

Republic of Turkey
Firat University
Institute of Educational Sciences
Department of Educational Sciences
Division of Curriculum and Instruction



**ENGLISH TEACHERS' AND LEARNERS'
PERCEPTIONS OF THE EFFECTIVENESS OF
TEACHING COMMUNICATIVE
LANGUAGE STRATEGIES**

Master's Thesis

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Elazığ-2018

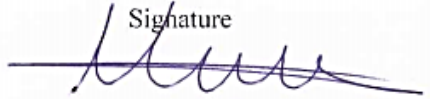
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“English teachers’ and learners’ Perceptions of the Effectiveness of Teaching Communicative Language Strategies”

The result of this thesis oral examination on 07/06/2018 was deemed successful with voting unity / member of votes

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DECLARATION

I hereby declare that the study entitle ' English Teachers' and Learners' Perceptions of the Effectiveness of Teaching Communicative Language Strategies' submitted to the Firat University, is a record of an original work done by me under the guidance of Pro. Dr. Mehmet Nuri Gömleksiz, head of Educational science Department in Firat University. And this study work is submitted in the partial fulfillment of the requirements for the award of the degree of Master in Educational Sciences of Curriculum and Instruction. The results embodied in this thesis have not been submitted to any other University or Institute for the award of any degree or diploma.

12.06.2018

Diman Sadraldin RASHID

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Diman Sadraldin RASHID
Elaziğ, 2018

ABSTRACT

Master Thesis

English Teachers' and Learners' Perceptions of the Effectiveness of Teaching Communicative Language Strategies

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The objectives of the study are to illustrate ' The Perceptions of the Teachers' and Learners' of Effectiveness of Teaching Communicative Language Strategies' in secondary schools 12th grade inside Erbil city in the north of Iraq in terms of gender, ages, and branches with considering different socio- economic. To achieve these goals the researcher based on descriptive study and a quantitative data tool used to collect the results that were (a questionnaire for the students, questionnaire for the teachers, questionnaire for the supervisors, written and oral test, and classroom observation and checklist). The sample taken from the students is 510 both (male and female), (scientific, and literary), from age 16- 20. The results of the students' questionnaire show that their teachers do not apply communicative language strategies, and most of them still use grammar- translation method for English language teaching. They like group work to share their ideas, but the large of the classes do not allow them to apply this, and also they do not have the chance of oral presentation that is one important strategy in communicative learning and mostly depend on their native language to comprehend English language. The result of the tests show that female better than male, scientific branch students' degree higher than literary and those students their age equal or younger than 18 scored higher in compare with older than 18. About the teachers'

perception some of them do not believe on importance and usefulness of the communicative approach for teaching EL for some reasons such as, (large number of the students in the classes, lacks of the audio- visual aids, and lacks concerning culture factors). Teachers do not apply communicative strategies to enable the learners' to create motivation so as to learn and acquire the main language skills.

Concerning supervisors they believe that teachers need high proficiency in order to apply communicative approach. And also they mentioned that teachers have low resources and less time for material preparation. With a great number of them have responded that teachers have lack of training and full understanding of communicative approach. The other point that supervisors' mentioned that the existing syllabus is not suitable for communicative activities and most EL teachers do not use technology facilities in their classes and they have low ability to communicate in the target language which is EL in their classes that would be the mean to motivate students" to communicate with each other in the EL.

Key Words: Communicative approach, Communicative language strategies, English language teaching, English teacher

ÖZET

Yüksek Lisans Tezi

İngilizce Öğretmenleri ve Öğrencilerin İletişimsel Dil Stratejileri Öğretiminin Etkinliğine İlişkin Algıları

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Bu araştırmanın amacı, Irak'ın Erbil kentinde Liselerde görev yapan Lise öğretmenleri, ve 12. öğrencilerinin İletişimsel dil becerilerinin öğretiminin etkilerine ilişkin görüşlerini almak ve bu görüşleri cinsiyet, yaş, branş ve sosyo-ekonomik düzey açısından değerlendirmektir. Bu amaçla betimsel ve nicel temele dayalı bu araştırmada öğrenciler, öğretmenler ve müfettişler için anket, yazılı ve sözlü testler ve sınıf içi gözlem formları kullanılmıştır. Çalışma grubunda yaş aralığı 16-20 arasında olan kız ve erkeklerden oluşan ve edebiyat ile fen bölümlerine kayıtlı toplam 510 öğrenci yer almaktadır. Araştırma sonuçlarına göre öğrenciler öğretmenlerinin iletişimsel dil stratejilerini kullanmadıklarını, çoğunun İngilizce dil öğretiminde dilbilgisi-çeviri yöntemini kullandıklarını belirtmişlerdir. Öğrenciler fikirlerini paylaşmak için grup çalışmaları yapmak istediklerini ancak sınıfların kalabalık olmasının buna engel teşkil ettiğini bu nedenle iletişimsel öğrenmede önemli bir strateji olan sözlü sunum yapma şanslarının olmadığını, dolayısıyla derslerde çoğunlukla kendi ana dillerini kullanmak zorunda kaldıklarını ifade etmişlerdir. Test sonuçları da kız öğrencilerin erkek öğrencilerden, fen bölümlerinde öğrenim görenlerin edebiyat bölümlerinde öğrenim görenlerden, yaşı 18 ve daha küçük olanların 18 yaş üzerindkilerden daha başarılı olduğunu ortaya koymuştur. Öğretmenlerin bir kısmı kalabalık sınıflar, işitsel-görsel araç-gereçlerin eksikliği ve kültürel faktörlerden dolayı İngilizce dil öğretiminde

iletişimsel yaklaşımın yararına ve önemine inanmadıklarını belirtmişlerdir. Öğretmenler temel dil becerilerini edinmede ve bunları öğrenmede motivasyonu sağlayacak tarzda iletişimsel stratejileri kullanmamaktadırlar. Müfettişler öğretmenlerin iletişimsel yaklaşımı uygulayabilecek yeterlikte olmadıklarını vurgulamışlardır. Ayrıca öğretmenlerin yeterli düzeyde öğretim materyaline sahip olmadıklarını, materyal hazırlamaya vakit ayırmadıklarını belirtmişlerdir.

Müfettişlerin çoğu, öğretmenlerin eğitim düzeylerini ve iletişimsel yaklaşımı kavramada yetersiz bulmuşlardır. Müfettişler ayrıca mevcut programın iletişimsel etkinlikleri yürütmek için yetersiz olduğunu ve İngilizce öğretmenlerinin çoğunun sınıflarında teknolojik araç-gereçleri kullanmadıklarını, öğrencilerin birbirleriyle yabancı dilde iletişimde motivasyonlarını sağlayacak biçimde hedef dil ile iletişim kurmada yetersiz olduklarını belirtmişlerdir.

Anahtar Kelimeler: İletişimsel yaklaşım, iletişimsel dil stratejileri, İngilizce öğretimi, İngilizce öğretmeni

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ABBREVIATIONS

CA	: Communicative Approach
CC	: Communicative Competence
CLT	: Communicative Language Teaching
CSs	: Communication Strategies
DM	: The Direct Method
EFL	: English Foreign Language
EFLT	: English Foreign Language Teaches
ELLS	: English Language Learners
ELT	: English Language Teachers
GMT	: The Grammar- Translation Method
L2	: Second Language
TEL	: Teaching English Language

CHAPTER ONE

I. INTRODUCTION

1.1. Statement of the Problem

There are many ways to teach English language and one of them is Communicative Language Teaching approach (CLT) which was originally used in British language teaching in the late 1960s. Until then linguistic from Britain began to emphasize the fundamental aspect of language teaching- the communicative and functional potential of language. They argued that language teaching should focus on communicative proficiency rather than on mere mastery of structures.

English, being an imperative medium of communication at both intra-national and common levels, takes the status of a second language in the nation. English is an important subject in the Erbil city in North of Iraq schools and taught alongside other subjects at both primary and secondary. In the classes of teaching English as a foreign language teacher has used different approaches and methods being acquainted and actualized and improve the learning procedure of getting the foreign language among non-local speakers. All things considered, as the inspiration for learning English in schools among a large portion of language students, particularly the individuals who are from country zones, is for the most part inherent, i.e. to pass the examinations.

According to the curriculum of "Sunrise" series that is taught in the schools in Erbil city in the north of Iraq, teachers should follow CLT approach in order the teaching process to be effective more. CLT is one of the approaches that can fill students' needs and promote their levels of CC (communicative competency). In spite all these English language teachers face some problems in the process of teaching English language in the class. Some of these problems may belong to some teachers' low performance in implementation of the communicative strategies and the learners' adaptation with the curriculum so as their learning needs to be satisfied. The following

points illustrate more the shortcoming in EL teaching methods that are applied by some EL teachers

1. Some of the teachers still follow Grammar Translation Method. This method is unable to achieve the aims of “Sunrise series” for learning EL since the series is designed according to Communicative Approach principles. As claimed by Sato and Kleinsasser (1999 as cited in Pham, 2006), those learners do not have a complete comprehending of CLT, by difficult improve practices proper to the context, as such they return back to their traditional learning. In a similar note, Karavas- Doukas's study (as cited in Razmjoo & Riazi, 2006: 348), teachers follow more traditional approaches in practising the communicative approach.

2. After all these years of teaching English as a foreign language in Erbil's schools. Even so, the learners' have got low performance in speaking the English language. Because English taught as compulsory subject. This remains as a problem, yet, to be solved. This stands on comprehension of the educators' dispositions and convictions, as they are the specialists of usage of different instructing approaches in language learning. In that capacity, the beliefs and attitudes of educators regarding to the effectiveness of the CLT approach in foreign language classrooms should be rethought, as it will add to an educated choice in regards to the utilization of the approach in foreign language classrooms to improve oral competency among Kurdish students.

1.2. The Significance of the Study

Nowadays high school communicative language classrooms often include communication strategies (CSs) as part of its syllabus but how much time and effort are required to apply these strategies in the class actively by the students? Corder, (1981, p.103) defines CSs as “a systematic technique employed by a speaker to express his (or her) meaning when faced with some difficulty.” CSs can also give students the best means to overcome gaps in their L2 and makes them own the strategic competence. Implementation of CSs in a communicative classroom can improve the student productivity capacities based on the foundations of CLT (Wood .2011.231). The application of the principles of the Communicative Language Teaching Approach for

teaching English language indicates the beginning of a major model shift within language teaching in the twentieth century. “Another impetus for different approaches to foreign language teaching came from changing educational realities in Europe” (Richards and Rodgers, 2001; 154).

The findings of this study will be valuable for the English Language Teachers in high schools and for the learners' in the 12th grades. Also useful for the EL supervisors to concentrate on the useful communicative strategies that are adapted in the classroom. Also they could guide the efforts to design curriculum and teaching materials for pre-service and in-service teacher training programs. Finally the results would be helpful as a guide in planning questionnaire items for future in-depth large-scale study, which would help to present more insights on teachers' understanding of communicative strategies application and how it is actually practiced in the classroom.

1.3. The Assumptions

Based on the above aims the following hypotheses are proposed:

1. The communicative strategies that are applied for teaching English Language for 12th grade students in the schools of Erbil have some lacks and they are in effective to improve the students' communicative performance.
2. El teachers adopt teaching techniques and strategies that are based on Grammar Translation Method instead of Communicative Approach while English Language curriculum is already based on Communicative Approach.

1.4. The Aims of the Study

The main aim of this study is to determine the perceptions of the EL teachers and learners of the effectiveness of applying communicative language strategies in terms of gender, branches and age of the learners' status variables.

In the light of the general aim the following sub aims can be determined:

1. Assessing the effectiveness of communicative language teaching strategies used in 12th grades in improving the students' EL linguistic proficiency and is there a

statistically significant difference between the opinions of the teachers of the difficulties of application of CS in terms of

- a. gender
- b. branch and
- c. age of the learners'

2. Investigating the role of the communicative strategies to modify and improve the students' communicative competence in daily classroom activities and is there a statistically significant difference between the opinions of the students concerning their Communicative competence in terms of

- a) gender
- b) branch and
- c) age of the learners'

3. What are the perceptions of the students of the quality of their communicative performance in daily classroom activities and is there a statistically significant difference between the opinions of the students in this point in terms of;

- a) gender
- b) branch and
- c) age of the learners'

4. What are the perceptions of the students concerning their encouragement and motivation to learn about items such as self-learning, interacting and developing team work, assessing their own and others' work in a purposeful manner and to grasp grammatical features without referring to grammar rules and is there a statistically significant difference between the opinions of the students on attaining success and appreciation subscale in terms of

- a) gender
- b) branch and
- c) age of the learners'

5. What are the perceptions of the students of knowledge about a subject and the ability to use that information in context is there a statistically significant difference between the opinions of the students on this ability in terms of;

- a) gender
- b) branch and
- c) ages of the learners'

6. What are the perceptions of the students of the barriers to implementing communicative strategies in Erbil high school English classes and is there a statistically significant difference between the opinions of the students on nature of such barriers in terms of;

- a) gender
- b) branch and
- c) age of the learners'

1.5. The Scope of the Study

The study is limited to assess Sunrise series (12th) that is applied in secondary stage schools level 12 in the center of Erbil city for the academic year 2017-2018. The study is also limited to adopting English Teachers' and Learners' Perceptions of the effectiveness of teaching Communicative Language Strategies.

1.6. Methods

This study is entitled "English Teachers' and Learners' Perceptions of the effectiveness of Teaching Communicative Language Strategies". It attempts to explore the effectiveness of the communicative language strategies applied by the teachers' and for teaching EL learners. So, to reach the aims of the study, the researcher has followed some methods and techniques. Also the study adopted the following assumptions:

- 3. The communicative strategies that are applied for teaching English Language for 12th grade students in the schools of Erbil have some lacks and they are in effective to improve the students' communicative performance.
- 4. El teachers adopt teaching techniques and strategies that are based on Grammar Translation Method instead of Communicative Approach while English Language curriculum is already based on Communicative Approach.

The study attempts to follow the appropriate procedures to achieve the aims of the study and also it tries to present the EL teachers', supervisors' and learners' perceptions of the effectiveness of teaching Communicative Language Strategies by giving basic theoretical background in this area and illustrate in particular the main communicative teaching methods and strategies that are used for teaching English language.

It is a descriptive research and uses quantitative model in collecting data. The population of the study were English teachers, supervisors and students from high schools with their number of (34984) divided between (16173) boys and (18811) girls in (75) high schools in Erbil city northern Iraq. Further, the sample included students in twelfth grade of high schools with their number of (500) from (6-7) schools. The schools are divided into three levels, high socio- economic level, schools from middle socio- economic and schools from low socio- economic level. In each school the researcher administered on the twelve grade.

The place of the study was in Erbil city (Northern of Iraq). Data of the study was collected by using (questionnaires for supervisors, teachers and students, classroom checklist and two types of test' written and oral developed by Asst. Prof. Dr Nada Jabar and Asst. Dr Parween Shawkat Kawthar (2017). The student questionnaire contained 33 items. The teachers' questionnaire included 37 items divided into four domains which are: the method, English main skills, the content and the culture. The supervisor's questionnaire 15 items. The researcher applied two kinds of tests written and oral test to assess the students' communicative competence abilities. The written test included 30 items which are constructed from Sunrise 12 while the oral test was scored according to a rubric prepared by the researcher. The researcher used another tool for gathering data which is classroom observation checklist so as to observe the techniques and strategies that are applied by English language teachers. The checklist contained 30 items.

Concerning the validity and reliability of the instruments the researcher has noticed a previous research which was conducted in the same area of inquiry. In the previous research experts were consulted about the content validity of the questionnaire, and scored (80%-100%). For the reliability of the questionnaire, internal consistency approach was used and Cronbach alpha coefficient was calculated using SPSS 11.0

software. The Cronbach alpha coefficient was found as %89 which indicates a high level of reliability.

The researcher of the current study also followed the same procedures to calculate the validity and reliability measures of the applied instruments.

The students' questionnaire in its first form has been submitted to a group of jury members and then the researcher received their feedbacks and opinions of the questionnaire. The valid items scored 75% of the whole number of the items of the questionnaire. The researcher has considered all the modifications that were suggested by them and they were included in the questionnaire for 25% of the rest of the questionnaire. The total number of the opinions in the students' questionnaire is 29 items. The teachers' questionnaire in its initial form has been submitted to the same group of the jury committee. The researcher has modified the items of the questionnaire that needed to be changed according to the opinions of the jury members. The valid items scored 70% of the whole number of the items of the questionnaire. The total number of the opinions in the teachers' questionnaire is 32 items. The supervisors' questionnaire in its initial form has been submitted to the same group of the jury committee. The researcher has modified the items of the questionnaire that needed to be changed according to the opinions of the jury members. The valid items scored 80% of the whole number of the items of the questionnaire. The total number of the opinions in the supervisors' questionnaire is 9 items. The class observation checklist in its initial form has been submitted to the same group of the jury committee. The researcher has modified the items of the questionnaire that needed to be changed according to the opinions of the jury members. The valid items scored 60% of the whole number of the items of the questionnaire. The total number of the items of the checklist is 21 items. It has been tried to achieve the characteristic of face validity for the written and oral tests by presenting the items of them to a group of experts who are specialized in teaching and testing English language. The jury members have reviewed these items and the researcher has modified the items of both tests that are needed to be changed according to the opinions of the jury members. The valid items scored 60% of the whole number of the items of the Tests. The total numbers of items of both tests are 21.

To analyze the data following statistical procedures were used:

Mean, Standard Deviation, Independent group t test, Mann Whitney U, One-way ANOVA, Kruskal Wallis H test, Levene's test, Cronbach Alpha, Spearman Brown correlation test.

1.7. Plan

1. Chapter one contains the problem of the study, the aims, the value of the study, scope, procedures, plan and finally definitions of some basic terms.
2. Chapter two contains two parts: part one is the theoretical background and part two includes some previous studies that were conducted in this field.
3. Chapter three is devoted to empirical part of the study including the detailed application of the procedures.
4. Chapter four is specified for analysis and discussion of the results.
5. Chapter five presents conclusions, implications, recommendations and suggestions for further studies.

1.8. Definition of Basic Terms

1. Corder, (1981: 103) defines CSs as "A systematic technique employed by a speaker to express his (or her) meaning when faced with some difficulty."
2. "An approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes" (Brown, 2007: 378)
3. Savignon (2002: 1) writes that "CLT refers to both processes and goals in classroom learning" and that "the central theoretical concept in communicative language teaching is communicative competence"
4. "Conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual's thought" (Tarone, 1977: 195).
5. Hymes (1972), Communicative competence should be viewed as "the overall underlying knowledge and ability for language which the speaker-listener possesses" (13).

6. **Communicative language teaching approach** is an approach where communication is the focus; it allows students to interact, to try language in different contexts and enhance their communicative competence.



CHAPTER TWO

II. REVIEW OF THE LITERATURE

2.1 Theoretical Issues and Review of Literature

Today teaching and learning English language around world witnesses important development because there is an increasing need for communicating by using it. These needs can be required in both spoken and written English since the learners need English in their daily contexts. English language is not just required in daily communication, but also for a variety of other purposes such as education, economy, and politics etc.... Most of English language learners aim to develop their performance in English and try to have good opportunities to have good command of English language because they try to develop their English proficiency since this proficiency is an important factor for their future success. Also, through getting this proficiency they can be provided with more opportunities in getting better education and jobs.

English language students (ELL) look for two essential components in their language learning venture: fluency and accuracy (Richards, 2006), and with a specific end goal to accomplish one of these objectives or both of them together, various language showing strategies and methodologies were severely expected to enable language students to accomplish their learning objectives as effectively as could reasonably be expected.

Numerous language teaching approaches were presented, adopted, and implemented in the field of language instructing and getting the hang of amid the most recent couple of decades, for example, Grammar-Translation Approach, Direct Approach, Silent Approach, Community Language Teaching, lastly Communicative Language Teaching 2 (CLT) which showed up as a response to the past methodologies since language teachers and specialists began to feel that the past methodologies were not as effective as they anticipated that them would be regarding helping language learners with building up their correspondence and language skills to empower them to

utilize language for an assortment of communicative acts outside their classrooms (Larsen-Freeman, 2000).

Consequently, a more practical approach was expected to meet educators and learners' prerequisites in language classes. Historically, Richards (2006) classified the periods of these approaches advancement as takes after: Classical Language Teaching Approaches (up to the late 1960s), and the focal point of that period was for the most part on building up understudies' grammatical and linguistic competence.

Second, in the Classical Communicative Language Teaching (1970s-1990s), the attention of the language teachers' begun to move toward a new approach, during that period i.e., "Fluency First" and learners' grammatical needs are met based on their performance while doing fluency tasks according to this approach (Brumfit, 1984), and finally the Current Communicative Language Teaching (CLT) (1990s-Present), and according to this approach, communicative competence has begun to be the concerning point as well as the priority of this approach because when applying CLT teachers try to help their learners establish communicative competence which helps them use language for a variety of purposes (Taha, 2016: 2).

2.2. Types of Methods in Teaching English Language

The investigation of the methods incorporates the foundation in which the methods advanced the essential standards and characteristic features of the methods, the strength and weakness of every method and ultimately the importance of the method. Such an examination of ELT method is rendered here with the fundamental target of setting up the achievability of following approaches for the instructing of English as a second language.

2.2.1. The Grammar –Translation Method (GTM)

The Grammar-Translation Method, otherwise called the Classical Method or the Traditional Method, is unmistakably established in the formal instructing of Latin and Greek which won in Europe for a long time. Mackey says, "This is simply a combination of the activities of Grammar and Translation" (153). As its name suggests,

"this method emphasizes the teaching of the second language grammar; its principal practice, technique in translation from and into the target language"

The Grammar Translation Method depends on three suspicions: (1) Translation deciphers the words and expressions of the foreign language and guarantees appreciation of the vocabulary things, collocations and sentences. (2) Assimilating the foreign phraseology in the process of interpretation. (3) The structure of the objective language is best learnt when compared with that of the native language. In the late 18th century and in the early 19th century this method became very popular. It keeps the learning of the rules of grammar and as a result fails to produce eloquence of expression in students. Even today the Lack of theoretical basis has not abated the suitability of the method when several linguistically sound methods are available. This method is most appropriated in teaching classes with the large number of students and limited resources, since students can be made to listen, copy rules, write out exercises and correct them from the black board. The teacher should not be very competent in the target language for this method. All that he has to do is to follow the text cautiously and discuss it using the mother tongue wherever needs. However, this method had weaknesses. Around the year 1900 there was a reaction against GMT in Europe. Stern, Sweet and Jespersen, to mention a few, found out that the use of translation as the only resource of instructions would be ruinous. Palmer, who has no opposition against using translation in certain specific contexts, attacks what he calls, 'The classical method', vehemently and says "It is one which treats all languages as if they were dead, as if each consisted essentially of a collection of ancient documents to be deciphered and analyzed ... It is the one which categorically ignores all considerations of phonetics, pronunciation and acoustic image, and boldly places language on a foundation of alphabets, spelling and writing systems(Saroja Kumari, K.R, 2002: 52).

2.2.2. The Direct Method(DM)

Richards and Rodgers (2001: 12), describe principles of procedures underlying the Direct Method in the following way: 1. Classroom instruction was taught exclusively in the foreign language. 2. Only everyday vocabulary and sentences were taught. 3. Oral communication skills were built up in carefully graded progression

organized around question-answer exchanges between teachers and students in small, intensive classes. 4. Grammar was taught inductively. 5. New teaching points were introduced orally. 6. Concrete vocabulary was taught through demonstrating, objects (e.g. realia or pictures), and pictures; abstract vocabulary was taught by association of ideas. Larsen Freeman (2004) spoke about few techniques of Direct Method. Question and answer exercise. This activity is directed only in the foreign language.

In order Students practice new words and grammatical structures they are asked questions and answer in full sentences. Their opportunity is to ask questions as well as answer them. Self-correction This technique has some significant advantages, such as: - students are engaged in the process – this renews confidence if they can correct themselves; - self-corrected mistakes are more memorable and less likely to occur; - it supports learner independence; - and the teacher can get feedback on the student's knowledge, awareness and ability (Afrin, 2014: 15).

2.2.3. The Audio-Lingual Method (ALM)

In 1950s the Audio-Lingual method, proposed by American linguists, was developed from the principle that “a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language” (Carroll, p.1963). In this manner, the motivation behind the Audio-Lingual method is to utilize the foreign language communicatively. As per this method, discourse is given need in target language instructing. The Audio Lingual method instructs language through exchanges that attention on propensity development of learners. Larsen-Freeman (2000: 45), expresses that students will accomplish communicative competence by shaping new propensities in the foreign language and conquering the old propensities for their mother language.

The Audio-Lingual method regarded language simply as form of behavior to be learned through the formation of correct speech habits (Thornbury 2000: 21). Forming native language habits in learners is another goal of this method (Dendrinos, 1992). So also Richards and Rodgers stretch that foreign language learning is essentially a procedure of mechanical propensity development, and great habits are framed by giving right responses as opposed to by committing errors. To form habits dialogues and

pattern drills that students need to repeat are often used. Hence, as Larsen-Freeman (2000) says the more often something is repeated, the stronger the habit and the greater the learning. The Audio-Lingual method mainly has the following features: — The teacher reads a dialogue by demonstrating it. It has been always encourage putting the subject matter in context, and students can get a better chance of keep what they have learnt. Students learn the foreign language within a concrete context that will enable them to relate what they learn to real-life learning environments. The Audio-Lingual method concentrates on oral skills. It aims to develop students' speaking accomplishment. Without reference to the mother tongue language items are presented to students in spoken form so that they can learn language skills efficiently. The target of the Audio Lingual method is, through teaching vocabulary and grammatical patterns through dialogues, to enable students to respond quickly and accurately in spoken language. The dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation, and question-and-answer are conducted based upon the patterns in the dialogue (Larsen-Freeman, 2000: 45).

The Audio-Lingual Method generally aims to develop communicative competence of students using dialogues and drills. The use of dialogues and drills are fruitful in foreign language teaching as they motivate the students to produce speech. The strategy of repetition of the dialogues and the drills certainly make the students to respond quickly and accurately in spoken language (Mart, 2013: 64).

2.3. The Basic Principles of Communicative Approach

The following points are considered the most important principles of CLT

1. The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.
2. In this approach, it is believed that communicative functions are more important rather than linguistic structures. Each language has limited number of sentence patterns. Mastering only those sentence patterns does not help the learners to communicate in the target language. The learner needs to learn the communication functions of those structures.

3. While applying CLT approach in teaching language, the target language is used in the classroom. The target language is required for classroom communication, not just the object of study because if the learners continue to use their native languages, they are not able to communicate in the target language.
4. Appropriate use of language is necessary more than accuracy. Accuracy comes at the later stage. It is believed that when the learners learn to use the language appropriately accuracy comes automatically.
5. Language should be taught by integrating all language skills and not by only one skill. It means communication approach is not limited to only speaking skill; reading and writing skills should be developed.
6. Language cannot be learnt through memorization by the learners. It cannot be learnt in isolation. It should be learnt through social interaction. To communicate in the target language, there is a need to deal with language with interaction.
7. While using this approach, the major focus is to make the learner able to communicate in the target language. Errors are tolerated by the teacher because what is more important is to make them able to speak in the target language. Teacher should not correct them during the activities in which they are using target language. The teacher can note the errors of the learners and make it correct after the activities are over so as to give him the opportunity to express himself.
8. . It encourages teacher-student and student – student interaction which are very important in English classes. It helps to encourage the cooperative relationship among students. The teacher should give work in group or in pair which give opportunities to share the information among them. It also helps to promote the communication among them.
9. CLT approach provides the opportunities to the learners not only about what to say and but also about how to say.
10. The teacher should create real situations which help to promote communication. The teacher should teach them how language should be

used in a social context. Teacher should give activities such as role play which help the learners to learn the language in social context.

11. Language teaching techniques should be designed in such way that it encourages the learners to use the target language communicatively. Functional aspects of language are important. Dramas, role plays, games should be used in the class room to promote the real communication (Desai, 2015: 49).

2.3.1. Historical Background

When communicative language teaching (CLT) was first developed in the 1970s, it was widely seen as the definitive response to the shortcomings of previous approaches and the communication needs of a globalized world. There is now a widespread view that teachers need to adapt CLT to suit specific contexts. CLT cannot now be defined in terms of some general characteristics but serves rather as an umbrella term for approaches that aim to develop communicative competence through personally meaningful learning experiences.

For some 40 years now, discussions of foreign language teaching have been dominated by the concept of ‘communication’ and its various concepts such as ‘communicative language teaching’ (CLT) and ‘communicative competence’. These important communicative ideas and terminology gradually climbed to a dominant situation in ELT professional discourse in the years up to 1986. Since 1986 this trend has been progressed and adopted by EL teachers. Even the new method which is known as ‘task-based language teaching’ (this is not so much a shift of direction but a continuation within the same direction. TBLT is best understood not as a new departure but as a development within CLT, in which communicative tasks serve not only as major components of the methodology but also as units around which a course may be designed and applied in the classroom (Littlewood, 2013: 1).

2.3.2. Communicative competence and Communicative performance

The term communicative ability is involved two words, the combination of which implies competence to communicate. Competence is a standout amongst the most disputable terms in the field of general and connected etymology. Open Competence is related with Chomsky who in his extremely powerful book «Aspects of the Theory of Syntax» drew what has been today seen as an exemplary qualification between skill the monolingual speaker-audience's learning of dialect and execution the real utilization of dialect in genuine circumstances or what is called legitimately. Hymes (1972) characterized informative capability as the capacity to utilize syntactic skill in an assortment of open circumstances, which included the sociolinguistic point of view into Chomsky's semantic perspective of fitness. Amid the 1980s numerous connected etymologists with an essential enthusiasm for the hypothesis of dialect obtaining or potentially the hypothesis of dialect testing gave their important commitment to the further improvement of the idea of informative skill (Bagarić, 2007: 94-95).

2.3.3. Teacher's role in Communicative Language Teaching Situations

Teachers should adopt the attitude of being an element of the class rather than the main one. The teacher should design the teaching-learning process as a community matter, in which all members of the group should participate so as to enhance the interaction between the teacher and the learner. The education that is transmitted to the learner should not be only about a transfer of knowledge and content but it should be accompanied with a more direct and lasting communication. CLT focuses mainly on creating an environment focused on the learner rather than an environment focused on the teacher. This fact requires that the role of teachers must be changed. Instead of being a class-dominator, as they were supposed to be in the past, they are shift to become a class-supporter. The teacher in a class of CLT is required to be more flexible and creative when using methods and teaching techniques to achieve a more effective teaching performance which means that his role should be variable according to the situations in the classroom. The flexibility of the teacher role varies from manager, scheduler, driver, organizer, facilitator, etc. to support the learning of their students. In

addition, to meet the need for language that learners have, it is necessary that the teacher implement tasks based on text, or other methods that require the teacher to play a role of adviser, analyst and process manager as well as a participant. In relation to this, different roles are given to teachers in a communicative approach to language. The teacher also should be a facilitator, who facilitates classroom communication and establishes situations and contexts likely to promote communication. The teacher is also a co-communicator, participating in activities with their students. Finally, the teacher should be an advisor when presenting activities, answering questions from students and monitoring their performance (Alonso, 2017: 11).

2.3.4. Learner's role in Communicative Language Teaching Situations

The teacher who applies this method is required to facilitate the communication process in the classroom in which students feel safe and without threats. Since the whole environment is student-centered. The students need to take a fairly positive role. They do not ignore each other but communicate with one another. They appreciate the contributions from each other; they all also cooperate and learn from each other in the best way possible. The main objective is that students help each other through communication. If any difficulties or any questions come up during the lesson, the students instead of asking the teacher for help or advice, they try to solve the problem themselves. Only after they have tried to get the answer by themselves even in pairs or groups, they can seek the help of the teacher. The implication for the learner is that he should contribute as much as he gains, and learn in an interdependent way. The students should participate actively in the interpretation, expression and negotiation of meaning while the teacher assumes a role of facilitator and participant. Another important objective that the student must possess is the commitment to undertaking communicative tasks with other participants within the same group. Learners also have an important monitoring role, not only in lesson management but also they can apply it to their learning process. The student can be a provider of feedback to others in the classroom. Which means that the learner and even the teacher should be independent in the teaching-learning processes. (Ibid,15)

2.4. Principles of Effective Language Teaching

There are certain principles that should be applied so as to make the teaching process being more effective. These principles are the following:

Principle 1: Implement Challenging Curriculum with High Expectations

A curriculum designed for the ELLs should not include basic skills and basic thinking only, but also higher level thinking. Teachers should challenge ELLs on the content being taught and establish high anticipation for them.

Principle 2: Design Standard Academic Content and Make It More accessible when designing academic content for ELLs, the language of the teaching materials should be authentic and culturally relevant.

Teachers should ensure that they keep the standards for academic content while using every possible means to make it more accessible to students.

Principle 3: Offer Explicit and Culturally Relevant Instruction. Teachers should understand the English language developmental levels of their students and select the proper instructional strategies for each level, teachers should pay attention to students' background knowledge and culture and make their instruction culturally relevant.

Principle 4: Support Metacognitive Strategies and Specific Learning Strategies. They should ensure that students understand the strategies and know when and where it is appropriate to apply the strategy, teachers should make understandable metacognitive and particular learning strategies for ELLs. Teachers should teach students the way to use their metacognitive strategies to assist with their learning even when their instructional targets are concentrating on the academic content.

Principle 5: Use ELLs First Language Strategically with Difficult Concepts. Teachers should view the first languages of the ELLs as a resource and use them strategically, if possible. The use of the first language will advantage those ELLs who have received some formal education in their first language. 4 College Board Research Reports English Language Learner Pedagogy.

Principle 6: Teach Vocabulary Within Multiple Contexts. Teachers should embed words in multiple contexts and use them in class over and over. They should not pay attention to increase only but also to depth and association of vocabulary learning.

Principle 7: Build Reading Comprehension Ability. Reading aloud repeatedly, connecting reading materials with ELLs' cultural background knowledge as well as content background knowledge and teaching reading in both English and the students' first language may be additional helpful strategies. Teachers should adopt the instructional practices they use with native English speakers to improve ELLs' reading comprehension

Principle 8: Provide Strong Oral and Written Language Models for Students to Follow. ELLs should communicate with teachers rather than solely with their English speaking peers. Before asking ELLs to produce English either in oral or written form, teachers should set a good model for ELLs to follow. They should implant students' ability to use oral English and make chances for them to use it.

Principle 9: Integrate Reading, Writing, Speaking, and Listening Skills Teachers should combine reading, writing, speaking, and listening skills in their teaching. They should teach ELLs to simultaneously improve their four language skills with academic English. They should make more chances for them to use English and also provide immense English input for ELLs that is, chances to read and listen to English (Li, 2012: 3-4).

2.5. EL Teachers' challenges in Communicative Situations

Teachers face a number of challenges in teaching listening and speaking in languages. These include students' lack of motivation for improving communicative competence; low English skill, and opposition to class participation and lack of time for improving materials for communicative classes with huge classes. Other difficulties are concerned with grammar based examinations. But the most challenge is the wide curriculum with the large classes limit the teachers ability to share learners in different daily activities. Sometimes the teacher focuses on training and drilling the learners on the way to pass the exams on the account of communicative competence. The teachers chose to teach the learners the way to pass exams and not how to use English in different conditions. As a result the learner will not be able to speak English both in school and after school. A teacher whose goal is to cover the curriculum will be unwilling to pursue an approach that does not identify that second language learning in

a class room set- up is conducted by what has already been prescribed. To such a teacher CLT is a waste of time. Assignment should be formulated by learners themselves because learner- commenced questions have the benefit that will lead the learner to improve those strategies for understanding which will finally take him beyond the influence of the teacher.(Maryslessor.etal.2014: 86)

2.6. Language Activities to Integrate CLT in Lessons

Communicative activities are not the same as form-based approaches which aim to present drilling particular language patterns. The communicative activity, aims to involve learners in meaning making for a communicative purpose through sharing information gaps and opinion gaps among the learners by using the target language so as to accomplish assignments .By application these activities , EL teacher is able to create a context where learners are involved in the use of the target language to negotiate meanings, share information and have effect on others within using Communicative language games which enable the learner to the master not only the structures but also to be able to communicate meanings in real conditions. The benefits of using communicative language games in English language teaching are stated as follows (1) Motivate students' learning with fun. (2) Make opportunities to use language in authentic contexts. They use whatever language resources available to them in order to gain task targets, for example, solving a problem, sharing or exchanging views and culture. (3) Supply practice on language use and language usage which make the learners able to improve all four skills. (4) Create a satisfactory and supportive teaching - learning environment which is very necessary in language classroom. (5) progressing of interpersonal relations activities involving communicative interaction both among students and between the teacher and students. Briefly, communicative activities in the form of games play an important role in Communicative Approach (CA) to language teaching and learning. Communicative games can reinforce learners' interest in learning, reveal them to meaningful contexts, engage them in the use of the target language, and finally improve their communicative competence, the main target of Communicative Language Teaching (Wang, 2010: 132)

2.7. Previous Related Studies

It is necessary in this part of chapter two to review some of the experimental studies that are conducted to evaluate TEL methods of teaching through different points of views in this field of knowledge.

The study by Ferdous(2011) is titled “Effectiveness of Communicative Language Teaching Approach at HSC Level Submitted” The purpose of this study is to analyze the reasons behind the ineffectiveness of Communicative Language Teaching Approach at HSC level in Dhaka and to find some ways to make this approach more effective. This approach is used to increase the learners’ four skills (reading, writing, listening and speaking) in English language by different countries. According to National Curriculum and Textbook Board (NCTB), Bangladeshi students are very weak in English and as a result they cannot apply English in their practical life successfully. It was hoped that CLT would reduce the weakness in English. Nearly a decade has passed since CLT was first introduced at HSC level, but the objective is not fulfilled. So the purpose of this study is to inform the readers (teachers, syllabus designers, teacher trainers, language policy makers, future researchers and others) not only about the causes behind the ineffectiveness of CLT at HSC level in Dhaka but also provide some solutions to increase the learners’ competence in four skills (listening, speaking, reading and writing) in English by using this approach. The research was descriptive and qualitative in nature. The aim and objective of the study are to discover and analyze the effectiveness of CLT at HSC level and to find out ways to get maximum result from CLT in teaching English language. For this reason, an empirical investigation was conducted by the researcher and the students’ liking and disliking, their beliefs, mentalities, experiences, achievements of the teachers, teaching learning environment, teaching techniques and all these factors related to language teaching and learning situation were included as materials for the investigation. Considering these facts the survey method was chosen for the empirical study. Three main techniques of the survey methods were questionnaire survey, interview and observation. Therefore, the methods for data collection employed for the study were 1) students’ questionnaire survey 2) students’ interview 3) teachers’ questionnaire 4) teachers’ interview and 5) classroom observation. The study sample was made up of students and teachers of 12 colleges. 120

students and 20 teachers were interviewed. The researcher did not have enough time to visit all colleges of Bangladesh. She selected 12 colleges for her research. It is true that these colleges are not best but some of them are well known in Dhaka and Pabna .The result of the discovery can change the teaching learning situation positively and students can be successful in learning English.

The study by Vongxay (2013) is titled “The implementation of communicative teaching (CLT) in an English department in Alo Higher Education Institution: A case study. The first aim of the study is to explore the understandings and attitudes of Lao EFL teachers in adopting CLT in their classroom practices in order to better understand the appropriateness and effectiveness of CLT activities in their classroom teaching practice. The second aim in this research is to investigate and understand the factors that help and hinder Lao tertiary teachers’ implementation of CLT into their classroom. This study explores the understandings and attitudes of English teachers in adopting a Communicative Language Teaching (CLT) approach into their classrooms. It investigates factors that promote or hinder EFL teachers’ implementation of this teaching approach into Lao higher educational institutions English classrooms. It also examines the syllabi that influence them in teaching communicative English. This qualitative study investigated the perceptions of English teachers in a Department of English and a case study approach was applied in order to explore teachers’ understandings of CLT. Ten English teachers from one department in a Lao higher education institution were interviewed using semi-structured interviews. The study compares the literature about communicative English teaching with the findings of data collected from these ten one-to-one, in-depth interviews in the same setting. The findings indicated that the factors that affected the implementation of CLT in the Lao context related to teachers’ factors include: misconceptions of CLT, traditional grammarbased teaching approach, teachers’ English proficiency and lack of CLT training. The issues raised from students include: students’ low English proficiency, students’ learning styles and behaviours, and lack of motivation to develop communicative competence. Other difficulties caused by educational system were: the power of the examination, class size, and insufficient funding to support CLT and the last factors caused by CLT itself was: the lack of CLT interaction in society and school.

The study by Hmaid (2014) is entitled “The Impact of Teaching Oral Communication Strategies on English Language Learners in Libya” This study aims to ascertain how strategy training affects some aspects of CS use and how the effective use of CSs reflects on the learners’ learning process. Does it equip them to become autonomous learners? It is hoped that this exploration of the effects of teaching CSs to English foreign language (EFL) learners at Misurata University will not only raise students and teachers’ awareness of the importance of CSs but also contribute to general research in this field. It has been argued that teaching CSs helps English language learners at university level become more aware of the ways in which they learn most effectively and, in addition, enhances their own comprehension and production of the target language. It has also been claimed that training language learners to use different types of CSs improves their linguistic ability to handle communication tasks, develops their confidence and fluency and promotes more effective learning. The training also helps learners to be explicitly aware of the nature of these strategies. The method of using both a target and a larger population group is widely used in educational research. The target group, the subject of study, is a subset of the larger group and shares characteristics with it (Larson-Hall, 2010). In this study, English language learners in the English department at Misurata University were the wider population. A sub-set of forty, first year English language learners in the same department were the target population. In random sampling, every member of the wider population has an equal chance of being selected in the sample. However, the researcher has no control in the selection process. In contrast, the researcher often has the authority either to include or exclude a particular subset of the wider population in non-random or purposive sampling. A non-random or purposive sampling strategy was employed in this study. The sample of this study A sample of 40 students from the target population. Participants were divided into classes constituting a control group and a treatment group, each with 20 students. They were all taken from first-year English major learners at the Faculty of Arts at Misurata University. All their education had been in Arabic until high school, where they had studied English for 3 to 4 years. The language of instruction at that level is almost entirely English (99%), but some subjects are taught in Arabic (e.g. Arabic language and psychology). At high schools, students took up to 19 classes of forty-five minutes a week, which included English grammar, phonetics,

speaking, reading, writing, listening, as well as lab work. Because of the resources and the time needed for the preparation, the complex scheduling, and the data analysis required, the researcher decided that a sample of 48 students of both genders aged between 18 and 21 would serve the purpose of the investigation, rather than attempting to use the wider cohort of 158 first year students. The control and experimental groups were randomly selected from the seven existing first year English group, and all classes were of mixed ability. Both the treatment and control groups had some higher and some lower level learners.

The study by Luz (2015) is entitled “The relationship between teachers and students in the classroom: communicative language teaching approach and cooperation learning strategy to improve learning. The aim of this research is to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. To achieve these goals qualitative data collection was used as the primary method. The results show that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are motivated when their teachers create a safe and trustful environment. And also the methods and strategies teachers uses, makes students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process.

A Mixed Methods Study of Teachers' Perceptions of Communicative Language Teaching in Iranian High Schools that it has done by Seyed Mohammed Jafari & Nasrin Shokrpour in April 2015 at the English Department, Shiraz University of Medical Sciences, Shiraz, Iran about the mixed methods research study explored Iranian high school English teachers' perceptions of the CLT approach and the problems that may hinder teachers from implementing CLT in classes. In addition, the study investigated the relationships between teachers' backgrounds and their beliefs towards CLT approach. In the quantitative phase of the study, 70 teachers responded to the Attitudes

toward Communicative Approach Scale and the Perceived Difficulties of Communicative Language Teaching Implementation Questionnaire. In the qualitative phase of the study, six teachers, three inexperienced and three experienced, participated in semi- structured interviews concerning their beliefs about CLT approach and their perceptions of barriers in implementing CLT in the Iranian EFL setting. The quantitative results of the first questionnaire indicated that teachers had favourable attitudes towards CLT in general and group/pair work in particular. The results of the second questionnaire showed that teachers considered the problems created by educational system as the major hindrance in applying CLT in classes. Pearson Product-Moment Correlation analyses revealed a significant and positive correlation between teachers' CLT scores and their professional training but no significant relationship was found between teachers' CLT scores and their teaching experience. The qualitative results indicated that selected teachers yielded a better understanding of teachers' beliefs towards CLT. But the current study tries to take larger number of teachers' perceptions in both quantitative and qualitative phase with the finding out the effectiveness of CLT according to teachers, supervisors and learners.

Another study is "Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan", has done in the Institute of International & Comparative Education, Northeast Normal University, China by Saeed Ahmad in 14 February 2013. The first part of the research was comprised of an experimental study to investigate the comparative usefulness of the Grammar Translation Method and Communicative Language Teaching (CLT) approach in teaching English at the intermediate level. A pre- test, post- test group design was used to measure achievement and attitude of the students. The second part of the research was comprised of a survey study to investigate the Pakistani teachers' perception of the CLT approach and their perceived impediments in its application at the higher secondary level. A semi-structured questionnaire was used for the purpose, and ten teachers were interviewed.

The results of the data of the study showed that the communicative approach is better than traditional method (GTM) in teaching English at the higher secondary level in Pakistan. And the experimental study included in the research proved the fact that, if provided with suitable conditions, Pakistani learners can increase their communicative ability. The use of the CLT approach has shown to increase motivation for learning. The

survey study also signifies the possibility of implementing the CLT approach in Pakistan. The respondent teachers showed their willingness to incorporate communicative activities in classrooms. They have a good understanding of the use of the CLT approach. The identified impediments in applying the communicative approach are teacher training, students' hesitation in the use of the target language, over- crowded classrooms, grammar- based examination, and the lack of appropriate materials. However, the teachers in the study were found to be enthusiastic to apply the communicative approach in the classroom. They appeared hopeful that the problems associated with the implementation of the CLT approach in Pakistan can be overcome.



CHAPTER THREE

III. METHODOLOGY AND RESEARCH DESIGN

The chapter covers the following points:

- 1- Procedures for sample selection and participants.
- 2- Construction of the instruments employed in the present study, which includes questionnaires for EL teachers, supervisors and the students, written and oral tests for the students, classroom checklist observation for teaching methods that are applied by EL teachers in their classes.

3.1. Sample Selection and Participants

Sample selection is one of the most important steps in conducting any type of research; therefore, the researcher should select the suitable criteria to identify the participants who will be legible for the study such as years of experience, gender, race or qualification with providing a rationale for the criterion if it is not obvious. The population of the present study includes three categories. They are EFL teachers, supervisors and the students of 12th level. The population of the study consists of three parts: the first part consists of the students who are distributed to 9 schools. The total number of the students is 510. The second part is EFL teachers which include 10 teachers. The sample of the teachers is selected according to years of experience which should not be less than five years in teaching English Language. Both genders are required and the qualification of the teachers should be bachelor degree in teaching English Language or more. While the students' sample selection is based on criteria such as age, branch and gender. The samples of this study are random samples which cover the students of 12th level of secondary schools who represent 80% of the whole society of the study and EFL teachers who represent 20% of the whole society of EFL teachers in the schools Erbil City. Sample selection of this study is done according to the data base of Planning Department that belongs to The Center of Erbil Education

Directorate /The Ministry of Education /Kurdistan Region (See Table 1). (See chart no 1& 3)

3.1.1. Procedures

Every scientific research go through a syestematic process that focuses on being objective and gathering a multitude of information for analysis so that the researcher can come to conclusion. The researcher of this study applied some interlinked steps in order to reach the aims of the study and the steps are include (Participants, instruments and plan) of the study. The detail of the procedures that the researcher followed are the following:

3.1.1.1. Participants

The participants of the study were the English language teachers and the students of the 12th level only of Erbil city schools. In order to reach an accurate data the selection of the samples were in this way:

- The total number of the teachers is between 5- 10 teachers mixed between male and female teachers.
- The total number of the supervisors is between 1- 10 supervisors mixed between male and female supervisors.
- The total number of the students is between 500- 510 students mixed between male and female and different branch (scientific and literary) with different ages between (16, 17, 18, 19 and 20) and the selection of the students is done randomly according to the whole population of the students depending on the statistical records of the Ministry of Education/The Education directorate of Erbil City.

The sample of the teachers was selected according to:-

- The certificate: he /she should carry a bachelor degree for TEL.
- Years of experiences: the teachers who were involved in the sample should have at least five years experiences in teaching *Sunrise* series (12).
- The method that was used for selection the schools is randomization method.

3.1.1.2. Instruments

Kumar (2011:368) stated that, the development of the study instrument is the main commonsense advance in leading your research. It is a vital part of the exploration as it constitutes the info; the nature of the output (the discoveries and conclusions) is completely reliant upon the quality and proper of the information the study instrument. Things in a study instrument are questions asked of respondents. Reactions to these inquiries turn into the crude information that is handled to discover answers to the study questions.

The study requires an attempt to solve the problem that initiated or answer the research questions that are raised through collection and interpretation of the appropriate data and organization them in meaningful ways so that they can be interpreted on the light of the aims of the research. The collected data can take two general forms which are: The first form is called quantitative study which tries to measure the amounts or quantities typically by numerical common known measures and also it measures the psychological features or behaviours by conducting tests, questionnaires or any of the research rating scales. The second form is called the qualitative research that can reduce the characteristics of human or animal complex situations into numerical values. Both types of data require different research methods and analysis strategies (Leedy & Ormrod, 2015:24).

In this study the following procedures are adopted:

1. Evaluating the English Teachers' and Learners' Perceptions of the Effectiveness of Teaching Communicative Strategies using qualitative and quantitative methods. The evaluation process also was enhanced by applying summative and formative types of assessment in different forms as: questionnaires for both the teachers and the students, and test for the students.
2. The questionnaire for the students is constructed by designing a coding scheme that includes five alternatives (always, frequently, sometimes, rarely and never).
3. Adopting a researcher-developed questionnaire for the teachers to recognize their opinions. The questionnaire is constructed on the base of five possible answers: (strongly agree, agree, neutral, disagree, and strongly disagree).

4. Adopting a researcher- developed questionnaire for the supervisors to recognize their opinion. The questionnaire is constructed on the base of five possible answers: (strongly disagree, disagree, neutral, agree, and strongly agree).
5. Constructing oral and written tests for the students.

Table 1. Student's Sample Distribution according to School & Branches

No.	Name of the school	Scientific branch 12	Literary branch 12	Total number
1	Garibi school for girls	14	0	14
2	Hawler typical school mixed	42	0	42
3	Chwarchra high school for girls	0	41	41
4	Rzgary high school for boys	6	82	88
5	Shorsh high school for girls	82	0	82
6	Nawzhin high school for girls	0	98	98
7	Rozak preparatory mixed school	36	0	36
8	Kurdistani Gawra school mixed	74	0	74
9	Rzgary private & mixed school	21	14	35
Total		275	235	510
Number				

(9) Schools were selected in a different socio- economic society in order to get different sample opinion. The sample that was selected randomly includes (510) students. The sample is divided according to the following ways: (41) students were taken from Chwarchra school for girls, (14) from Garibi school for girls, (42) from Hawler Typical school, (74) from Kurdistani Gawra school, (98) from Nawzhin high school for girls, (36) from Rozak preparatory school, (35) from Rzgary private school, (88) from Rzgary high school for boys and (82) from Shorsh high school for girls. (See figure no. 1)

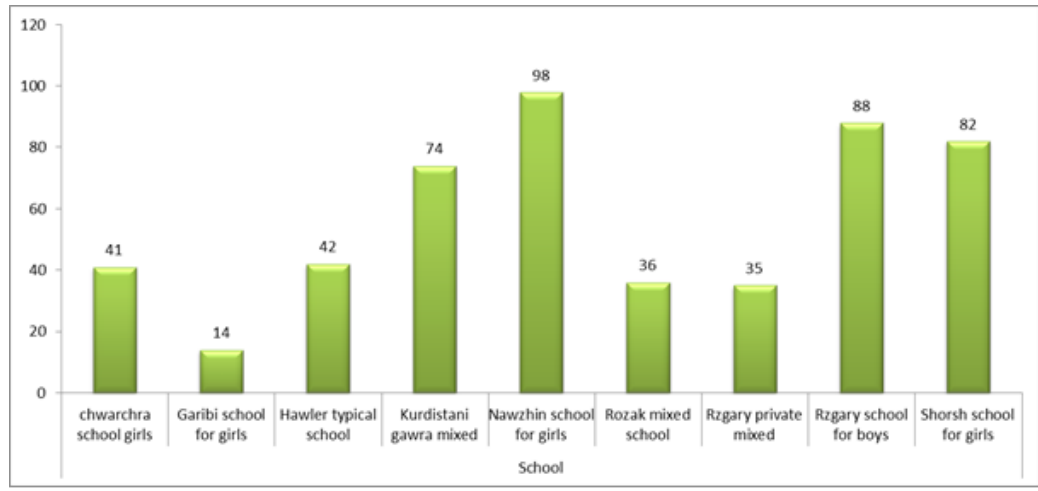


Figure 1. Number of the Sample according to the schools

The sample includes both male and female students. The chart below shows the percentage of the gender. The red colour represents to the female gender which is 66% of the chart and the blue colour represents to the male gender which is 34% of the chart. However, the sample of the female students bigger than male students. (See figure no.2).

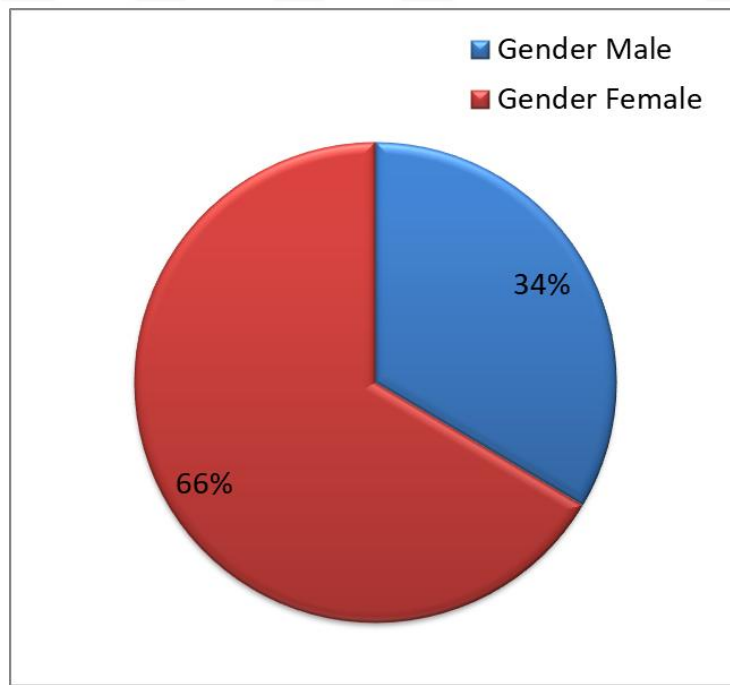


Figure 2. The percentage of the students according to their gender

The sample includes both scientific and literary branches. The chart below shows the percentage of the branch. The red colour represents to the literary branch which is 46% of the chart and the blue colour represents to the scientific branch which is 54% of the chart therefore, the sample of the scientific branch greater than literary branch (See figure no.3).

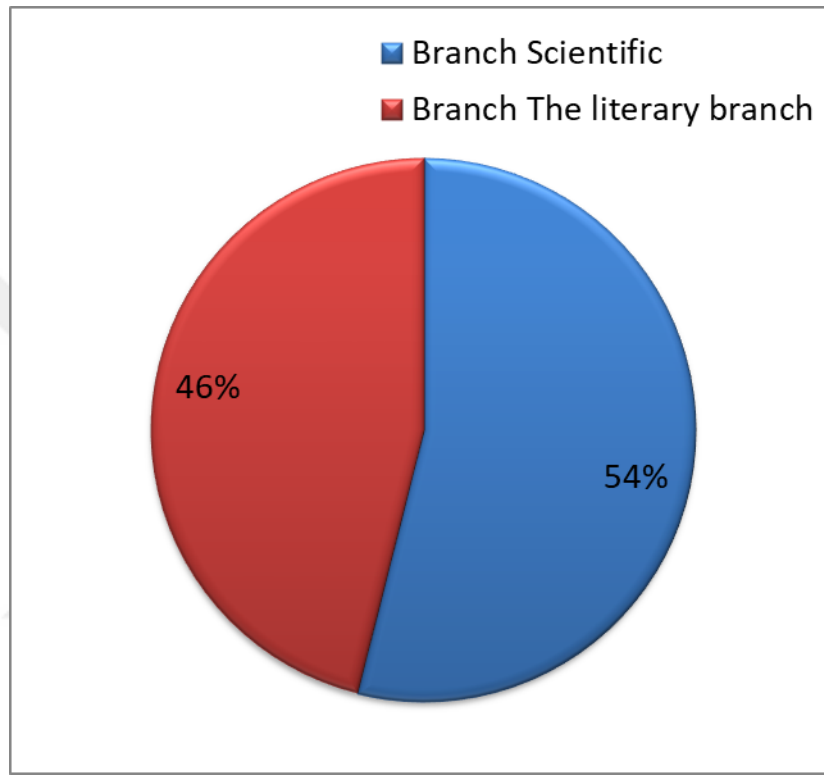


Figure 3. Percentages of the samples according their branches

The samples were selected are in different ages that between 16, 17, 18, 19 and 20. And the chart shows the number of the samples according their ages such as, (14) of the samples are 16 old, (170) samples are 17 old, (235) are 18 old, (61) are 19 old and (30) are 20 years old. (See the figure no.4).

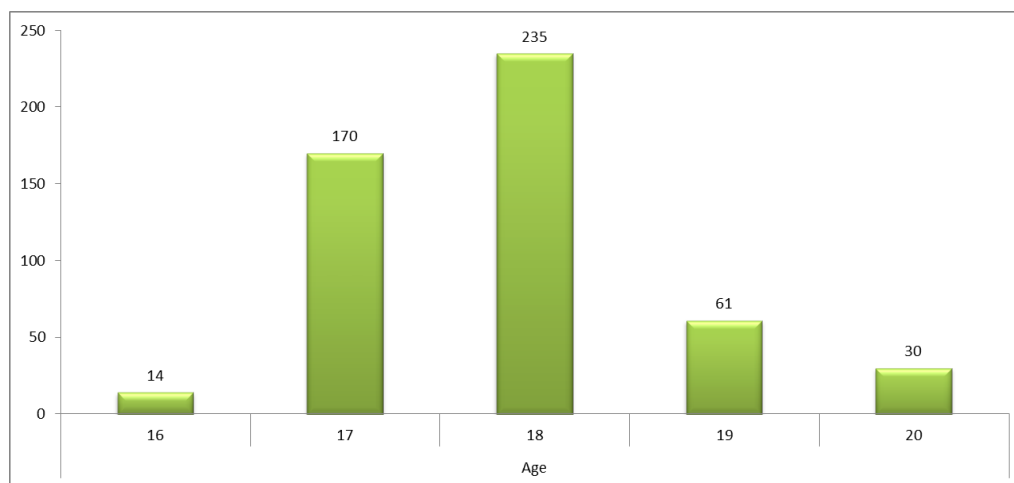


Figure 4. Number of the samples according to their ages

3.2. Instruments

1. Written and Oral tests for the students
2. Questionnaire for the students
3. Questionnaire for EFL teachers
4. Questionnaire for EL supervisors
5. Classroom observation checklist

3.2.1. Written and Oral Tests

General written and oral tests have been constructed in this study. The main purpose of this test is to evaluate the proficiency levels of the students in grade 12 in English language according to “*Sunrise*” curriculum. And the effectiveness of the communicative language teaching method on the learners'.

3.2.1.1. Construction of the Oral Test and its Scoring Scheme

A general oral test has been constructed in this study. The main purpose of this test is to evaluate the communicative abilities of the students in grade 12th in English language according the communicative methods of teaching that are adopted by EL teachers in their classes. The researcher has constructed a rubric for assessing the oral abilities of the students. The researcher has adopted a specific rubric for assessing the

oral test so as the grading process to be as objective as possible. The rubric is divided into certain of areas of language such as: grammar, vocabulary, pronunciation, accuracy in speaking, and fluency in speaking. Each area is scored out of 10. The total mark distributed for all items of the test is 50 marks as shown in table (2). (See App 6)

Table 2. The scoring schemes of the oral test

Q. No.	No. of Items	Scores Distribution	Total Scores	Q. Description
Q. 1	1	10	10	Checking Grammar
Q. 2	1	10	10	Checking Vocabulary
Q. 3	1	10	10	Checking Pronunciation
Q. 4	1	10	10	Check Speaking Accuracy
Q. 5	1	10	10	Checking Speaking Fluency
Total	5	50	50	

3.2.1.2. Construction of the Written Test and its Scoring Scheme

The written test was constructed by adopting the Student Books 12th and the Activity Book 12th. It is a proficiency test which includes questions. The first question includes filling five blanks from a list of words. This item assesses the students' abilities concerning using the vocabulary that they have been taught. The second question requires the students to answer some functional requirements; this item assesses the students' abilities to communicate in different real life situations. The third question is about writing a paragraph about the learners themselves. This question assesses the learners' abilities to use the grammatical structures, and their abilities to write a paragraph appropriately using the accurate mechanism of writing. The fourth question is concerned with filling the blanks with correct forms of certain verbs between brackets. This question assesses the student's abilities to use the grammatical forms of English verbs. The total mark distributed for all items of the test is 50 marks as shown in table (3) (See App 5).

Table 3. The Scoring Schemes of the Written Test

Q. No.	No. of Items	Scores Distribution	Total Scores	Q. Description
Q. 1	5	15	15	Checking Vocabulary
Q. 2	5	15	15	Functional items
Q. 3	1	10	10	Writing paragraph grammatically
Q. 4	5	10	10	Checking Grammar and Vocabulary
Total	16	50	50	

3.2.1.3. The Sample of the Test

The selected sample for the both oral and written tests in this study is the students of level 12th of the secondary schools. All the students were exposed to a written test which is out of 50 and an Oral test which is out of 50 and both tests out of 100. The total number of the students that were selected to be the sample of this research is 510 of secondary schools level 12th that are distributed between scientific and literary branches mixed between male and female students who are selected randomly. (See tables (1) and (3)).

3.2.2. Construction of the Students' Questionnaire

The current study adopts the students' questionnaire as one of the means for gathering data since questionnaires are considered the most commonly used method for collecting information from programme participants when evaluating educational and extension programmes.

The main aim of utilizing the students' questionnaire is to evaluate their perceptions concerning using the communicative strategies in English lessons. The type of the questionnaire that is used in the present study is a restricted or closed- form type which calls for ticking. The questionnaire includes 29 items, with a four -rated scale (always, frequently, rarely and never) which are scored as follows: always (3), frequently (2), rarely (1) and never (0). More specifically the items of the students' questionnaire are designed to check the following themes:

1. The content of Sunrise 12th
2. The social and cultural context
3. The main skills of English Language
4. The methods of teaching English Language(See app 3)

Table 4. Student's Sample Final Distribution

No.	Name of the school	Scientific branch 12	Literary branch 12	Total number
1	Garibi high school	14	0	14
2	Hawler typical secondary school	42	0	42
3	Chwarchra high school	0	41	41
4	Rzgary secondary school	6	82	88
5	Shorsh secondary school	82	0	82
6	Nawzhin secondary school	0	98	98
7	Rozak preparatory school	36	0	36
8	Kurdistani Gawra high school	74	0	74
9	Rzgary Private school	21	14	35

It was tried to include the suitable numbers of the students in the selected samples according to different criteria such as: gender, branch and age of the learners' (See table 5).

Table 5. Students' Sample Classified according to Age, Branch & Gender

Stage 12 th		Scientific		Literary		Total
		Male	Female	Male	Female	
Age	16	1	4	1	8	14
	17	20	67	11	72	170
	18	38	105	50	42	235
	19	16	12	17	16	61
	20	6	6	11	7	30
Total		81	194	90	145	510

3.2.3. Construction of the Teachers' Questionnaire

The aim of conducting the teachers' questionnaire is to gather more information and data about the nature of the teaching methods that are applied in English classes, the integration of the main linguistic English skills and the teachers abilities to achieve the lesson objectives through application of certain communicative strategies. Wilkinson & Birmingham (2003:10) stated that, an efficient survey is one that empowers the transmission of valuable and accurate data or information from the respondent to the analyst. This is a complex process which includes introducing inquiries in an unmistakable and unambiguous way so the respondent may decipher them, express his or her reaction and transmit it viably to the scientist. Once transmitted, the appropriate responses must be recorded, coded and dissected decently with the goal that they precisely reflect the respondents' perspectives. The teachers' questionnaire is divided into four of domains. The total number of the items that are gathered in the four domains are 32 items, each item with a five -rated scale (strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) (see App no. 1).

The teachers' questionnaire includes the following domains:

- 1- The domain of techniques and teaching strategies which include 9 items.
- 2- The domain of the English Language main skills which includes 11 items.
- 3- The domain of the teaching objectives which includes 7 items.
- 4- The domain of the student's culture and social context which includes 5 items.

The total number of the items that are gathered in the four domains are 32 items, each item with a five -rated scale (strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). (See App 1).

Table 6. Teachers' Sample Classified according to Gender& Qualification

		Gender		Total
		Male	Female	
Qualification	Diploma	0	0	0
	BA	5	4	9
	MA	1	0	1
Total		6	4	10

3.2.4. Construction of the Supervisors' Questionnaire

The aim of conducting the supervisors' questionnaire is to collect the information about teachers' methods, style and techniques of teaching. The important of the communicative approach with the existing course book which is "Sunrise 12". Supervisors' questionnaire handles some important items that can give significant opinion according their experience during their being English Language Supervisors'.

The total number of the items are 9 items, each item with a five -rated scale (strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). (See App 2).

3.3. Validity of the Instruments

According to Weiner (2007:1) validity is described as how much an exploration examine measures what it means to gauge. There are two primary sorts of legitimacy, inner and outer. Inward legitimacy alludes to the legitimacy of the estimation and test itself, while outer legitimacy alludes to the capacity to sum up the discoveries to the objective populace. Both are vital in dissecting the suitability, significance and helpfulness of an examination think about.

Kumar (2011) states that, the idea of legitimacy can be connected to any part of the examination procedure. It guarantees that in an exploration examine adjust methodology have been connected to discover answers to an inquiry. Dependability alludes to the nature of an estimation system that gives repeatability and precision. Fair

and target implies you have made each stride in a one-sided way and made every determination to the best of your capacity and without presenting personal stake.

3.3.1. Face Validity of the Test

It has been tried to achieve the characteristic of face validity for the oral and written tests by presenting the items of the written and oral tests to a group of experts who are specialized in teaching English language. The jury members have reviewed the entire items of the test and they have shown no objections concerning the formats that are used in designing the items of the test, their agreement achieved 75%. (See App 8).

3.3.2. Face Validity of the Students' Questionnaire

The students' questionnaire in its first form has been submitted to the same group of jury members (See App 8) and then the researcher received their feedbacks and opinions of the questionnaire. The valid items scored 60% of the whole number of the items of the questionnaire. The researcher has considered all the modifications that were suggested by them and they were included in the questionnaire. The total number of the opinions in the students' questionnaire is 29 items. (See App no.3)

3.3.3. Face Validity of the Teachers' Questionnaire

The teachers' questionnaire in its initial form has been submitted to the same group of the jury committee. The researcher has modified the items of the questionnaire that needed to be changed according to the opinions of the jury members. The valid items scored 70% of the whole number of the items of the questionnaire. The total number of the opinions in the teachers' questionnaire is 32 items divided into four domains (See App 1).

3.4. The Pilot Administration of the Instruments

Panneerslvam (2014:23) stated that, whenever the questionnaire is prepared it should be pre-tested through a pilot survey includes the respondents in the proposed sampling frame. This exercise is mainly intended to test the degree of comprehending the meaning of the questions, difficulty in comprehending the questions if the meaning of the questions is conveyed completely, to check the relevance of the questions, to ascertain the interests of the answers, etc. A pilot study may determine certain factors as logistical issues that are involved in conducting any test. These factors that are clarified after trailing the pilot study are the following:

1. Deciding whether the instructions are comprehensive.
2. The reliability and validity of the instrument can be decided.
3. To determine if the items are yielding the kind of information that is needed.
4. It can determine the weakness points of the instrument.
5. The practical required time for answering the test can be decided (M.K., 2011:1).

The researcher has selected a group of 50 students as a pilot sample for the test and the students' questionnaire. This sample of students was not considered as a part of the total group of the students. The pilot sample scores 10% of the main sample that was selected for administration the test and the student's questionnaire.

On the light of the results of the pilot study some items of the test have been modified in order to be more valid and acceptable by the students. Also the students' questionnaire has been modified and re-written by using English and Kurdish languages together.

3.4.1. The Pilot Administration of the Written and Oral Tests

The researcher applied the written and oral tests to a number of 50 students as a pilot. The formats that were used to construct the questions of the tests were clear and comprehensive by the participants. The time required to answer the whole test was 40 minutes for the written test and 15 minutes for the oral test.

3.4.2. The Pilot Administration of The Students' Questionnaire

The researcher applied the students' questionnaire on 50 students as a pilot. On the light of the results of the pilot study some items of the students' questionnaire were modified in order to be more valid and acceptable by the students. The items of the students' questionnaire have been understandable and the participant needed 20 minutes to answer them.

3.4.3. The Pilot Administration of the Teachers' Questionnaire

Five of EL teachers have been selected by the researcher to be the participant in trailing the pilot study. The aim of the pilot study to modify the teachers' questionnaire to be more valid and acceptable by the real participants of the study. Therefore, the teachers' questionnaire was 32 items and the time that has been spent in answering the items of the teachers' questionnaire was 40 minutes.

3.4.4. The Pilot Administration of the Supervisors' Questionnaire

Two of EL supervisors have been selected to be the participant in trailing the pilot study. The items of the EL Supervisors' questionnaire were 9 items and the time that has been spent in answering the items of the questionnaire was 30 minutes. The results received by the researcher in order to modify the questionnaire to be more valid and acceptable by the real participants of the study.

3.5. Item Analysis of the Oral and Written tests

Eaves and Erford (2009:1) states that "Item analysis is a general term that refers to the specific methods used in education to evaluate test items, typically for the purpose of test construction and it is increasingly receiving attention".

Item analysis can be used as a powerful technique for the instructors as a guidance and best means to improve the instruction; therefore the items of the test that is exposed for analyzing must be structured in a way to be valid, reliable and be able to

measure the instructional objectives. The instructor should have the experience to design the items of a test that has the characteristics of the good test which are validity, reliability and efficiency.

3.5.1. Item Difficulty Level

Level of difficulty (Item difficulty) is the extent to which an item is easy or difficult for the proposed group of test-takers (Brown, 2004:58). Gronlund (1993: 103) states that “difficulty level of an item in a test is the percentage of students who answer the test items correctly”. The findings show that most of the items were falling in acceptable range of difficulty and discrimination (See table 7& 8).

Table 7. The Difficulty Level of the Test

	Mean	Difficulty Index
Z1_1/3	0.6634	Moderate difficult
Z1_2/3	0.7477	Easy
Z1_3/3	0.8732	very easy
Z1_4/3	0.8065	very easy
Z1_5/3	0.8497	very easy
sum1/15	0.7881	Easy
Z2_1/3	0.5359	Moderate difficult
Z2_2/3	0.5307	Moderate difficult
Z2_3/3	0.3150	Moderate difficult
Z2_4/3	0.3588	Moderate difficult
Z2_5/3	0.5948	Moderate difficult
sum2/15	0.4667	Moderate difficult
Z3/10	0.4065	Moderate difficult
Z4_1/2	0.4147	Moderate difficult
Z4_2/2	0.3814	Moderate difficult
Z4_3/2	0.4686	Moderate difficult
Z4_4/2	0.4304	Moderate difficult
Z4_5/2	0.5069	Moderate difficult
sum4/10	0.4404	Moderate difficult

Table 8. The Difficulty Range of the Written and Oral tests

Difficulty Range
Less than 0.20
0.20-0.29
0.30-0.69
0.70-0.79

3.5.2. Item Discriminating Power

Discriminating Power or item discrimination is defined by (Remmers, Gage & Rummel 1967: 268) as “the ability of the test items measures the better and poorer examinees of items”. It has been resulted that 0 items have poor discrimination index because their range is less than 0.20 while 0 items have natural discrimination index because the range they reached is less than 0.30. Good discrimination has been reached by 3 items since their discrimination range is more than 0.30 while 13 items have very good discrimination because the discrimination range is more than 0.40. The total number of the items is 54 items as shown in table (9)

Table 9. Discriminating power

Discrimination Range	Discrimination Index	No. of Item	%	% cumulative
Less than 0.20	Poor	0	0	0
0.20-0.29	Natural	0	0	0
0.30-0.39	Good	3	18.75	18.75
0.40 and above	Very Good	13	81.25	100
	Total	16	100	

3.6. The Reliability Coefficient of the Students' Questionnaire

A reliability coefficient is a measure of the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the

correlation of the two sets of measures. The reliability coefficient of the written test has been found out to be 0.757 by applying Cronbach's Alpha.

3.7. The Reliability Coefficient of the Oral and Written Tests

A reliability coefficient is a measure of the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures. The reliability coefficient of the written test has been scored 0.788 by applying Cronbach's Alpha.

3.8. The reliability Coefficient of the Teacher's Questionnaire

A reliability coefficient is a measure of the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures. The reliability coefficient of the teachers' questionnaire has been scored 0.788 by applying Cronbach's Alpha.

3.9. The reliability Coefficient of the Supervisor's Questionnaire

A reliability coefficient is a measure of the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures. The reliability coefficient of the teachers' questionnaire has been scored 0.788 by applying Cronbach's Alpha.

3.10. The reliability Coefficient of the Classroom observation and Checklist

A reliability coefficient is a measure of the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures. The reliability coefficient of the teachers' questionnaire has been scored 0.788 by applying Cronbach's Alpha.

Table 10. Reliability Statistics of the Instruments

Subject	Cronbach's Alpha	No. of Items
Student questionnaire	0.757	29
Student_Tests	0.788	21
Teacher_Questionnaire	0.788	32
Supervisors' Questionnaire	0.788	9
Classroom observation Checklist	0.788	18

3.11. Final Administration of the Instruments

The final administration of the instruments was started during the second term of the academic year 2017-2018. An official letter from The General Directorate of Education / Center of Erbil was prepared which authorized the researcher to visit the schools. The whole process of the final administration of the six instruments were conducted and finalized during November and December, 2017.

3.11.1. The Oral and Written Tests

The application of the oral and written tests were applied by the researcher herself after she has visited the schools that are selected randomly and arranged dates for application of the test according to each school's table time. The students required an hour to answer the questions of the test.

3.11.2. The Students' Questionnaire

The main purpose behind conducting the students' questionnaire is to find out their opinions and points of view since they are the receivers of the teaching material and certainly they can supply the researcher with information about "*Sunrise 12*". The researcher prepared the hard copies of the questionnaire for each participant and the items of the questionnaire are translated to their native language which is Kurdish

language in order to facilitate their understanding of the available opinions that the questionnaire present for them while for Arabic and Turkmani system schools the researcher directly translated the items of the questionnaire for the students. They needed twenty minutes to finish answering the items of the questionnaire.

3.11.3. The Teacher's Questionnaire

EL teacher was handed a copy of the questionnaire and it was required 50 minutes for responding to its items. The sample includes 32 items English Language teachers with different certifications degrees (See table no. 6)

3.11.4. The supervisors' questionnaire

The EL supervisors were handed a copy of the questionnaire and it was required one 30 minutes for responding to its items. The sample includes 9 items English Language supervisors with different certifications degrees (See table 11).

Table 11. Supervisors' classified according to gender& qualification

		Gender		Total
		Male	Female	
Qualification	Diploma	0	0	0
	BA	3	1	4
	MA	1	0	1
Total		4	1	5

3.11.5. The Classroom Observation and Checklist

The application of this instrument is very necessary since the study aims to find out the effectiveness of the communicative strategies that is applying by EL teachers in the classes, therefore the researcher has conducted this instrument so as to be able to investigate about the methods that are used in English Language classes and the teachers' styles that is applying for teaching English language The checklist includes certain components such as the styles of teaching , the methods of teaching and teaching environment (app no. 4).

CHAPTER FOUR

IV. RESULTS AND DISCUSSION

The aim of this chapter is to present the explanation of the results that have been reached after the application of the statistical instruments. All this process was based on the main aim of the research which is determining the perceptions of the EL teachers and learners of the effectiveness of applying communicative language strategies, assessing the effectiveness of communicative language teaching strategies used in 12th grade in improving the students' EL linguistic proficiency and investigating the role of the communicative strategies to modify and improve the students' communicative performance in daily classroom activities. The data that is used to reach these results is gathered through application of six empirical instruments which are: written and oral Tests and questionnaire for the students, questionnaire for the English Language teachers, and questionnaire for the EL supervisors and classroom observation checklist.

4.1. Results related to Written and Oral Tests

The written and oral tests have been applied for the students of the level 12 to find out the students' proficiency levels in English language through studying *Sunrise* series version 12. After application of the statistical analysis, it has been found that the computed t-test values for the questions (2, 3, 4) are minus values because the mean value of each items is less than the theoretical means this means that there are no statistically significant differences between the mean scores of the sample and the theoretical mean scores in favour of the theoretical mean while the computed t-test values for the question 1 is higher than the tabulated t-test value which means that there are statistically significant differences between the mean scores of the sample and the theoretical mean scores in favour of the theoretical mean which (See Table 12).

Table 12. T-test Statistics of Written Test

Questions	Mean	Std. Deviation	Theoretical mean	compute t	P-Value
Q1	11.822	4.409	7.5	22.133	0.000 (HS)
Q2	7.000	5.117	7.5	-2.207	0.028 (S)
Q3	4.065	3.286	5	-6.427	0.000 (HS)
Q4	4.404	3.268	5	-4.120	0.000 (HS)

By using the one sample t-test Formula, the following results have been concluded:

1. Concerning Q1 the mean has been scored 11.822 which is more than the theoretical mean score 7.5; therefore the computed value is 22.133 is more than the tabulated value 0.000. This score indicates that the students' level in Q1 is accepted (highly significant).
2. Concerning Q2 the mean has been scored 7.000 is less than the theoretical mean score 7.5; therefore the computed value is - 2.207 which is less than the tabulated value 0.028. This score indicates that the students' level in Q 2 is not good.
3. With respect to Q3 ,the mean score has been found out to be 4.065 is less than the theoretical mean score which is 5 ; therefore, the computed t-test value is -6.427 is less than the tabulated t-test value 0.000. The students' level in Q3 is not good.
4. Concerning Q4 the mean has been scored 4.404 is less than the theoretical mean score 5; therefore the computed value is -4.120 is less than the tabulated value 0.000. This score indicates that the students' level in Q4 is below accepted rate.

4.1.1. Results Related to the Written and Oral Tests according to Gender

The written test consists of four questions and each question represents a different area of language. (See table no.3). The first question which deals with the vocabulary consists of five points and out of 15. We considered the male and female gender and get the (171) male sample of the male gender that the mean scored (11.9)

and the Std. Deviation is 4.054, the female number is (339) and the mean is (11.74) and Std. Deviation is (4.582) the question number one the t-test scored 0.564, d.f scored 508, and p-value scored 0.573 which means that this question not significant or there is no significant differences between the male and female learners concerning this question which indicates that both genders have the same level in vocabulary. In the second question which deals with the functional items (171) of male scored (6.25) of the mean and the Std. Deviation is (5.362) and female number is (339), the mean score is (7.38) and the Std. Deviation score is (4.953) the question number two the t-test scored -2.376, d.f scored 508, and p-value scored 0.018 which means that there is a significant difference concerning this question and the female learners' abilities to respond in this situations are better than the male learners. In the third question which deals with writing paragraphs grammatically the (171) of the male scored (4.37) of the mean and the Std. Deviation score is (3.020) and the mean of the (339) of female score is (3.91) and the Std. Deviation score is (3.406) the question number three the t-test scored 1.513, d.f scored 508, and p-value scored 0.131 which means that in this question there is no significant differences concerning this question both genders have the same level and abilities in writing paragraphs grammatically . Finally, the fourth question which is deals with the grammar for (171) of the male the mean score is (3.82) and the Std. Deviation score is (3.184) and the mean scored (4.70) for the female and the Std. Deviation scored (3.274) the question number four the t-test scored -2.893, d.f scored 508, and p-value scored 0.004 which means that this question highly significant or there is highly significant differences concerning this question which indicates that both genders have good level in grammar.

The oral question includes five items which are (Grammar, vocabulary, pronunciation, speaking accuracy and speaking fluency). In grammar item the mean of the (171) male is (5.48) and the Std. Deviation score is (2.232) and for the (339) of the female the mean score is (5.89) and the Std. Deviation score is (2.467) the grammar item the t-test scored -1.821, d.f scored 508, and p-value scored 0.069 which means that this question not significant or there is no significant differences concerning this question which means both genders are good. In the vocabulary area the (171) of male the score of mean is (6.33) and the Std. Deviation score is (2.326) and (339) of the female score (6.88) of the mean and the Std. Deviation score is (2.320) the vocabulary

item the t-test scored -2.519, d.f scored 508, and p-value scored 0.012 which means that this question significant or there is significant differences concerning this question and the female learners are better in vocabulary. In the pronunciation area for the same number of the male the mean score is (5.75) and the Std. Deviation score is (2.000) and also for the same number of the female the mean score is (6.05) and the Std. Deviation score is (2.016) the pronunciation item the t-test scored -1.584, d.f scored 508, and p-value scored 0.114 which means that this question not significant or there is no significant differences concerning this question which means that both genders are good in pronunciation. In speaking accuracy the same number of the male score (5.68) of the mean and the Std. Deviation score is (1.960) and female score (6.08) for the mean and the Std. Deviation score is (2.013) the speaking accuracy item the t-test scored -2.097, d.f scored 508, and p-value scored 0.036 which means that this question significant or there is significant differences concerning this question which means that the female learners are better than the male. in the last field that is speaking fluency the same number of the male score (5.65) for the mean and the Std. Deviation score is (2.013) and the mean for the same number of the female score is (6.06) and the Std. Deviation score is (2.032) the speaking fluency item the t-test scored -2.141, d.f scored 508, and p-value scored 0.033 which means that this question significant or there is significant differences concerning this question which means that the female learners are better than the male. In the rubric for the oral test the mean scored (28.89) for the (171) male and the Std. Deviation scored (9.833) and female (339) the mean scored (30.95) and the Std. Deviation scored (9.616) the rubric for the oral test the t-test scored -2.261, d.f scored 508, and p-value scored 0.024 which means that there is significant differences concerning the total scores in the oral test and the female learners are better than the female. (See table no.13).

Table 13. Results relates to Oral and Written tests according to Gender

	Gender	N	Mean	Std. Deviation	t-test	d.f.	P-Valye	Sig.
Q1/ Fill the blanks from the list of words: 15.M	Male	171	11.98	4.054	0.564	508	0.573	NS
	Female	339	11.74	4.582				
Q2/ Do as required: 15.M	Male	171	6.25	5.362	-2.376	508	0.018	S
	Female	339	7.38	4.953				
Q3/ Write a paragraph about yourself. Write about which food, subject and sports do you prefer more. Your paragraph should include more than 50 words with suitable title. 10.M	Male	171	4.37	3.020	1.513	508	0.131	NS
	Female	339	3.91	3.406				
Q4/Fill the blanks with the correct form of the words between the brackets: 10.M	Male	171	3.82	3.184	-2.893	508	0.004	HS
	Female	339	4.70	3.274				
Grammar	Male	171	5.48	2.232	-1.821	508	0.069	NS
	Female	339	5.89	2.467				
Vocabulary	Male	171	6.33	2.326	-2.519	508	0.012	S
	Female	339	6.88	2.320				
Pronunciation	Male	171	5.75	2.000	-1.584	508	0.114	NS
	Female	339	6.05	2.016				
Speaking Accuracy	Male	171	5.68	1.960	-2.097	508	0.036	S
	Female	339	6.08	2.013				
Speaking Fluency	Male	171	5.65	2.013	-2.141	508	0.033	S
	Female	339	6.06	2.032				
Rubric for the oral test	Male	171	28.89	9.833	-2.261	508	0.024	S
	Female	339	30.95	9.616				

The statistical comparison process of the results of the written test according to the gender of the students shows that both males and females have scored 1.186 which is less than the tabulated value which is 1.96 and the mean value for male is 26.41 while the females scored 27.73. These computed mean values are weak comparing with the percentile. These results indicate that the students both male and female have limited communicative abilities (See Table 14).

Table 14. Results of Written Test according Gender

	Gender	N	Mean	Std. Deviation	t-test (Independent)	Sig.
Sum Q All	Male	171	26.415	11.858	1.186	NS
	Female	339	27.732	11.818		

4.1.2. Results relates to Oral and Written tests according to Age

The statistical comparison process of the results of the written test according to the ages of the students who are equal to (18), greater or younger than (18) shows that all ages have scored 2.076 which is less than the tabulated value which is 1.96. The mean value for the students whose age equal or older than 18 scored 26.475 while the students whose age is younger than 18 scored 12.30. These computed mean values show that the students of age that younger than 18 are somehow better than the students of age 18 or older than 18 comparing with the percentile, but generally both ages are good (See table 15).

Table 15. Results of Written Test according to Age

	Age	N	Mean	Std. Deviation	t-test (Independent)	Sig.
Sum Q All	>= 18	326	26.475	11.503	2.076	S
	< 18	184	12.304	12.304		

4.1.3. Results of the Oral and Written tests according to Male Gender both (scientific& literary) branches

The written test consists of four questions and each question represents a different area of language. (See table no.3). The first question which deals with the vocabulary consists of five points and out of 15. For male gender we considered the scientific and literary branch. The number of the scientific branch male gender got 81 and the literary branch for male gender got 90 samples. For 81 scientific male gender the mean scored 13.26 and the Std. Deviation is 3.247, the literary male gender is 90

and the mean score is 10.82 and Std. Deviation is 4.367 the question number one the t-test scored 4.104, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is highly significant differences concerning this question. In the second question which deals with the functional items 81 of the scientific male gender the mean scored 7.81 and the Std. Deviation is 5.848 and literary male gender is 90, the mean score is 4.83 and the Std. Deviation score is 4.463 the question number two the t-test scored 3.769, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is highly significant differences concerning this question. In the third question which is deals with writing paragraphs grammatically the 81 of the scientific male gender the mean scored 5.11 and the Std. Deviation score is 3.118 and the literary branch 90 the mean scored 3.71 and the Std. Deviation score is 2.781 the question number three the t-test scored 3.103, d.f scored 169, and p-value scored 0.002 which means that this question highly significant or there is high significant differences concerning this question. Finally, the fourth question which is deals with the grammar for 81 of the scientific male gender the mean score is 5.25 and the Std. Deviation score is 3.326 and the mean scored 2.53 for the literary and the Std. Deviation scored 2.427 the question number four the t-test scored 6.135, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. The oral question includes five areas which are (Grammar, vocabulary, pronunciation, speaking accuracy and speaking fluency). In grammar item for the 81 scientific male gender the mean scored 6.27 and the Std. Deviation score is 2.264 and for the 90 of the literary the mean score is 4.77 and the Std. Deviation score is 1.955 the grammar item the t-test scored 4.664, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In the vocabulary area the 81 of scientific the score of mean is 7.21 and the Std. Deviation score is 2.149 and (90) of the literary the mean scored 5.54 and the Std. Deviation score is 2.204 the vocabulary item the t-test scored 4.992, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In the pronunciation area for the same number of the scientific branch the mean scored 6.54 and the Std. Deviation score is 1.981 and also for the same number of the literary male gender the mean score is 5.03 and the Std.

Deviation score is 1.738 the pronunciation item the t-test scored 5.308, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In speaking accuracy the same number of the scientific male gender the mean scored 6.52 and the Std. Deviation score is 1.937 and literary branch the mean scored 4.93 and the Std. Deviation score is 1.661 the speaking accuracy item the t-test scored 5.759, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. in the last field that is speaking fluency the same number of the scientific branch the mean scored 6.49 and the Std. Deviation score is 2.013 and the mean for the same number of the literary male gender the mean scored is 4.89 and the Std. Deviation score is 1.692 the speaking fluency item the t-test scored 5.661, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In the rubric for the oral test the mean scored 33.04 for the 81 scientific branch and the Std. Deviation scored 9.640 and literary branch 90 the mean scored 25.17 and the Std. Deviation scored 8.454 the rubric for the oral test the t-test scored 5.688, d.f scored 169, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. (See table no 16)

Table 16. Results of the Oral and Written tests according to Male Gender (scientific& literary) branches

	Branch	N	Mean	Std. Deviation	t-test d.f.	P-Valye	Sig.
Q1/ Fill the blanks from the list of words: 15.M	Scientific	81	13.26	3.247	4.104	169	0.000 HS
	Literary	90	10.82	4.367			
Q2/ Do as required: 15.M	Scientific	81	7.81	5.848	3.769	169	0.000 HS
	Literary	90	4.83	4.463			
Q3/ Write a paragraph about yourself. Write about which food, subject and sports do you prefer more. Your paragraph should include more than 50 words with suitable title. 10.M	Scientific	81	5.11	3.118	3.103	169	0.002 HS
	Literary	90	3.71	2.781			
Q4/Fill the blanks with the correct form of the words between the brackets: 10.M	Scientific	81	5.25	3.326	6.135	169	0.000 HS
	Literary	90	2.53	2.427			
Grammar	Scientific	81	6.27	2.264	4.664	169	0.000 HS
	Literary	90	4.77	1.955			
Vocabulary	Scientific	81	7.21	2.149	4.992	169	0.000 HS
	Literary	90	5.54	2.204			
Pronunciation	Scientific	81	6.54	1.981	5.308	169	0.000 HS
	Literary	90	5.03	1.738			
Speaking Accuracy	Scientific	81	6.52	1.937	5.759	169	0.000 HS
	Literary	90	4.93	1.661			
Speaking Fluency	Scientific	81	6.49	2.013	5.661	169	0.000 HS
	Literary	90	4.89	1.692			
Rubric for the oral test	Scientific	81	33.04	9.640	5.688	169	0.000 HS
	Literary	90	25.17	8.454			

4.1.4. Results of the Oral and Written tests according to Female Gender both (scientific& literary) branches

The written test consists of four questions and each question represents a different area of language. (See table no.3). The first question which deals with the vocabulary consists of five points and out of 15. For female gender we considered the scientific and literary branch. The number of the scientific branch female gender got 194 and the literary branch for female gender got 145 samples. In the first question for

194 scientific female gender the mean scored 13.69 and the Std. Deviation is 2.959, the literary female gender is 145 and the mean score is 9.14 and Std. Deviation is 5.066 the question number one the t-test scored 10.347, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In the second question which deals with the functional items 194 of the scientific female gender the mean scored 8.28 and the Std. Deviation is 5.338 and literary female gender is 145, the mean score is 6.17 and the Std. Deviation score is 4.102 the question number two the t-test scored 3.966, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In the third question which is deals with writing paragraphs grammatically the 194 of the scientific female gender the mean scored 3.94 and the Std. Deviation score is 3.699 and the literary branch 145 the mean scored 3.87 and the Std. Deviation score is 2.982 the question number three the t-test scored 0.185, d.f scored 337, and p-value scored 0.854 which means that this question not significant or there is no significant differences concerning this question. Finally, the fourth question which is deals with the grammar for 194 of the scientific female gender the mean score is 5.47 and the Std. Deviation score is 3.467 and the mean scored 3.67 for the literary and the Std. Deviation scored 2.680 the question number four the t-test scored 5.197, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. The oral question includes five areas which are (Grammar, vocabulary, pronunciation, speaking accuracy and speaking fluency). In grammar item for the 194 scientific female gender the mean scored 6.40 and the Std. Deviation score is 2.608 and for the 145 of the literary the mean score is 5.20 and the Std. Deviation score is 2.084 the grammar item the t-test scored 4.566, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In the vocabulary area the 194 of scientific the score of mean is 7.54 and the Std. Deviation score is 2.150 and 145 of the literary the mean scored 6.00 and the Std. Deviation score is 2.252 the vocabulary item the t-test scored 6.399, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In the pronunciation area for the same number of the scientific branch the mean scored 6.82

and the Std. Deviation score is 1.975 and also for the same number of the literary female gender the mean score is 5.01 and the Std. Deviation score is 1.559 the pronunciation item the t-test scored 9.094, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In speaking accuracy the same number of the scientific female gender the mean scored 6.84 and the Std. Deviation score is 1.956 and literary branch the mean scored 5.06 and the Std. Deviation score is 1.598 the speaking accuracy item the t-test scored 8.977, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. in the last field that is speaking fluency the same number of the scientific branch the mean scored 6.82 and the Std. Deviation score is 1.969 and the mean for the same number of the literary female gender the mean scored is 5.03 and the Std. Deviation score is 1.624 the speaking fluency item the t-test scored 8.948, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. In the rubric for the oral test the mean scored 34.43 for the 194 scientific branch and the Std. Deviation scored 9.688 and literary branch 145 the mean scored 26.30 and the Std. Deviation scored 7.290 the rubric for the oral test the t-test scored 8.471, d.f scored 337, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. (See table no 17)

Table 17. Results of the Oral and Written tests according to Female Gender both (scientific& literary) branches

	Branch	N	Mean	Std.	t-test	d.f.	P-Valye	Sig.
Q1/ Fill the blanks from the list of words: 15.M	Scientific	194	13.69	2.959	10.347	337	0.000	HS
	Literary	145	9.14	5.066				
Q2/ Do as required: 15.M	Scientific	194	8.28	5.338	3.966	337	0.000	HS
	Literary	145	6.17	4.102				
Q3/ Write a paragraph about yourself. Write about which food, subject and sports do you prefer more. Your paragraph should include more than 50 words with suitable title. 10.M	Scientific	194	3.94	3.699	0.185	337	0.854	NS
	Literary	145	3.87	2.982				
Q4/Fill the blanks with the correct form of the words between the brackets: 10.M	Scientific	194	5.47	3.467	5.197	337	0.000	HS
	Literary	145	3.67	2.680				
Grammar	Scientific	194	6.40	2.608	4.566	337	0.000	HS
	Literary	145	5.20	2.084				
Vocabulary	Scientific	194	7.54	2.150	6.399	337	0.000	HS
	Literary	145	6.00	2.252				
Pronunciation	Scientific	194	6.82	1.975	9.094	337	0.000	HS
	Literary	145	5.01	1.559				
Speaking Accuracy	Scientific	194	6.84	1.956	8.977	337	0.000	HS
	Literary	145	5.06	1.598				
Speaking Fluency	Scientific	194	6.82	1.969	8.948	337	0.000	HS
	Literary	145	5.03	1.624				
Rubric for the oral test	Scientific	194	34.43	9.688	8.471	337	0.000	HS
	Literary	145	26.30	7.290				

4.1.5. Results Related to the Written and Oral Tests according to Branches

The written test consists of four questions and each question represents a different area of language. (See table no.3). The first question which deals with the vocabulary consists of five points and out of 15. We considered the scientific and literary branch and get the (275) of the scientific branch and the mean scored (13.56) and the Std. Deviation is 3.047, the literary number is (235) and the mean score is (9.79) and Std. Deviation is (4.870) the question number one the t-test scored 10.640, d.f

scored 508, and p-value scored 0.000 which means that this question highly significant or there is highly significant differences concerning this question which means that the literary branch students are better than the scientific branch. In the second question which deals with the functional items (275) of the scientific the mean scored (8.15) and the Std. Deviation is (5.487) and literary number is (235), the mean score is (5.66) and the Std. Deviation score is (4.284) the question number two the t-test scored -5.632, d.f scored 508, and p-value scored 0.000 which means that this question highly significant or there is highly significant differences concerning this question which means that the scientific branch students are better than the literary branch. In the third question which is deals with writing paragraphs grammatically the (275) of the scientific branch the mean scored (4.28) and the Std. Deviation score is (3.573) and the literary branch (235) the mean scored (3.81) and the Std. Deviation score is (2.902) the question number three the t-test scored 1.630, d.f scored 508, and p-value scored 0.104 which means that this question not significant or there is no significant differences concerning this question which means that the scientific branch students are better than the literary branch. Finally, the fourth question which is deals with the grammar for (275) of the scientific the mean score is (5.40) and the Std. Deviation score is (3.422) and the mean scored (3.23) for the literary and the Std. Deviation scored (2.639) the question number four the t-test scored 7.914, d.f scored 508, and p-value scored 0.000 which means that this question highly significant or there is highly significant differences concerning this question which means that the scientific branch students are better than the literary branch. The oral question includes five areas which are (Grammar, vocabulary, pronunciation, speaking accuracy and speaking fluency). In grammar item the mean of the (275) scientific is (6.36) and the Std. Deviation score is (2.508) and for the (235) of the literary the mean score is (5.03) and the Std. Deviation score is (2.042) the grammar item the t-test scored 6.493, d.f scored 508, and p-value scored 0.000 which means that this question highly significant or there is highly significant differences concerning this question which means that the scientific branch students are better than the literary branch. In the vocabulary area the (275) of scientific the score of mean is (7.44) and the Std. Deviation score is (2.151) and (235) of the literary the mean scored (5.83) and the Std. Deviation score is (2.240) the vocabulary item the t-test scored 8.308, d.f scored 508, and p-value scored 0.000 which means that this question highly significant or there

is highly significant differences concerning this question which means that the scientific branch students are better than the literary branch. In the pronunciation area for the same number of the scientific branch the mean scored (6.74) and the Std. Deviation score is (1.977) and also for the same number of the literary branch the mean score is (5.02) and the Std. Deviation score is (1.626) the pronunciation item the t-test scored 10.596, d.f scored 508, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question which means that the scientific branch students are better than the literary branch. In speaking accuracy the same number of the scientific branch the mean scored (6.75) and the Std. Deviation score is (1.952) and literary branch the mean scored (5.01) and the Std. Deviation score is (1.620) the speaking accuracy item the t-test scored 10.822, d.f scored 508, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question. in the last field that is speaking fluency the same number of the scientific branch the mean scored (6.73) and the Std. Deviation score is (1.984) and the mean for the same number of the literary branch the mean scored is (4.97) and the Std. Deviation score is (1.648) the speaking fluency item the t-test scored 10.741, d.f scored 508, and p-value scored 0.000 which means that this question highly significant or there is high significant differences concerning this question which means that the scientific branch students are better than the literary branch. In the total scores in the rubric for the oral test the mean scored (34.02) for the (275) scientific branch and the Std. Deviation scored (9.677) and literary branch (235) the mean scored (25.86) and the Std. Deviation scored (7.758) the rubric for the oral test the t-test scored 10.378, d.f scored 508, and p-value scored 0.000 which means that there is am high significant differences concerning the total scores in the rubric which means that the scientific branch students are better than the literary branch (See table no.18).

Table 18. Results Related to the Written and Oral Tests according to Branches

	Branch	N	Mean	Std. Deviation	t-test	d.f.	P-Valye	Sig.
Q1/ Fill the blanks from the list of words: 15.M	Scientific	275	13.56	3.047	10.640	508	0.000	HS
	Literary	235	9.79	4.870				
Q2/ Do as required: 15.M	Scientific	275	8.15	5.487	5.632	508	0.000	HS
	Literary	235	5.66	4.284				
Q3/ Write a paragraph about yourself. Write about which food, subject and sports do you prefer more. Your paragraph should include more than 50 words with suitable title. 10.M	Scientific	275	4.28	3.573	1.630	508	0.104	NS
	Literary	235	3.81	2.902				
Q4/Fill the blanks with the correct form of the words between the brackets: 10.M	Scientific	275	5.40	3.422	7.914	508	0.000	HS
	Literary	235	3.23	2.639				
Grammar	Scientific	275	6.36	2.508	6.493	508	0.000	HS
	Literary	235	5.03	2.042				
Vocabulary	Scientific	275	7.44	2.151	8.308	508	0.000	HS
	Literary	235	5.83	2.240				
Pronunciation	Scientific	275	6.74	1.977	10.596	508	0.000	HS
	Literary	235	5.02	1.626				
Speaking Accuracy	Scientific	275	6.75	1.952	10.822	508	0.000	HS
	Literary	235	5.01	1.620				
Speaking Fluency	Scientific	275	6.73	1.984	10.741	508	0.000	HS
	Literary	235	4.97	1.648				
Rubric for the oral test	Scientific	275	34.02	9.677	10.378	508	0.000	HS
	Literary	235	25.86	7.758				

Through the statistical comparison process of the results of the written test it has been found that according to the literary and scientific branches of the level 12, both branches have scored 9.127 which is higher than the tabulated value which is 1.96 and the mean value for the scientific branch is 31.39 while the literary branch scored 22.48. These computed mean values are less comparing with the percentile which means that the students' levels are not accepted while the correlation between these two branches is highly significant (See table19)

Table 19. Total Results of Written and Oral Tests according to Branches

	Branch	N	Mean	Std. Deviation	t-test (Independent)	Sig.
Sum Q All	Scientific	275	31.393	11.820	9.127	HS
	Literary	235	22.489	9.910		

4.2. Results Related to Teachers' Questionnaire

The first domain scored 1 as a Pearson Correlation while the Correlation degree is significant at the 0.05 level (2-tailed) which is high which means that English language teachers apply the communicative method and adapt the communicative strategies for teaching English language. The second domain scored 0.589 as a Pearson Correlation and it is significant at 0.073 while the Correlation degree is significant at the 0.05 level (2-tailed) which indicates that the four main skills in English language are taken into consideration in the class. The third domain scored 0.471 as a Pearson Correlation and it is significant at 0.258 while the Correlation degree is significant at the 0.05 level (2-tailed) which indicates that the teachers have already specified the suitable teaching objectives. The fourth domain scored 0.581 as a Pearson Correlation and it is significant at 0.078 while the Correlation degree is significant at the 0.05 level (2-tailed) which indicates that the culture is an important factor that is available in the class when the learners try to improve their linguistic skills. (See table no. 20)

Table 20. The Correlation of the Teachers' Questionnaire

		Method :Techniques and Strategies	Second Domain: English Language Main Skills	Third Domain: teaching objectives	Fourth Domain: culture
Method :Techniques and Strategies	Pearson Correlation	1			
	Sig. (2- tailed)				
	N	10			
Second Domain: English Language Main Skills	Pearson Correlation	0.589	1		
	Sig. (2- tailed)	0.073			
	N	10	10		
Third Domain: teaching objectives	Pearson Correlation	0.258	0.445	1	
	Sig. (2- tailed)	0.471	0.198		
	N	10	10	10	
Fourth Domain: culture	Pearson Correlation	0.581	0.764*	0.503	1
	Sig. (2- tailed)	0.078	0.010	0.138	
	N	10	10	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

4.3. The Results of the Classroom Observation Checklist

The classroom observation checklist is divided into three domains which are: 1- style of presentation 2- the methods of teaching 3- teaching environment. The total number of the items that are gathered in the three domains are 18 items. The first domain scored 1 as a Pearson Correlation is significant at the 0.05 level (2-tailed) which is a high score which means that the English language teachers have the useful styles for teaching English language and their styles are accepted by the learners. The second domain scored 0.004 as a Pearson Correlation which is significant at the 0.01 level (2-tailed). This score is low which indicates that the method of teaching English language

that are applied have some lacks. The third domain scored 0.651 as a Pearson Correlation is significant at the 0.05 level (2-tailed). This score indicate that the teaching environment is suitable for teaching and learning English language. (See table 21)

Table 21. The correlation of the classroom observation checklist

Correlations				
			Style of The Method of Teaching presentation teaching environment	
Style of presentation	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	10		
The Method of teaching	Pearson Correlation	0.819**	1	
	Sig. (2-tailed)	0.004		
	N	10	10	
Teaching environment	Pearson Correlation	0.651*	.781**	1
	Sig. (2-tailed)	0.042	.008	
	N	10	10	10
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

4.4. Results Related to the Students' Questionnaire

The researcher aims to find the differences in the students' perceptions according to different issues such as gender and the two branches which are literary and scientific.

4.4.1. The Total Results of the Students' Questionnaire

The student's questionnaire consists of 29 questions with the four choices (Never, Frequently, rarely and always). The students' opinions get these scores: the first item scored mean is 2.85 and the Std. Deviation scored 0.475 and the percentage is 94.84. The second item scored mean as 2.78 and the Std. Deviation is 0.508 and the percentage scored 92.68. The mean of the third item is 2.46 the Std. Deviation scored

0.748 and the percentage is 81.96. The mean for the fourth item is 2.16 the Std. Deviation is 0.864 and the percentage scored as 71.96. For the fifth item the mean score is 1.92 the Std. Deviation is 0.911 and the percentage is 64.12. Sixth item mean scored as 1.14 the Std. Deviation scored 1.098 and the percentage is 37.84. The seventh item mean score is 1.55 the Std. Deviation is 1.032 and the percentage is 51.57. In the eighth item the mean scored 2.06 the Std. Deviation is 1.092 and the percentage is 68.82. The mean score for the ninth item is 2.00 the Std. Deviation is 0.912 and the percentage scored 66.60. Tenth item mean scored 1.90 the Std. Deviation is 0.889 and the percentage is 63.27. The mean score for the eleventh item is 1.57 the Std. Deviation is 1.097 and the percentage is 52.35. The twelfth item mean scored 1.60 the Std. Deviation is 1.091 and the percentage is 53.46. The mean for the thirteenth item is 1.25 the Std. Deviation is 1.067 and the percentage is 41.63. Fourteenth item mean scored as 1.70 the Std. Deviation is 1.102 and the percentage is 56.54. The mean score for fifteenth item scored as 1.43 the Std. Deviation scored 1.066 and the percentage is 47.52. The sixteenth item the mean score is 2.25 the Std. Deviation is 1.010 and the percentage is 75.16. The mean of the seventeenth item scored 2.21 the Std. Deviation is 0.925 and the percentage is 73.79. The mean score for the eighth item scored 2.55 the Std. Deviation is 0.844 and the percentage is 85.03. The nineteenth item mean scored as 1.81 the Std. Deviation is 1.064 and the percentage is 60.20. In the twentieth item the mean scored 1.82 the Std. Deviation is 1.017 and the percentage is 60.59. The twenty first item mean scored as 1.55 the Std. Deviation is 1.098 and the percentage is 51.83. The item twenty second mean scored as 1.97 the Std. Deviation is 1.044 and the percentage is 65.82. The item twenty third the mean scored as 0.75 the Std. Deviation is 0.964 and the percentage is 25.03. The twenty fourth item the mean scored as 1.82 the Std. Deviation is 1.250 and the percentage is 60.65. The twenty fifth item the mean score is 0.77 the Std. Deviation is 1.008 and the percentage is 25.82. The mean score for the twenty sixth item is 0.71 the Std. Deviation is 0.970 and the percentage is 23.73. the twenty seventh item the mean scored 1.21 the Std. Deviation is 1.144 and the percentage is 40.26. The twenty eighth item mean score is 1.16 the Std. Deviation 1.107 and the percentage is 38.63. The last twenty ninth item the mean scored as 2.26 the Std. Deviation is 0.933 and the percentage is 75.42.

The items (1, 2, 3, 4, 8, 9, 16, 17, 18, and 29) scored high significant differences. The items (5, 6, 7, 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, 24, 27, 28) considered as a medium significant and the items (23, 25, 26) considered as a low significant.

Through the statistical results concerning the students' questionnaire the first group of the items that scored high significant it is indicated that the students have the motivation and desire to learn English language but the teachers are required to apply more drills about the language. The teachers try to connect the teaching materials with the daily life situations of the students which is one of the most important principles of the communicative approach school. The second group of the items that are considered medium significant assure that English language teachers are required to work on these points such as improving reading skill, group work depending on English language for presentation the teaching material not on the mother tongue (See table no. 22).

Table 22. The Total Results of the Students' Questionnaire

ID	Variable	Mean	Std. Deviation	%	
1	I'm interested in learning English language	2.85	0.475	94.84	H
2	Learning English language is important in my life	2.78	0.508	92.68	H
3	I need to learn English language to express my ideas.	2.46	0.748	81.96	H
4	English teaching in my high school is grammar-focused.	2.16	0.864	71.96	H
5	I can read any article written in English when I access to internet.	1.92	0.911	64.12	M
6	My English teachers in often ask us to do sentence drilling and repeat sentences after them.	1.14	1.098	37.84	M
7	I exchange my ideas with my classmates using expressions I learn in the classroom.	1.55	1.032	51.57	M
8	I like group working in the class.	2.06	1.092	68.82	H
9	I understand all the dialogues that are available in the textbook as soon as I read them.	2.00	0.912	66.60	H
10	The language used in the classroom by my teachers is mostly Kurdish.	1.90	0.889	63.27	M
11	I can write grammatical e-mails to my friends.	1.57	1.097	52.35	M
12	I rarely express myself and share my ideas in the classroom.	1.60	1.091	53.46	M
13	English teaching in our school is communication-based.	1.25	1.067	41.63	M
14	The activities in English lessons allow interaction with my classmates.	1.70	1.102	56.54	M
15	Communication in the class in English lessons is limited.	1.43	1.066	47.52	M
16	My English teachers encourage us to speak English.	2.25	1.010	75.16	H
17	The situations of teaching dialogues sound natural and real.	2.21	0.925	73.79	H
18	My English teachers correct my errors in class.	2.55	0.844	85.03	H
19	Tasks are authentic which means close to real life situations.	1.81	1.064	60.20	M
20	Speaking activities are developed to start meaningful communication.	1.82	1.017	60.59	M
21	Activities are balanced between individual response, pair and group work.	1.55	1.098	51.83	M
22	In English lessons there are classrooms conversations and discussions.	1.97	1.044	65.82	M
23	We work and talk in small groups in English lessons.	0.75	0.964	25.03	L
24	We use songs and games to learn English.	1.82	1.250	60.65	M
25	EL teachers use visual materials such as pictures and movies.	0.77	1.008	25.82	L
26	We do role-plays.	0.71	0.970	23.73	L
27	We do translation exercises.	1.21	1.144	40.26	M
28	We do oral presentation in front of the class.	1.16	1.107	38.63	M
29	I depend to my native language to understand English language.	2.26	0.933	75.42	H

4.4.2. The Percentile of the Student's Questionnaire

The students' questionnaire consists of 29 questions and arranged in a way to get different opinion about the research's aims in the field of the language field. The questionnaire is developed to investigate about the learners' opinions the language classes and teachers' used methods of teaching. The analysis of the students questionnaire indicated that the learners opinion valuable to get out the researches aim about the effectiveness of the communicative language strategies on the learners. Moreover, the learners chosen choices got those score. In the first question the lowest score is 1.00% that 5 learner chose (never) and the highest score is 88.2% that 450 learners chose (always). In the second question the lowest score is 0.8% that 4 learners chose (never) and the highest score is 81.6% that 416 learners chose always. In the third question the lowest score is 2.2% that 11 learners chose (never) and the highest score is 59.2% that 302 learners chose (always). In the fourth question the lowest score is 6.3% that 32 learners chose (never) and the highest score is 40.2% that 205 learners chose (always). In the fifth question the lowest score is 7.8% that 40 learners chose (never) and the highest score is 40.2% that 205 learners chose (frequently). The sixth question the lowest score is 15.7% that 80 learners chose (always) and the highest score is 38.6% that 197 learners chose (never). In the seventh question the lowest score is 19.6% that 100 learners chose (always) and the highest score is 36.7% that 187 learners chose (frequently). In the eighth question the lowest score is 11.8% that 60 learners chose (rarely) and the highest score is 48.0% that 245 learners chose (always). In the ninth question the lowest score is 8.0% that 41 learners chose (never) and the highest score is 41.2% that 210 learners chose (frequently). In the tenth question the lowest score is 7.3% that 37 learners chose (never) and the highest score is 41.8% that 214 learners chose (frequently). In the eleventh question the lowest score is 21.8% that 111 learners chose (never) and the highest score is 26.7% that 136 learners chose (frequently). In the twelfth question the lowest score is 21.4% that 109 learners chose (never) and the highest score is 29.6% that 151 learners chose (frequently). In the thirteenth question the lowest score is 15.7% that 80 learners chose (always) and the highest score is 31.8% that 162 learners chose (never). The fourteenth question the lowest score is 19.8% that 101 learners chose (never) and the highest score is 30.2% that 154 learners chose

(always). In the fifteenth question the lowest score is 20.4% that 104 learners chose (always) and the highest score is 29.6% that 151 learners chose (rarely). In the sixteenth question the lowest score is 9.6% that 49 learners chose (never) and the highest score is 57.3% that 292 learners chose (always). In the seventeenth question the lowest score is 7.6% that 39 learners chose (never) and the highest score is 48.0% that 245 learners chose (always). In the eighteenth question the lowest score is 5.7% that 29 learners chose (never) and the highest score is 72.5% that 370 learners chose (always). In the nineteenth question the lowest score is 16.7% that 85 learners chose (never) and the highest score is 33.3% that 170 learners chose (frequently). In the twentieth question the lowest score is 13.9% that 71 learners chose (never) and the highest score is 35.3% that 180 learners chose (frequently). In the twenty first question the lowest score is 23.1% that 118 learners chose (never) and the highest score is 29.2% that 149 learners chose (frequently). In the twenty second question the lowest score is 13.1% that 67 learners chose (never) and the highest score is 40.0% that 204 learners chose (always). In the twenty third question the lowest score is 7.5% that 38 learners chose (always) and the highest score is 54.5% that 278 learners chose (never). In the twenty fourth question the lowest score is 10.4% that 53 learners chose (rarely) and the highest score is 44.5% that 227 learners chose (always). In the fifth question the lowest score is 8.6% that 44 learners chose (always) and the highest score is 55.9% 285 learners chose (never). In the twenty sixth question the lowest score is 8.4% that 43 learners chose (always) and the highest score is 57.1% that 291 learners chose (never). On the twenty seventh question the lowest score is 17.8% that 91 learners chose (always) and the highest score is 39.2% that 200 learners chose (never). In the twenty eighth question the lowest score is 15.7% that 80 learners chose (always) and the highest score is 38.8% that 198 learners chose (never). In the last twenty ninth question the lowest score is 7.5% that 38 learners chose (never) and the highest score is 52.5% that 268 learners chose (always). (See table no.23)

Table 23. The Percentile of the Student's Questionnaire

	Never		Rarely		Frequently		Always	
	No	%	No	%	No	%	No	%
I'm interested in learning English language	5	1.0	9	1.8	46	9.0	450	88.2
Learning English language is important in my life	4	0.8	10	2.0	80	15.7	416	81.6
I need to learn English language to express my ideas.	11	2.2	46	9.0	151	29.6	302	59.2
English teaching in my high school is grammar-focused.	32	6.3	60	11.8	213	41.8	205	40.2
I can read any article written in English when I access to internet.	40	7.8	112	22.0	205	40.2	153	30.0
My English teachers in often ask us to do sentence drilling and repeat sentences after them.	197	38.6	127	24.9	106	20.8	80	15.7
I exchange my ideas with my classmates using expressions I learn in the classroom.	108	21.2	115	22.5	187	36.7	100	19.6
I like group working in the class.	76	14.9	60	11.8	129	25.3	245	48.0
I understand all the dialogues that are available in the textbook as soon as I read them.	41	8.0	89	17.5	210	41.2	170	33.3
The language used in the classroom by my teachers is mostly Kurdish.	37	7.3	119	23.3	213	41.8	141	27.6
I can write grammatical e-mails to my friends.	111	21.8	130	25.5	136	26.7	133	26.1
I rarely express myself and share my ideas in the classroom.	109	21.4	117	22.9	151	29.6	133	26.1
English teaching in our school is communication-based.	162	31.8	139	27.3	129	25.3	80	15.7
The activities in English lessons allow interaction with my classmates.	101	19.8	107	21.0	148	29.0	154	30.2

Communication in the class in English lessons is limited.	123	24.1	151	29.6	132	25.9	104	20.4
My English teachers encourage us to speak English.	49	9.6	64	12.5	105	20.6	292	57.3
The situations of teaching dialogues sound natural and real.	39	7.6	58	11.4	168	32.9	245	48.0
My English teachers correct my errors in class.	29	5.7	31	6.1	80	15.7	370	72.5
Tasks are authentic which means close to real life situations.	85	16.7	92	18.0	170	33.3	163	32.0
Speaking activities are developed to start meaningful communication.	71	13.9	105	20.6	180	35.3	154	30.2
Activities are balanced between individual response, pair and group work.	118	23.1	117	22.9	149	29.2	126	24.7
In English lessons there are classrooms conversations and discussions.	67	13.1	83	16.3	156	30.6	204	40.0
We work and talk in small groups in English lessons.	278	54.5	119	23.3	75	14.7	38	7.5
We use songs and games to learn English.	133	26.1	53	10.4	97	19.0	227	44.5
EL teachers use visual materials such as pictures and movies.	285	55.9	99	19.4	82	16.1	44	8.6
We do role-plays.	291	57.1	118	23.1	58	11.4	43	8.4
We do translation exercises.	200	39.2	95	18.6	124	24.3	91	17.8
We do oral presentation in front of the class.	198	38.8	113	22.2	119	23.3	80	15.7
I depend to my native language to understand English language.	38	7.5	58	11.4	146	28.6	268	52.5

4.5. Results related to Supervisors' Questionnaire

Concerning the supervisors' questionnaire that was applied by the researcher. The supervisors' questionnaire was 9 items and the applied on 5 EL supervisors inside Erbil city. After receiving their feedback and applying the statically process these results got. According the first question the mean is 4.60 and the rank is 1. The second question the mean is 2.80 and the rank is 5. The mean for the third question is 4.00 and the rank is 2. The fourth one mean is 3.40 and rank is4. Fifth question mean is 1.80 and rank is 9. The mean of sixth is 2.20 and rank is7. The mean of seventh is 2.80 and rank is6. Eighth question mean is2.20 and rank is8. Finally, the mean is 3.80 and rank is 3. (see table no. 24)

Table 24. Results related to Supervisors' Questionnaire

ID	Supervisor Questions	Mean	Minimum	Maximum	Rank
1	Communicative approach requires high proficiency of the teacher.	4.60	4	5	1
2	Teachers' have low resources and less time for material preparation.	2.80	2	4	5
3	Teachers lack training and full understanding of communicative approach	4.00	3	5	2
4	The existing syllabus is not suitable for communicative activities.	3.40	2	4	4
5	Class rooms are not equipped with teaching aids.	1.80	1	2	9
6	Large class is a hurdle for teaching communicatively.	2.20	2	3	7
7	Teaching –learning environment is suitable to the learners.	2.80	2	4	6
8	Most EL teachers use technology facilities in their classes.	2.20	2	3	8
9	The ability to communicate is the most important objective for teaching EL.	3.80	2	5	3

Table 25. Mean and Std. Deviation of the supervisors' Questionnaire

	N	Sample Mean	Theoretical Mean	Std. Deviation	t-test	d.f.	P_Value	Sig.
MS	5	3.0667	3.0000	0.12669	1.177	4	0.305	NS

According to supervisors' questionnaire the mean for the all data is 3.0667 and the theoretical mean is 3.0000. std. Deviation is 0.12669 and t-test is 1.177, d.f. is 4 and P-Value is 0.305. and this is not significant.

4.6. Discussion

The aims of the study are to illustrate ' The Perceptions of the Teachers' and Learners' of Effectiveness of Teaching Communicative Language Strategies' in secondary schools 12th grade inside Erbil city in the north of Iraq in terms of gender, ages, and branches with considering different socio- economic. To achieve these goals the researcher based on descriptive study and a quantitative data tool used to collect the results that were (a questionnaire for the students, questionnaire for the teachers, questionnaire for the supervisors, written and oral test, and classroom observation and checklist). The sample taken from the students is 510 both (male and female), (scientific, and literary), from age 16- 20.

The results that reached from the students' questionnaire show that 88% of the students interested in English language and they need it to express their ideas and communicate with the others, but the problem is that their teachers do not apply communicative language strategies by 31.8% of them stated that the teaching English is not communication- based so that if the English syllabus in classes do not encourage them to communicate in the class how they will be able to communicate even outside of the classes, and 40% of the students mentioned that their teachers still follow grammar-translation method to teach the syllabus that this one of the problems nowadays. They like group work to share their ideas, but the large of the classes do not allow them to apply this, and also they do not have the chance of oral presentation that is one important strategy in communicative learning and mostly depend on their native language to comprehend English language. Using games is another important strategy of communicative teaching, but also the teachers do not pay attention more to the games. Because it makes the atmosphere to be somehow funny and it's most liked by the students in order the class does not go through just a boring time. The good results that we got about the students' questionnaire are that 41% of the students can understand the conversations and dialogues available in the curriculum of Sunrise. Some of them

can write emails grammatically that is 26%. The exist activities that are available in the activity book enable students to communicate and interaction during the class time if the teachers follow communicative approach. 40% of the students pointed that there are conversation and discussion in English lessons.

The result of the tests show that female better than male, scientific branch students' degree higher than literary and those students their age equal or younger than 18 scored higher in compare with older than 18.

About the teachers' perception some of them do not believe on importance and usefulness of the communicative approach for teaching EL for some reasons such as, (large number of the students in the classes, lacks of the audio- visual aids, and lacks concerning culture factors). Teachers do not apply communicative strategies to enable the learners' to create motivation so as to learn and acquire the main language skills. Even they mentioned that they follow, but according to the tests that done show that it's not communicative approach that they follow it's grammar- translation method, audio-lingual or direct method. Because of the other methods even can make the influence on the students some if apply all the strategies that are exist in the method.

Concerning supervisors they believe that teachers need high proficiency in order to apply communicative approach. And also they mentioned that teachers have low resources and less time for material preparation. With a great number of them have responded that teachers have lack of training and full understanding of communicative approach. The other point that supervisors' mentioned that the existing syllabus is not suitable for communicative activities and most EL teachers do not use technology facilities in their classes and they have low ability to communicate in the target language which is EL in their classes that would be the mean to motivate students" to communicate with each other in the EL.

CHAPTER FIVE

V. CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1. Conclusions

This study has reached the following conclusions which are based on the results in chapter four. These conclusions are

1. The perceptions of the English language students are varied concerning the effectiveness of the communicative strategies that are applied in the classroom.
2. Some of the English language teachers do not believe on the importance and usefulness of the communicative approach for teaching English for different reasons such as large number of the students in the classes or the lacks that are available about the audio-visual aids in their schools.
3. There are big lacks concerning culture factor. Most of the teachers do not pay attention to this important factor.
4. Adopting methods of teaching by the English Language teachers that lack the techniques for teaching English Language communicatively. Also they do not apply the strategies that enable them to create motivation for their students so as to learn and acquire the main language skills.
5. EL teachers do not follow communicative means of teaching their students' communicative competence ability and still relay on the traditional methods of assessment.

5.2. Recommendations

The following recommendations have been reached through the present study regarding the communicative strategies that are applied for teaching English language. These recommendations are the following:

1. Providing *Sunrise* Audio-visual aids for all schools since they considered very important source of knowledge for the learners.
2. Preparing high level training courses and workshops regularly for EL teachers through summer holiday to improve their methods for teaching and testing their students and techniques that they apply in their classes.
3. It is highly recommended that each school should be supplied with language labs. This facility is very important but unfortunately it is not available in Erbil's city schools.
4. EL teachers should regularly update their methods, techniques and strategies that are used for teaching English and careful selection of the techniques that enable them to achieve the objectives of the different activities.
5. EL teachers should try to apply PPP (Presentation, Practice, and Production) Model in their classes without ignoring any stage otherwise the whole process of teaching and learning will have many deficiencies.

5.3. Suggestions for Further Studies

The researcher has formulated the following suggestions for further studies on the light of the results that have been reached during this study. These suggestions can be determined in the following topics:

- 1- Investigating the methods of teaching that are employed by EL teachers in teaching "*Sunrise* series 1-12 " at different levels.
- 2- Investigating of the Challenges face EL Teachers in teaching *Sunrise* 7, 8 and 9
- 3- Assessing testing formats for testing *Sunrise* level 12.
- 4- English Teachers' and Learners' Perceptions of the Effectiveness of Teaching Communicative Language Strategies level 8 in Erbil's schools.

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APPENDICES

Appendix no 1/

Firat University
Institute of Natural and Applied Sciences
Faculty of Education
Curriculum and Instructions
Turkey
Dear Sir/Madam

The researcher would like to conduct a study entitled “.English Teachers' and Learners' Perceptions of the Effectiveness of Teaching Communicative Language Strategies”. The purposes of the study are: determining the perceptions of the EL teachers and learners of the effectiveness of applying communicative language strategies. Assessing the effectiveness of communicative language teaching strategies used in 12th grades in improving the students' EL linguistic proficiency and investigating the role of the communicative strategies to modify and improve the students' communicative performance in daily classroom activities. All data collected by this questionnaire will be confidential and will only be used for research purposes. The following questionnaire will be used in collecting English Language teachers' opinions in secondary schools in the center of Erbil city. Taking into consideration your experience and specialty in the field of the research. The researcher highly appreciates your constructive opinions, ideas, and checking acceptability of the questionnaire items which is prepared by the researcher , any further notifications and changes will be thankfully considered.

Best regards

MA Candidate: Diman Sadraldin
Methodology in ELT
2017-2018

TEACHER'S FIRST LANGUAGE: ☐ Kurdish ☐ Arabic

☐ Other _____

GENDER: ☐ Male ☐ Female

YEARS OF TEACHING EXPERIENCE: ☐ 0-5 Years ☐ 6-10 Years

☐ More than 10 Years

QUALIFICATIONS: ☐ Bachelor ☐ MA ☐ Other _____

*	First Domain Method :Techniques and Strategies	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
1	I teach grammatical rules for my students since it makes learning easier.					
2	Group work and pair work activities can help learners co-operate with their friends and help them acquire knowledge well.					
3	I use Kurdish language for setting up activities and checking.					
4	I vary my teaching techniques according to the situations in order to meet the needs of all learners all the time.					
5	I prefer giving my students an opportunity to practice language in a safe learning environment where it is difficult to make mistakes.					
6	For communication practice activities I mostly use choral drilling of pronunciation, repeating new words, learning conversations by heart.					
7	Communicative strategies provide students with a suitable learning environment to better understand grammar.					
8	Group work and pair work may occasionally be useful to vary the routine, but can never replace sound formal instruction by a competent teacher					
9	Tolerating errors can lead to development of unwanted behavior.					

	Second Domain: English Language Main Skills	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
10	My students cannot communicate without knowing grammatical rules.					
11	When I teach my students I concentrate to all main language skills and their subskills.					
12	My students may communicate better if they master the grammatical rules					
13	If learners are permitted to make errors in English, it will be difficult for them to speak correctly later on.					
14	I correct my students' errors directly during their practices of the language.					
15	For communication activities I mostly use choral drilling of pronunciation, repeating new words, learning conversations by heart					
16	I allow my students to find new sentences when they want to and to use Language experimentally and creatively for real communication.					
17	I have to give instructions in Kurdish, because my learners get concentrated better.					
18	I separate weak/strong or shy/dominant learners into different groups since same types perform better in communicative activities.					
19	Pair work and group work activities create discipline problems so it's better to use individual activities.					
20	The teacher should not correct the learners' mistakes, unless they may cause communication breakdown.					

	Third Domain: teaching objectives	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
21	My students use English outside the school.					
22	I discover my aims while I am teaching the lesson.					
23	The most important role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing and giving examples.					
24	Effective foreign language teachers are required to create successful interaction with their students.					
25	Asking for and giving directions is an attractive activity to use in English class.					
26	Communicative strategies helps students improve the learners' communicative abilities.					
27	Communicative strategies can improve students' fluency.					
	Fourth Domain: culture	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
28	Discussing a topic in a group is an interesting activity to use in English speaking class.					
29	Students have low proficiency in English					
30	Students are less confident and less prepared for CLT.					
31	Students resist in active participation in communicative activities					
32	Communicative approach is unsuitable for Kurdish learners					

Appendix no 2/

Firat University
Institute of Natural and Applied Sciences
Faculty of Education
Curriculum and Instructions
Turkey
Dear Sir/Madam

The researcher would like to conduct a study entitled “.English Teachers' and Learners' Perceptions of the Effectiveness of Teaching Communicative Language Strategies”. The purposes of the study are: determining the perceptions of the EL teachers and learners of the effectiveness of applying communicative language strategies. Assessing the effectiveness of communicative language teaching strategies used in 12th grades in improving the students' EL linguistic proficiency and investigating the role of the communicative strategies to modify and improve the students' communicative performance in daily classroom activities. All data collected by this questionnaire will be confidential and will only be used for research purposes. The following questionnaire will be used in collecting English Language teachers' opinions in secondary schools in the center of Erbil city. Taking into consideration your experience and specialty in the field of the research, the researcher highly appreciates your constructive opinions , ideas ,and checking acceptability of the questionnaire items which is prepared by the researcher , any further notifications and changes will be thankfully considered.

Best regards

MA Candidate: Dimen Sadraldin
Methodology in ELT
2017-2018

Supervisor's first language: ☐ Kurdish ☐ Arabic

☐ Other _____

Gender: ☐ Male ☐ Female

Years of experiences: ☐ 0-5 Years ☐ 6-10 Years

☐ More than 10 Years

Qualification: ☐ Bachelor ☐ MA ☐ Other _____

Note / please choose the suitable answer by ticking it:

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	Communicative approach requires high proficiency of the teacher.					
2.	Teachers' have low resources and less time for material preparation.					
3.	Teachers lack training and full understanding of communicative approach					
4.	The existing syllabus is not suitable for communicative activities.					
5.	Class rooms are not equipped with teaching aids.					
6.	Large class is a hurdle for teaching communicatively .					
7.	Teaching –learning environment is suitable to the learners.					
8.	Most EL teachers use technology facilities in their classes.					
9.	The ability to communicate is the most important objective for teaching EL.					

Appendix no 3/**The students' Questionnaire****School:****Class:****Date:****Name /****Age:****branch:****Note /Tick on the suitable option**

Items	Always	Frequently	Rarely	Never
1. I'm interested in learning English language.				
2. Learning English language is important in my life.				
3. I need to learn English language to express my ideas.				
4. English teaching in my high school is grammar-focused.				
5. I can read any article written in English when I access to internet.				
6. My English teachers in often ask us to do sentence drilling and repeat sentences after them.				
7. I exchange my ideas with my classmates using expressions I learn in the classroom.				
8. I like group working in the class.				
9. I understand all the dialogues that are available in the textbook as soon as I read them.				
10. The language used in the classroom by my teachers is mostly Kurdish.				
11. I can write grammatical e-mails to my friends				
12. I rarely express myself and share my ideas in the classroom.				
13. English teaching in our school is communication-based.				
14. The activities in English lessons allow interaction with my classmates.				
15. Communication in the class in English lessons is limited.				
16. My English teachers encourage us to speak English				
17. The situations of teaching dialogues sound natural and real.				
18. My English teachers correct my errors in class.				
19. Tasks are authentic which means close to real life situations.				
20. Speaking activities are developed to start meaningful communication.				
21. Activities are balanced between individual response, pair and group work				
22. In English lessons there are classroom conversations and discussions.				
23. We work and talk in small groups in English lessons.				
24. We use songs and games to learn English.				
25. EL teacher use visual materials such as pictures and movies.				
26. We do role-plays.				
27. We do translation exercises.				
28. We do oral presentation in front of the class.				
29. I depend to my native language to understand English language				

Appendix no 4/

Classroom checklist

No	Items	Never	Rarely	Sometimes	Normal	Always
	Style of presentation					
1.	Does the teacher speak clearly?					
2.	Is the teacher's non-verbal communication suitable?					
3.	Does the teacher speak understandably					
4.	Is the speed of presentation of the teaching material right and suitable?					
5.	Are there two ways of communication whether teacher-student or student –student?					
6.	Is there a good interaction between the teacher and the student?					
	The Method of teaching					
1.	Does the teacher focus on the knowledge building?					
2.	Does he/she present the material in a logical sequence way?					
3.	Does the teacher review the previous taught material?					
4.	Does he/she explain many activities?					
5.	Does the teacher emphasis on dialogue activity?					
6.	Does the teacher use different techniques for teaching pronunciation?					
7.	Does the teacher encourage the students for oral presentation?					
8.	Does the teacher follow the PPP principle(presentation-practice and production)					
9.	Are the teaching aids relevant, clear and deal with the subject matter?					
	Teaching environment					
1.	Is the teaching environment suitable for the students?					
2.	Is the number of the students in the class big?					
3.	Is there enough light?					
4.	Is cooling –heating system available and working?					
5.	Is the class equipped with AD aids?					
6.	Is there an adequate seating for the students so they can see the teacher?					

Appendix no 5/

Written Test

Note/ Answer all the questions:

Q1/ Fill the blanks from the list of words: 15.M

(Youth, district, shine, mile, visa, luggage)

- 1.How many pieces of -----are you checking in today?
- 2.The -----of today have many more chances than their parents did.
- 3.If you want to visit America you need to get a -----before you go.
- 4.There are a lot of hills in this -----.
- 5.The rain stopped and the sun has started to -----.

Q2/ Do as required: 15.M

1. Make a suggestion to your friend who failed in the exam. Use (I suggest)
2. Compare your height with your friends' use (than)
3. The weather is cloudy. Show the possibility use (could)
4. Express certainty about those coins being ancient. Use (must).
5. Give an advice to your friend who is sick. Use (have to).

Q3/ Write a paragraph about yourself. Write about which food, subject and sports do you prefer more. Your paragraph should include more than 50 words with suitable title. 10. M

Q4/Fill the blanks with the correct form of the words between the brackets:
10.M

- 1.Tara (end) her talk by saying "Tanks for your listening".
- 2.Tony is a very (act) person with a lot of energy.
- 3.(Live) in New York is a very expensive.
- 4.He is a good article (write).
- 5.Our country (produce) of oil has been increased recently.

Appendix no 6/

Rubric for the oral test

Area of Language	1	2	3	4	5	6	7	8	9	10
Grammar										
Vocabulary										
Pronunciation										
Speaking Accuracy										
Speaking Fluency										
Total score										

Appendix no 7

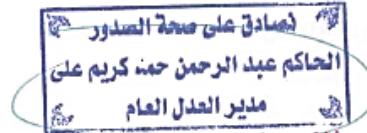
Names of the Jury Members

No.	Name	College	University
1.	Prof. Sami Abdulazeez AL-M'amuri PhD.	College of Basic Education	Diyala University
2.	Assist. Prof . Hussein Ali Wali	Education	Salahaddin University
3.	Assist. Prof Anjuman Mohammed Sabir PhD.	Education	Salahaddin University
4.	Assist. Prof Nada Jabbar Abbas PhD.	Education	Salahaddin University
5.	Dr. Delovan Sayfadeen Gafour	Education	Salahaddin university
6.	Dr. Mohammed Omer	Education	Salahaddin University
7.	Dr. Salam Neamat	Education	Salahaddin University
8.	Assist. Prof . Dr. Ali Jokel	Basic Education	Salahaddin university
9.	Assist. Prof . Dr. Shereen Sadullah	College of Education	Salahaddin University
10.	Assist. Prof . Dr. Madeha Saeifaldeen	College of Education	Tikrit University
11.	Dr.Parween Shawkat Kawther	College of Education	Salahaddin University

Appendix no 8/



Kurdistan Region-Iraq
Council of Ministers
Ministry of Education
General Directorate of Education in Erbil
Directorate of Educational Planning
Section of Planning



No.: 24446

Date: 30.10.2017

To: Firat University- Institute of Educational Sciences

Subject: Letter of Certification

Based on your letter No.(65) on 19.10.2017 in relation to the master thesis of the student (Ms Diman Sadreddin Rashid), and after studying the proposal and questionnaires prepared by said student, it has been cleared that it has no any educational, administrative and ethical problems. Thus, we have given our approval in accordance with our letter No.(24273) on 29.10.2017 to start her research entitled (English Teachers' and Learners' Perceptions of the Effectiveness of the Teaching Communicative Language Strategies) in the schools of Directorate of Education in Central Erbil.

(Signed)

Bashdar Abdulkhalik Khudhur
For General Director of Education

A copy to:

- Office of General Director/this is for your information, with regards,
- Assistance of General Director of Technical/ this is for your information, with regards,
- Planning/with the dossier-(Original)



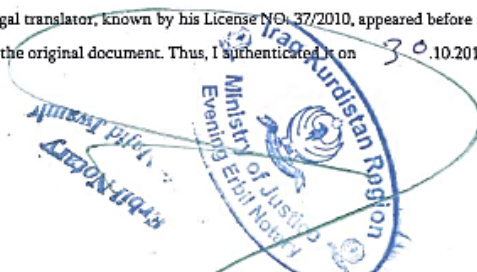
ERBIL NOTARY PUBLIC OFFICE

Public No: 9698

No. : 48

Date: 30.10.2017

Mr. Dier Abdulqadir Mustafa, a legal translator, known by his License NO. 37/2010, appeared before me and testified that this translation is a true and accurate translation of the original document. Thus, I authenticated it on 30.10.2017.



Kurdistan Regional Government
Council of Ministers
Ministry of Education

ژماره: ٢٢٢٢ / ٢٠١٧
ریځهوت: ٢٢٢٢ / ٢٠١٧

له گهل ريزدا.....

TRUE COPY
نسخة طبق الأصل

- نووسینگه‌ی به‌ریز به‌ریزه‌ی گشتی / بۆ زانین / له‌گه‌ل ڕێزدا.
- به‌ریز یاریده‌ده‌ری به‌ریزه‌ی گشتی ته‌کیکی / بۆ زانین و کاری پێتوێست / له‌گه‌ل ڕێزدا.
- پلاندانان / له‌گه‌ل سه‌ره‌تاییه‌کان (په‌سه‌ن).

Appendix no 9/

REPUBLIC OF TURKEY
FIRAT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES

Number: 65

19 October 2017

To Iraq Council of Ministers

Ministry of Education

General Directorate of Education

Directorate of Educational Planning

Erbil

Diman Sadreddin Rashid is a MA student at the Institute of Educational Sciences in Firat University. She applied since 2016, Spring semester. After finishing two semesters and passing all lectures, including her seminar work successfully, she has started her master thesis entitled "English Teachers' and Learners' Perceptions of the Effectiveness of the Teaching Communicative Language Strategies". But she must submit graduation proposal and according to her master topic, she has to start practical part of her MA thesis in Erbil city, in Iraq. To do that, there should be an official report regarding ethical perspective signed and stamped by your committee. We want you to submit a paper that says there is not a problem to administer the questionnaires from ethical perspective.

We kindly ask you to give her permission to start her thesis' practical part and submit the proposal. Then she will write her research in Firat University under supervision of Prof. Dr. Mehmet Nuri Gümleksiz, and she will graduate and take her graduation certificate from the division of Curriculum and Instruction at the Department of Educational Sciences of Institute of Educational Sciences at Firat University.


Assoc. Prof. Dr. Neemi GÖKÇER
Vice Director of Institute of Educational Sciences

كۆماری توركيا
زانكۆی فورات
كۆلیژی زانسته پەرودەییەکان

بەروار: ۲۰۱۷/۱۰/۱۹



ژماره: ۶۵

بۆ: ئەنجومەنی وەزیرانی عێراق

وێزارەتی پەرودە

بەرپێوەرایەتی گشتی پەرودە

بەرپێوەرایەتی پلاندا نانی پەرودەیی

هەولێر

بەرێز (بەنەن سەدەدین رەشید) قوتابی ماستەرە لە کۆلیژی زانسته پەرودەییەکان لە زانکۆی فورات. بەرێزی لە ساڵی ۲۰۱۶ دا لە وەرزی خوێندنی بەهاریی وەرگیراوه. دواى تەواوکردنی دوو وەرزی خوێندن و دەرچوون لە گشت وانهکان و کاری سێمینار بە شێوەیەکی سەرکەوتوانە، بەرێزی دەستی کردبوو بە ماستەرنامەکی بەناوێشیانی " ئیگەشتن و تێپوانینی ماموستایان و فێرخوانانی زمانى ئینگلیزی لەبارەى کارگەرێتى ستراتێژیەکانى فێرکردنى زمانى گەياندن". بەلام بەرێزی پێویستە پرۆپۆزەلی دەرچوون پێشکەش بکات بەپێی سەریبەتی ماستەرەکی، هەرودها ناوبراو پێویستە دەست بە بەشی کرداری ماستەرنامەکی بکات لە شارى هەولێر-عێراق. بۆ ئەنجامدانی ئەمەش، پێویستە پاپۆرتێکی فەرمى هەبێت لەبارەى لایەنى پەوشتی کە مۆر و واژووکرابێت لەلایەن لیژنەى بەرێزتانەوه. داوا لە بەرێزتان دەکەم پەرپۆتێک پێشکەش بکەن کە تیایدا هاتبێت هیچ کێشەیک نەبێ بۆ هەلسۆپاندنی پرسیارنامەکان لە پووی لایەنى پەوشتیەوه.

تکایە داوا لە بەرێزتان دەکەم کە پێگە بە ناوبراو بدەن دەست بە بەشی کرداری ماستەرنامەکی بکات و پرۆپۆزەلەکە پێشکەش بکات. پاشان بەرێزی لێکۆلینەوهیەک دەنووسێت لە زانکۆی فورات لە ژێر سەرپرشتیاری بەرێز پرۆفیسۆر (د. محمد نوری گۆملێکسین)، نوێتر بەرێزی دەرەجی و برۆنامەى دەرچوون وەر دەگرێت لە یەکەى پرۆگرامى خوێندن و پێنمایى بەشى زانسته پەرودەییەکانى کۆلیژی زانسته پەرودەییەکان لە زانکۆی فورات.

پ.ی. د. نەجەى گۆککینیر

جیگری بەرپێوەبەرى کۆلیژی زانسته پەرودەییەکان

شەرمانگەى دادنووسى هەولێر

ژمارەى گشتى :

ژماره :

بەروار: ۲۰۱۷/۱۰/

وەرگێڕی یاسایی، دلیز عبدالقادر مصطفی، ناسراو بە ناستامەى ژماره ۲۰۱۰/۳۷، لە پێشم ئاماده بۆ و پرایگمیاندا کە ئەر دەرە وەرگێڕدراوه وەرگێڕانیکی راست و دروستی دەرە پەنەرپێکەیه. دواى واژۆکردنی لە بەروارى ۲۰۱۷/۱۰/، منیش پەسندم کرد.

Appendix no 10/

English Teachers' and Learners' Perceptions of the effectiveness of teaching Communicative Language Strategies

ORIJINALLIK RAPORU

% 24	% 22	% 4	% 14
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	dspace.uvic.cat İnternet Kaynağı	% 2
2	raijmronlineresearch.files.wordpress.com İnternet Kaynağı	% 2
3	dspace.ewubd.edu İnternet Kaynağı	% 2
4	hrmars.com İnternet Kaynağı	% 2
5	Submitted to University of Diyala Öğrenci Ödevi	% 2
6	files.eric.ed.gov İnternet Kaynağı	% 1
7	130.217.226.8 İnternet Kaynağı	% 1
8	scholarworks.uaeu.ac.ae İnternet Kaynağı	% 1

Celal YILMAZ
Bilgi Yayıncılık



Dijital Makbuz

Bu makbuz ödevinizin Turnitin'e ulaştığını bildirmektedir. Gönderiminize dair bilgiler şöyledir:

Gönderiminiz ilk sayfası aşağıda gönderilmektedir.

Gönderen: Diman Sadraldin Rashid
Ödev başlığı: English Teachers' and Learners' Pe...
Gönderi Başlığı: English Teachers' and Learners' Pe...
Dosya adı: nuri.docx
Dosya boyutu: 310.81K
Sayfa sayısı: 92
Kelime sayısı: 21.443
Karakter sayısı: 112.085
Gönderim Tarihi: 22-May-2018 02:06PM (UTC+0300)
Gönderim Numarası: 967116928

Chapter One Introduction

1.1 Statement of the Problem

There are many ways to teach English language and one of them is Communicative Language Teaching (CLT) which was originally used in 1980s language teaching in the USA. Until then, the traditional British teaching approach has been dominant in most of language teaching. The communicative approach is based on the idea that language is used to communicate and therefore, the purpose of language teaching is to help learners to use language in real life situations.

English is an important medium of communication in the world and in many countries, it is the first language of the majority of the population. English is also an important subject in schools in many countries and it is one of the most popular subjects in the curriculum. The purpose of this study is to investigate the effectiveness of CLT in teaching English as a second language in schools in Turkey. The study will focus on the use of CLT in the classroom and the role of the teacher and the learner in the process.

According to the findings of the study, it is concluded that CLT is an effective approach in teaching English as a second language in schools in Turkey. The study also found that the role of the teacher and the learner is very important in the process of learning English.

Celal Yılmaz
Dijital Makbuz

CURRICULUM VITA

Personal Details

Name	Diman Sadraldin Rashid
phone Number	+9647507650464
Email Address	diman.sadradin@gmail.com or dia.gardi1@yahoo.com
Nationality	Iraqi – Kurd
Sex	Female
Marital Status	Married
Residency	Erbil- Northern Iraq

Profile A highly motivated, practical and reliable individual who is courteous and meticulous. An honest person who adapts easily to work environments, able to communicate with a wide range of people on a diversity of levels always with discretion and diplomacy. A versatile individual capable of maintaining high standards of work either alone or as part of a team. Methodical and accurate has a genuine desire to work well. Willing to participate in any training to enhance future career development making this individual an invaluable asset to any employer.

Areas of knowledge include:

- ✓ Four fluent languages-Lingual (, Kurdish, Persian, English and Arabic)
- ✓ Creative and Fast learner
- ✓ Good computer skills includes (MS Office, Word, Excel, PowerPoint, Outlook).

Career *Since 01/2014*

- History**
- ✓ Being a teacher in Shox high school- Mala Omer.
 - ✓ Being a teacher in Nawzhin private school.

Qualification *High school certificate, Shorsh high school (2005- 2006)*

and *Bachelor of English Language*

Certification *Salahadin University, College of Basic Education, Erbil , Kurdistan Region (Northern Iraq) (2011- 2012)*

Participated in an English Course with teachers that are native speakers for 60 days and succeeded (2008)

Participated in a course for computer science for Master and succeeded (2014) for the computer programmes (Microsoft Excel, Microsoft Word, Power Point)

Personal

- ✓ Interested in English Language
- ✓ Enjoy teaching English Language
- ✓ Like to gain new experiences
- ✓ Not afraid of challenges
- ✓ Understand the value of team work
- ✓ Detail oriented
- ✓ Helping other people

References and Supporting Documentation Furnished Upon Request