching activities to practice grammar and vocabulary. I explain grammatical rules in detail because it helps students learn the target language better and prevents them from making mistakes.	578	50.3%
b) I usually use group/pair work activities. I prepare information gap activities; language games and role play activities.	572	49.7%

APPENDIX F

DESCRIPTIVE STATISTICS FOR PERCEPTIONS BASED ON AGE

	Age	N	Mean	S.D
25-30 years	Teaching goals	487	1.23	.425
	Teacher's classroom role	487	1.42	.494
	Students' role	487	1.52	.500
	Role of students' native language	487	1.53	.500
	what characteristics should English teachers have?	487	1.52	.500
	how do you respond to your students' errors?	487	1.60	.490
	Which techniques and activities do you commonly use in your classroom?	487	1.52	.500
31-35 years	Teaching goals	437	1.22	.418
	Teacher's classroom role	437	1.43	.496
	Students' role	437	1.46	.499

	N	Mean	SD
Role of students' native language	437	1.45	.498
what characteristics should English teachers have?	437	1.51	.500
how do you respond to your students' errors?	437	1.57	.496
Which techniques and activities do you commonly use in your classroom?	437	1.46	.499
36-40 years Teaching goals	196	1.20	.400
Teacher's classroom role	196	1.39	.488
Students' role	196	1.51	.501
Role of students' native language	196	1.48	.501
what characteristics should English teachers have?	196	1.55	.499
how do you respond to your students' errors?	196	1.55	.499
Which techniques and activities do you commonly use in your classroom?	196	1.52	.501

41 yea

rs and abo ve	Teaching goals	30	1.17	.379
	Teacher's classroom role	30	1.47	.507
	Students' role	30	1.63	.490
	Role of students' native language	30	1.40	.498
	what characteristics should English teachers have?	30	1.57	.504
	how do you respond to your students' errors?	30	1.57	.504
	Which techniques and activities do you commonly use in your classroom?	30	1.60	.498

APPENDIX G

DESCRIPTIVE STATISTICS FOR PERCEPTIONS BASED ON YEARS EXPERIENCE

	Years of experience	N	Mean	S.D
less than 5 years	Teaching goals	185	1.29	.455
	Teacher's classroom role	185	1.34	.475
	Students' role	185	1.57	.495
	Role of students' native language	185	1.50	.501
	what characteristics should English teachers have?	185	1.51	.501
	how do you respond to your students' errors?	185	1.63	.481
	Which techniques and activities do you commonly use in your classroom?	185	1.57	.495
5-10 years	Teaching goals	476	1.19	.405
	Teacher's classroom role	476	1.42	.494

Students' role	476	1.43	.496
Role of students' native language	476	1.50	.500
what characteristics should English teachers have?	476	1.53	.499
how do you respond to your students' errors?	476	1.60	.490
Which techniques and activities do you commonly use in your classroom?	476	1.44	.497
11-15 years			
Teaching goals	397	1.20	.403
Teacher's classroom role	397	1.44	.497
Students' role	397	1.52	.500
Role of students' native language	397	1.44	.497
what characteristics should English teachers have?	397	1.50	.500
how do you respond to your students' errors?	397	1.54	.498
Which techniques and activities do you commonly use in your classroom?	397	1.52	.499

	N	Mean	Std. Deviation
Teaching goals	91	1.25	.436
Teacher's classroom role	91	1.48	.502
Students' role	91	1.51	.502
Role of students' native language	91	1.51	.502
what characteristics should English teachers have?	91	1.54	.500
how do you respond to your students' errors?	91	1.50	.502
Which techniques and activities do you commonly use in your classroom?	91	1.50	.502
21 years and above			
Teaching goals	1	1.00	.
Teacher's classroom role	1	1.00	.
Students' role	1	1.00	.
Role of students' native language	1	2.00	.
what characteristics should English teachers have?	1	1.00	.
how do you respond to your students' errors?	1	1.00	.
Which techniques and activities do you commonly use in your classroom?	1	2.00	.

APPENDIX H

ANOVA FOR PERCEPTIONS OF TEACHERS BASED ON YEAR OF EXPERIENCE

Items	Group	N	Mean	S.D	F Sig.
Teaching goals	Less than 5 years	185	1.29	.455	
	5-10 years	476	1.19	.405	2.02 0.088
	11-15 years	397	1.20	.403	
	16-20 years	91	1.25	.436	
	21 years and above	1	1.00		
Teacher's classroom role	Less than 5 years	185	1.34	.475	1.98 0.095
	5-10 years	476	1.42	.494	
	11-15 years	397	1.44	.497	
	16-20 years	91	1.48	.502	
	21 years and above	1	1.00		
Students' role	Less than 5 years	185	1.57	.495	3.36 0.01
	5-10 years	476	1.43	.496	
	11-15 years	397	1.52	.500	
	16-20 years	91	1.51	.502	
	21 years and above	1	1.00		
Role of students' native language	Less than 5 years	185	1.50	.501	1.20 0.30
	5-10 years	476	1.50	.500	
	11-15 years	397	1.44	.497	
	16-20 years	91	1.51	.502	

	21 years and above	1	2.00		
What characteristics should English teachers have?	Less than 5 years	185	1.51	.501	0.48 0.74
	5-10 years	476	1.53	.499	
	11-15 years	397	1.50	.502	
	16-20 years	91	1.54	.500	
	21 years and above	1	1.00		
How do you respond to your students' errors?	Less than 5 years	185	1.63	.481	2.17 0.07
	5-10 years	476	1.60	.490	
	11-15 years	397	1.54	.498	
	16-20 years	91	1.50	.502	
	21 years and above	1	1.00		
Which techniques and activities do you commonly use in your classroom?	Less than 5 years	185	1.57	.495	3.17 0.13
	5-10 years	476	1.44	.497	
	11-15 years	397	1.52	.499	
	16-20 years	91	1.50	.502	
	21 years and above	1	2.00		