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THE COMPARISON OF THE VIEW OF “COMMUNICATIVE LANGUAGE
TEACHING” IN ABANT IZZET BAYSAL UNIVERSITY, TURKEY AND
SUSSEX UNIVERSITY, UK

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This thesis is titled as “**The Comparison of The View of ‘Communicative Language Teaching’ In Abant Izzet Baysal University, Turkey And Sussex University, UK**” and presented by Bilge METIN has been approved as a thesis of Master of Arts in English Language Teaching.

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ABSTRACT

THE COMPARISON OF THE VIEW OF “COMMUNICATIVE LANGUAGE TEACHING” IN ABANT IZZET BAYSAL UNIVERSITY, TURKEY AND SUSSEX UNIVERSITY, UK

by

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For language teachers, the study of education from an international and comparative points of view, as it is undertaken by comparative education, is of particular importance because of the international nature of language education. It is quite common for language teachers to work abroad, sometimes after the completion of their training, to widen their experience. Knowing how to approach a different educational system is therefore invaluable for their work as language teachers.

The purpose of this study is to compare and examine instructors' and students' attitudes towards “communicative language teaching, CLT” in Abant Izzet Baysal University, Turkey and Sussex University, UK. Therefore, this study gives a chance to understand the instructors' and students' view of CLT in Abant Izzet Baysal University, Turkey and Sussex University, UK. Furthermore, as it is known that European countries start to use CLT before Turkey, it provides us with an opportunity to compare and contrast two universities. To accomplish this, 50 prep-class students, 10 prep-class instructors from AIBU (Abant Izzet Baysal University) and 50 language course students and 10 their instructors from Sussex University were surveyed using an instrument. The survey gathered information on what the students and their teachers think about CLT and how useful it is according to them. Moreover, an interview was used.

In analysis and presentation of the data derived from this study, SPSS 15 was used.

At the end of the study it is observed that there is a significant difference between two universities in terms of using CLT. The instructors and the students at Sussex University appreciate using CLT in their teaching and learning process. They think that it is an useful approach in teaching or learning a foreign language. On the other hand, the instructors and the students at AIBU are not comfortable while using CLT. They can't use it accurately. Moreover, the instructors at AIBU claim that there isn't a suitable environment to use this approach.

The findings of this study give a general insight to researchers, educators and teachers of English Language in terms of using CLT and its advantages and disadvantages. Researchers and educators might benefit from the results of this study while teaching a foreign language.

Key Words: Communicative Language Teaching, comparative education.

ÖZ

ABANT İZZET BAYSAL ÜNİVERSİTESİ'NİN, TÜRKİYE VE SUSSEX ÜNİVERSİTESİ'NİN, İNGİLTERE “İLETİŞİMSEL DİL ÖĞRETİMİ”NE BAKIŞ ACILARININ KARŞILAŞTIRILMASI

Metin, Bilge

Karşılaştırılmalı Eğitim tarafından ele alınan, uluslararası ve karşılaştırmalı bakış acısıyla yapılan eğitim çalışması, dil eğitiminin uluslararası doğası sebebiyle dil öğrencileri için özel bir öneme sahiptir. Yabancı dil öğretmenleri için, eğitimlerini tamamladıktan sonra, tecrübelerini artırmak için yurtdışında çalışmak oldukça yaygındır. Bu yüzden yabancı dil öğretmenleri olarak hangi eğitim sisteminin kullanıldığını bilmek çok önemlidir.

Bu çalışmanın amacı, Abant İzzet Baysal Üniversitesindeki okutman ve öğrencilerin “iletimsel dil öğretimine” karşı tavırlarını karşılaştırmak ve incelemektir. Bu yüzden bu çalışma, Abant İzzet Baysal ve Sussex Üniversitesindeki okutmanların ve öğrencilerin iletimsel dil öğretimine bakış acılarını anlamamızı sağlayacaktır. Ayrıca, bilindiği gibi Avrupa ülkeleri iletimsel dil öğretimini, Türkiye’den önce kullanmaya başlamış; bu yüzden bu çalışma iki üniversiteyi karşılaştırma fırsatını verecektir. Bunu yapmak için Abant İzzet Baysal Üniversitesi’nden 50 hazırlık sınıfı öğrencisi, 10 hazırlık sınıfı okutmanına ve Sussex Üniversitesi’nden 50 dil kursu öğrencisine ve onların 10 okutmanına anket uygulanmıştır. Bu çalışmada kullanılan anket, öğrencilerin ve öğretmenlerin iletişimsel dil öğretimi hakkında ne düşündüklerini ve onlara göre nasıl yararlı olduğu hakkında bilgi toplayan bir ankettir. Ayrıca, bölüm başkanlarıyla yüz yüze görüşmede yapılmıştır.

Bu çalışmadan elde edilen verilerin analizi ve sunumunda SPSS 15 kullanıldı.

Bu çalışmanın sonunda, iki üniversite arasında iletişimsel dil becerileri yönteminin kullanımı açısından anlamlı bir fark olduğu gözlemlenmiştir. Sussex

Üniversitesindeki okutmanlar ve öğrenciler öğretim ve öğrenim sürecinde İletişimsel Dil Becerileri yönteminin kullanımından oldukça memnundurlur. Bir yabancı dil öğretilirken ya da öğrenilirken bu yöntemin faydalı olduğunu düşünüyorlar. Diğer bir taraftan Abant İzzet Baysal Üniversitesindeki okutman ve öğrenciler bu yöntem kullanılırken rahat değiller. Doğru olarak kullanamıyorlar. Ayrıca, Abant İzzet Baysal Üniversitesindeki okutmanlar bu yöntemin kullanılması için doğru bir ortamın olmadığını iddia ediyorlar.

Bu çalışmanın bulguları İngiliz dili konusundaki araştırmacılara, eğitimcilere ve öğretmenlere iletişimsel dil becerileri yöntemini hakkında ve bu yöntemi kullanmanın olumlu ve sınırlılıkları konusunda bilgi verecektir. Araştırmacılar ve eğitimciler bu yabancı dil öğretirken çalışmanın sonuçlarından yararlanabilir.

Anahtar Kelimeler: İletişimsel Dil Becerileri Yöntemi, Karşılaştırmalı eğitim.

To my family...

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CHAPTER I

Introduction

1.1. Introduction

English is being widely used around the world by people of different nations to communicate with each other.

There are many ways to teach language. All the "methods" described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods - in a cycle that could only be described as "competition between rival methods" or "passing fads" in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one "umbrella" approach to language teaching that has become the accepted "norm" in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT. Brown (1994:77) aptly describes the "march" towards CLT:

"Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential."

Briefly, it can be said that language was no longer seen as abstract grammatical rules, but of having applications in social contexts and as such it is not just about 'grammar' but also about functions and notions. Nowadays, it is difficult to imagine any educator, anywhere, arguing against this. The communicative approach has dominated English language teaching, it has firmly established itself on a worldwide basis and there are good historical reasons for this. That the purpose of language is communicative competence, the students must be taught not only grammatical rules but also communicative functions and notions. For this reason, CLT is most applicable. Teaching students how to *use* the language is considered to be at least as important as learning the language itself.

1.2. Background of the study

The University of Sussex, UK was the first of the new wave of universities founded in the 1960s, receiving its Royal Charter in August 1961. Forty years on, the University has become a leading teaching and research institution, characterised by a number of academic strengths including research excellence, internationalism and interdisciplinarity. Additionally, Sussex has an international reputation for its innovative styles of teaching and for the quality and range of its research work. Academic links with every continent, over 2,500 international students from 120 countries, and teaching staff from 50 nations give the University a strongly international feel. English Language courses for speakers of other languages are given by University of Sussex Language Institute. Moreover, they offer a wide range of English language courses.

Abant İzzet Baysal University, Turkey was founded on July 3, 1992 with the aim of establishing a centre of excellence in higher education and research. Today it has 8 faculties, 3 institutes, 5 two-year programmes, 6 vocational schools and 4 research centres. Nine hundred academicians are proud to educate 18200 students in this modern environment. The University accepts unreservedly that creating an academic ground for social, cultural, scientific, economic and technological development in an

international context is essential for its mission. For this reason, Abant Izzet Baysal University aims to be a dynamic institution focusing at excellence that will bring the development of our society and mankind to the highest universal standards. Moreover, its educational language is English; therefore, the students have to know English. If they don't, they learn it at the Language Teaching and Research Centre (in prep class) before starting their departments. It has been founded to improve the language levels of students and personnel, to teach foreign languages and to make researches. The compulsory, optional, professional lectures are handled by Language Teaching and Research Centre.

The instructors of Abant Izzet Baysal and Sussex University use Communicative Language Teaching but the important point is how they use this method. By the help of this study, we can see the result of this question.

1.3. Statement of the Study

Nowadays, CLT is a common approach in ELT. As it is known, European countries start to use this approach before Turkey. The purpose of this study is to compare and examine instructors' and students' attitudes towards "communicative language teaching, CLT" in Abant Izzet Baysal University, Turkey and Sussex University, UK. Therefore, this study gives a chance to understand the instructors' and students' view of CLT in Abant Izzet Baysal University, Turkey and Sussex University, UK. Furthermore, it provides us with an opportunity to compare and contrast two universities.

1.4. Research Questions

This study was guided by the following 7 research questions:

- 1) What do instructors of AIBU know about Conception of CLT?
- 2) What do instructors of Sussex University know about Conception of CLT?
- 3) Is there a significant difference between instructors of AIBU and Sussex University in terms of using CLT in their teaching?
- 4) Is there a significant difference between instructors of AIBU and Sussex University in terms of any problems when implementing CLT in their classrooms?
- 5) What are students' learning styles at AIBU and Sussex University?
- 6) What are students' opinions about CLT at AIBU and Sussex University?
- 7) Is there a significant difference between students' point of view (at AIBU and Sussex University) about CLT?

1.5. Significance of the Study

The approaches, used in ELT, are not very new subject in the field of language teaching. There have been numerous studies carried out in this field in order to understand their effectiveness and weakness through the use of various techniques such as classroom observations, interviews, language learning diaries, detailed questionnaires and so forth.

In this study, I will study Communicative Language teaching and I will try to find out the differences and the similarities between Sussex University and Abant İzzet Baysal University about how CLT is applied.

As it was said before, European countries, especially England, started to use CLT before Turkey. So, the teachers in Turkey try to use this approach in their

classes like the teachers in European countries. However, it is doubtful whether they use this approach appropriately or not.

By the help of this study, we can understand what the instructors and the students of Abant Izzet Baysal University think about CLT and CLT's advantages and disadvantages. Moreover, we can compare with the Sussex University where all the instructors and the candidate teachers use Communicative Language Teaching in their classes.

Briefly, this study is important because at the end of this study, we can understand if the CLT, which is a common approach, is suitable for our students in Abant Izzet Baysal University or not, and how it can be used in our classes.

1.6. Assumptions

In the current research, it was assumed that;

- The research design in relation with the research questions is appropriate.
- The survey used in this study is suitable to collect relevant data.
- The sample chosen for this study is the right way to reach valid and reliable results
- The participants who took part in the current research willingly responded to the survey.

1.7. Limitations

This study is limited to:

- The students learning English at Sussex University and Abant Izzet Baysal University.
- The instructors teaching English at Sussex University and Abant Izzet Baysal University.
- A survey consisting of different sections including items whose aims are to learn the opinions about Communicative Language Teaching.
- The time allocated to review literature, collect data and to present it.

Although the current study has some limitations, the findings of the study are assumed to be helpful for the further studies in the field of teaching English by using Communicative Language Teaching method.

In conclusion, in this chapter, the background of the study, statement of purpose, research questions, significance of the study assumptions and limitations have been described. In the following chapter, the related literature will be reviewed. In the third chapter, through information about the research design and instruments, participants, the data collection procedure and data analysis strategies will be described. In the fourth chapter, the results will be presented and the fifth chapter will conclude the study.

CHAPTER II

Literature Review

2.1. Introduction

In this chapter, firstly, comparative education, and general view of approaches are introduced. Secondly, communicative language teaching (CLT) is mentioned in general. Thirdly, the relationship with the other methods and approaches, such as the audio-lingual method and the Notional functional syllabus, are discussed. Then, the components of communicative language ability are studied. Next, classroom activities used in CLT are mentioned. Finally some critiques and limitations are discussed.

2.2. Comparative Education

For language teachers the study of education from an international and comparative point of view, as it is undertaken by comparative education, is a particular importance because of the international nature of language education. As it quite common for language teachers to work abroad, knowing how to approach a different educational system is invaluable.

As Stern (1983) claimed comparative education studies educational institutions and processes from two points of view. First, it studies education in a country or region in the context of that country's or region's culture, society, and economy. These "area studies" (Bereday, 1964) employ the methods of political science, sociology, anthropology, and history with a focus on education. Second, it undertakes cross-cultural comparisons, "comparative studies" of particular educational phenomena across different countries such as the curriculum, school

examinations, the relations between home and school, the role of the teacher, central or local educational administration. This study is about the second one and compares the view of communicative language teaching in Abant İzzet Baysal University, Turkey and Sussex University, UK.

2.3. General view of Approaches

In this part, the most well-known approaches and attitudes to language over the last hundred years are discussed. As it is understood, many of the themes get recycled in different forms, but each time a ‘new’ approach develops it adds a slightly different perspective and expands our understanding.

Grammar Translation

The Grammar Translation method started around the time of Erasmus (1466-1536). Its primary focus is on memorization of verb paradigms, grammar rules, and vocabulary. Its principle technique is translation from and into the target language. In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student’s native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as an authority, i.e. it is a teacher centred model. (Lowe, 2003)

The Direct Method

The Direct Method was introduced by the German educator Wilhelm Viëtor in the early 1800's. DM was born as a reaction to GTM because GTM cannot prepare learners for real life language situations in which oral communication is the media. Focusing on oral language, it requires that all instruction be conducted in the target

language with no recourse to translation. Reading and writing are taught from the beginning, although speaking and listening skills are emphasized--grammar is learned inductively. It has a balanced, four-skill emphasis. (LIU Qing-xue & SHI Jinfang, 2007)

The Silent Way:

The teacher is active in setting up classroom situations while the students do most of the talking and interaction among themselves. All four skills (listening, speaking, reading & writing) are taught from the beginning. Student errors are expected as a normal part of learning; the teacher's silence helps to foster self-reliance and student initiative (Lowe, 2003).

Suggestopedia:

The learning environment is relaxed, subdued, with low lighting and soft music playing in the background. Students choose a name and character in the target language and imagine being that person. Students relax and listen while dialogues are presented accompanied by music. Students later practice dialogues during an "activation" phase (Asher, 1982).

Community Language Teaching:

As Larsen-Freeman (1983) stated teachers recognize that learning can be threatening and by understanding and accepting students' fears, they help their students feel secure and overcome their fears of language learning--ultimately providing students with positive energy directed at language learning. Students choose what they want to learn in the class and the syllabus is learner-generated.

Natural Approach:

It was introduced by Gottlieb Henese and Dr. L. Sauveur in Boston around 1866. The Natural Approach is similar to the Direct Method, concentrating on active demonstrations to convey meaning by associating words and phrases with objects and actions. Associations are achieved via mime, paraphrase and the use of manipulative. Terrell (1977) focused on the principles of meaningful communication, comprehension before production, and indirect error correction. Krashen's (1980) input hypothesis is applied in the Natural Approach.

The Audio-Lingual Method:

The Audio-Lingual Method was developed in the United States during World War II. Learning is based on the principles of Behaviourism and habit formation which is actualised by means of repetitions and other mechanical drills is essential. Rules are induced from examples. Moreover, explicit grammar rules are not given; learning is inductive. In this method, everyday speech and oral skills are important (Larsen – Freeman, 1986).

The Total Physical Response:

This method is an example of a new general approach to foreign language instruction which has been named “the comprehension approach”. It is called this because of the important it gives to listening comprehension. The idea of focusing on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue. In other words, language is primarily oral. It is just like the acquisition of native language. Learners first listen (silent period), then oral production starts. Oral communication is crucial (Larsen – Freeman, 1986).

2.4. Overview of CLT

As Richards and Rogers claimed (1987) the origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

The goal of communicative language approaches is to create a realistic context for language acquisition in the classroom. The focus is on functional language usage and the ability to learners to express their own ideas, feelings, attitudes, desires and needs. Open ended questioning and problem-solving activities and exchanges of personal information are utilized as the primary means of communication. Students usually work with authentic materials (authentic realia) in small groups on communication activities, during which they receive practice in negotiating meaning.

In this part the method of Communicative Language Teaching (CLT) will be studied in a detailed way.

2.4.1. Definition of CLT

As Golloway (1998) mentioned that Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5).

Briefly, Communicative Language Teaching can be defined;

Communicative Language Teaching is an approach concerned with the needs of students to communicate outside the classroom; teaching techniques reflect this in the choice of language content and materials, with emphasis on role play, pair and group work etc. (from www.finchpark.com/courses/glossary.htm)

Communicative Language Teaching (CLT) is an approach to the [teaching](#) of second and [foreign languages](#) that emphasizes [interaction](#) as both the means and the ultimate goal of learning a [language](#) (from Wikipedia).

Communicative Language Teaching (CLT) is learner-centred and emphasizes communication and real-life situations. (Bacon, Suzanne)

2.4.2. Characteristics of CLT

From the earlier seminal works in CLT (Widdowson, 1978; Breen & Candlin, 1980; Savignon, 1983) up to more recent teacher education textbooks (Brown, 2000; Richard-Amato, 1996; Lee & VanPatten, 1995, Nunan, 1991a), we have definitions enough to send us reeling. For the sake of simplicity and directness, I offer the following six interconnected characteristics as a description of CLT (Brown, 2001, p.43):

- 1- Language is a system for expression of meaning.
- 2- The primary function of language reflects its functional and communicative uses.
- 3- The structure of language reflects its functional and communicative uses.
- 4- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.
- 5- Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
- 6- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

- 7- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 8- Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
- 9- Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- 10- The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

These ten characteristics underscore some major departures from earlier approaches. In some ways those departures were gradual product of outgrowing the numerous methods that characterized a long stretch of history. In other ways those departures were radical. Structurally (grammatically) sequenced curricula were a mainstay of language teaching for centuries. CLT suggests that grammatical structure might better be subsumed under various functional categories. In CLT, we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did. A great deal of use of authentic language is implied in CLT, as we attempt to build fluency (Champers, 1997).

2.4.3. Principles of CLT

The various pedagogical principles of a communicative approach to language teaching can be expressed in more or less detail. For example, Finocchiaro & Brumfit's detailed discussion (1983: 91-3) can be summarised as follows:

1. Teaching is learner-centred and responsive to learners' needs and interests.
2. The target language is acquired through interactive communicative use that encourages the negotiation of meaning.
3. Genuinely meaningful language use is emphasized, along with unpredictability, risk-taking, and choice-making.
4. There is exposure to examples of authentic language from the target language community.
5. The formal properties of language are never treated in isolation from use; language forms are always addressed within a communicative context.
6. Learners are encouraged to discover the forms and structures of language for themselves.
7. There is a whole-language approach in which the four traditional language skills (speaking, listening, reading, and writing) are integrated.

To summarize these: language acquisition is an unpredictable developmental process requiring a communicatively interactive and cooperative negotiation of meaning on the part of learners; the subsequent integration of comprehensible input and output influences the learner's developing language system (or interlanguage).

Communicative approaches to teaching, based on the above principles, challenge our understanding of the goals of instruction. An emphasis on meaningful use over form:

...means that accuracy and acquisition of the formal features of the [second language] are less a measure of successful language learning than are

fluency and an ability to get something across comprehensibly to a native speaker (Sanders 1987: 222).

2.4.4. Objectives

Piepho (1981) discusses the following levels of objectives in a communicative approach:

- 1- an integrative and content level (language as a means of expression)
- 2- a linguistic and instrumental level (language as a semiotic system and an object of learning)
- 3- an effective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
- 4- a level of individual learning needs (remedial learning based on error analysis)
- 5- a general educational level of extra-linguistic goals (language learning within the school curriculum)

As Littlewood (1981, p. 163) stated these are proposed as general objectives, applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency needs.

2.4.5. Syllabus

Nunan (1998, p.159) defines syllabus as “a specification of what is to be taught in a language program and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks.” Yalden (1983, p. 86-87) suggests that components of a communicative syllabus may include the following:

- 1- As detailed a consideration as possible of the purposes for which the learners wish to acquire the target language;
- 2- Some ideas of the setting in which they will want to use the target language (physical aspects need to be considered, as well as social setting);
- 3- The socially defined role the learners will assume in the target language, as well as the roles of their interlocutors;
- 4- The communicative events in which the learners will participate: everyday situations, vocational or professional situations academic situations, and so on;
- 5- The language functions involved in these events, or what the learner will need to be able to do with or through the language;
- 6- The notions involved, or what the learner will need to be able to talk about;
- 7- The skills involved in the “knitting together” of discourse: discourse and rhetorical skills;
- 8- The variety or varieties of the target language that will be needed, and the levels in the spoken and written language which the learners will need to reach;
- 9- The grammatical content that will be needed;
- 10- The lexical content that will be needed.

There are several proposals and models for what a syllabus might look like in Communicative Language Teaching. Yalden (1983) describes the major current communicative syllabus types. We summarize below a modified version of Yalden’s

classification of communicative syllabus types, with reference sources to each model:

<i>Type</i>	<i>Reference</i>
1. structures plus functions	Wilkins (1976)
2. functional spiral around a structural core	Brumfit (1980)
3. structural, functional, instrumental	Allen (1980)
4. functional	Jupp and Hodlin (1975)
5. notional	Wilkins (1976)
6. interactional	Widdowson (1979)
7. task-based	Prabhu (1983)
8. learner-generated	Candlin (1976), Henner-Stanchina and Riley (1978)

There is extensive documentation of attempts to create syllabus and proto-syllabus designs of Types 1-5. Descriptions of interactional strategies have been given, for example, for interactions of teacher and student (Sinclair and Coulthard, 1975) and doctor and patient (Candlin, Bruton and Leather, 1974). Although interesting, these descriptions have restricted the field of inquiry to two-person interactions in which there exist reasonably rigid and acknowledged superordinate-to-subordinate role relationships (Littlewood, 1981, p.164).

2.5. The Roles

In Communicative Language Teaching, knowing the role of teacher, learner, materials and learner's native language are important.

2.5.1. The role of the teacher

According to Richards and Rogers (1987), several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (1980: 99)

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

Need Analyst

The CLT teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one-to-one sessions with students, in which the teacher talks through such issues as the student's perception of his or her learning style, learning assets, and learning goals. It may be done formally through administering a needs assessment instrument, such as those exemplified in Savignon (1983). Typically, such formal assessments contain items that attempt to determine an individual's motivation for studying the language. For example, students might respond on a 5-point scale (strongly agree to strongly disagree) to statements such as the following:

I want to study English because...

1. I think it will someday be useful in getting a good job.

2. It will help me better understand English-speaking people and their way of life.
3. One needs a good knowledge of English to gain other people's respect.
4. It will allow me to meet and converse with interesting people.
5. I need it for my job.
6. It will enable me to think and behave like English-speaking people.

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that responds to the learners' needs.

Counselor

Littlewood (1981) states that another role assumed by several CLT approaches is that of counselor, similar to the way this role is defined in Community Language Learning. In this role, the teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.

Group Process Manager

CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Guidelines for classroom practice (e.g., Littlewood 1981, Finocchiaro and Brumfit 1983) suggest that during an activity the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice. At the conclusion of group activities, the teacher leads in the debriefing of the activity, pointing out alternatives and extensions and assisting groups in self-correction discussion. Critics have pointed out, however, that non-native teachers may feel less than comfortable about such procedures without special training.

The focus on fluency and comprehensibility in Communicative Language Teaching may cause anxiety among teachers accustomed to seeing error suppression and correction as the major instructional responsibility, and who see their primary function as preparing learners to take standardized or other kinds of tests. A continuing teacher concern has been the possible negative effect in pair or group work of imperfect modelling and student error. Although this issue is far from resolved, it is interesting to note that some research findings suggest that “data contradicts the notion that other learners are not good conversational partners because they can’t provide accurate input when it is solicited” (Porter, 1983).

2.5.2. The role of the learner

The emphasis in Communicative Language Teaching on the process of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classrooms. Breen and Candlin describe the learner’s role within CLT in following terms:

The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. (1980: 110)

There is thus an acknowledgment, in some accounts of CLT, that learners bring preconceptions of what teaching and learning should be like. These constitute a “set” for learning, which when unrealized can lead to learner confusion and resentment (Henner-Stanchina and Riley 1978). Often there is no text, grammar rules are not presented, classroom arrangement is nonstandard, students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent. The cooperative (rather than individualistic) approach to learning stressed in CLT may likewise be unfamiliar to learners. CLT methodologists consequently recommend that learners learn to see that failed

communication is a joint responsibility and not the fault of speaker or listener. Similarly, successful communication is an accomplishment jointly achieved and acknowledgment (Littlewood, 1981, pp. 166).

2.5.3. The role of the native language

Larsen-Freeman (1986, pp135) states that the learners' native language has no particular role in the Communicative Approach. The target language should be used not only during communicative activities, but also, for example, in explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is vehicle for communication, not just an object to be studied.

2.5.4. Communicative tasks and their roles in teaching and learning

Hedge (2000) states that the communicative approach to language teaching is premised on the belief that, if the development of communicative language ability is the goal of classroom learning, then communicative practice must be part of the process. Not everyone would agree with this 'product implies process' argument. There are certainly successful language learners, not least among English language teachers, who have come through an ELT curriculum where the focus has been on a study of the formal system of English and where classroom practice has been less than interactive. However, it is the current orthodoxy demonstrated in learner materials around the world and the debate of recent years has pivoted on the issue of exactly what kind of practice will lead to the development of communicative language ability Brumfit (1984a), for example, argues for 'natural language use' and suggests the need for what he calls 'fluency activities'. We need to avoid possible confusion here as he uses the term 'fluency' in a different sense from Faerch, Haastrup, and Phillipson (1984). In his definition, fluency activities 'develop a pattern of language interaction within the classroom which is as close as possible to

that used by competent performers in the mother tongue in real life' (Brumfit, 1984a:69). He lists a set of criteria necessary for achieving fluency. These have been simultaneously developed and expanded by other writers and can be summarized as follows:

- The language should be a means to an end, i.e. the focus should be on the meaning and not on the form. Other writers have made similar distinctions, for example 'message/medium' (Krasheh, 1982) and 'unfocused/focused' (Ellis, 1982).
- The content should be determined by the learner who is speaking or writing. The learner has to formulate and produce ideas, information, opinions, etc.
- There must be a negotiation of meaning between the speakers, i.e. students must be involved in interpreting a meaning from what they hear and constructing what to say as a response. In other words, they should not be reliant on the teacher or materials to provide the language. This criterion clearly brings into play pragmatic and discourse competences as well as fluency.
- The normal processes of listening, reading, speaking, and writing will be in play, for example improvising and paraphrasing in speech; in other words, students will practice and develop strategic competence.
- Teacher intervention to correct should be minimal as this distracts from the message.

In Brumfit's view, fluency activities will give students the opportunity to produce and understand items which they have gradually acquired during activities focused on linguistic form, which he calls 'accuracy work' (Hedge, 2000, 58).

Much ELT material has taken up the concept of fluency activities and presents tasks which conform to the criteria above, for example the activity in Materials extract the aims of this activity are that in performing this task students' attention would be on the meanings they are trying to express as they think of their list of criteria. They are able to use any language resources they have acquired and

are not directed into using particular structures. Members of the group would determine their own contributions and choose appropriate language for expressing ideas and opinions. They would negotiate meaning as they structure group interaction, checking that they have understood, asking for clarification and further explanation, and as they speak they would use communication strategies such as paraphrase and restructuring (Hedge, 2000).

Klippel's activity demonstrates the difficult task for materials designers in providing activities for the communicative classroom. One issue of great interest has been how to create the 'gap' of information or opinion which exists between speakers in the real world, and which creates the unpredictability of normal discourse. What kind of activity requires learners to negotiate meaning? Prabhu (1987) gives a useful typology of activities which have formed the basis of much contemporary material:

- 1- Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.
- 2- Reasoning – gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity

necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

Table 1: Materials extract

93 Rescue	
Aims	Skills – speaking Language – stating an opinion, giving and asking for reasons, agreeing and disagreeing, comparisons Other – thinking about one’s values
Level	Intermediate / advanced
Organization	Groups of five to eight students
Preparation	None
Time	10 – 20 minutes
Procedure	Step 1: The teacher explains the situation: ‘The Earth is doomed. All life is going to perish in two days due to radiation. A spaceship from another solar system lands and offers to rescue twelve people, who could start a new world on an empty planet very much like Earth. Imagine you are the selection committee and you have to decide who may be rescued. Think of a list of criteria which you would use in your decision.’ Step 2: Each group discusses the problem and tries to work out a list. Step 3: Each group presents its list of criteria to the class. The lists are discussed.
Variations	The task can be made more specific, e.g. ‘Find ten criteria. You can award up to 100 points if a candidate gets full marks on all counts, e.g. appearance 5, intelligence 30, fertility 15, physical fitness 20, etc.
Remarks	Although the basic problem is a rather depressing one, it helps students to clarify their own values as regards judging others.

(Klippel: Keep Talking, 104)

- 3- Opinion – gap activity, which requires that students give their personal preferences, feelings, or attitudes in order to complete a task. For instance, students might be given a social problem, such as high unemployment and be asked to come up with a series of possible solutions. Another task might be to compose a letter of advice to a friend who has sought their counsel about a dilemma. In our lesson, the students were only at the advanced-beginning level. Their opinion-gap task was a rather simple one which involved students' surveying their classmates about their favourite subjects.

Hedge (2000) states that the introduction of such activities into ELT has generated creative materials in all four modes of language use: listening, speaking, reading, and writing. It has also generated a number of issues which are the focus of current debate. The fundamental issue is how learners actually use the activities they provided with in order to acquire language, and whether different ways of exploiting activities provide different opportunities for learning. Skehan (1996), for example, has pointed out that in performing a task under time pressure, learners may place greater emphasis on communicating messages in order to complete the task quickly and may not therefore pay much attention to correctness and completeness of language form. They may use communication strategies or string lexical phrases together to express ideas. Negotiation of meaning in such tasks will provide for the development of greater strategic competence and fluency but will not necessarily lead to more comprehensible output and the development of greater accuracy. There is a danger, in fact, that learners may develop what Skehan calls 'undesirable fluency' with the use of convenient but incorrect forms which they then make use of in other tasks.

According to Hedge (2000), we need, then, to ask the question, what will help learners to become more accurate? For example, if we take away the time pressure in a task like the one in Materials extract 1 and give learners a chance to prepare the content of what they are going to say, they may focus more on correct expression. Alternatively, an opportunity to focus on form may be provided after the communicative task if students are recorded and then try to compare their own

language for justifying the criteria with forms the teacher gives them. Similarly, in writing classes there is the useful technique of reformulation where the teacher rewrites one student's text after the class has completed a common writing task, following the ideas closely but improving the language. The class compares the two versions, discussing reasons for the changes made. In this case, learners have a chance to notice differences between their own use of language forms and those of the teacher, and can pay attention to the correct forms. This provides opportunities for intake and the further development of the learners' interlanguage systems. It is therefore possible, in the case of using a cycle of preparatory and follow-up tasks, to create a balance between accuracy and fluency activity. An understanding of how learners use tasks can inform our decision-making about how to incorporate them into a language teaching programme. There is an argument that a series of tasks can usefully provide the basis of a programme, in which case their selection, organization, and sequencing will need to create opportunities for a focus on accuracy and input into the interlanguage system as well as fluency. Alternatively, many teachers and textbook writer see communicative tasks as an essential ingredient in a programme but as a part of balanced diet of accuracy and fluency work. Brumfit (1984), for example, sees these as co-existing but suggests that the balance would change over time. His suggestion is that one might expect to find a preponderance of accuracy-based work early on, for beginners, but that there would be a gradual shift in emphasis as learners acquire more language and that upper-intermediate learners might be involved for a high proportion of class time in fluency work.

The issue of exactly how we might create a link between the two is still the subject of much debate. Clearly, it raises questions about the role of grammar and other elements of the formal language system in the communicative classroom. As suggested earlier, linguistic competence is a fundamental component of communicative language ability and it has perhaps been a misconception among teachers that the communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary. On the contrary, it is rather a question of

how to develop communicative language ability through classroom practice but, at the same time, to ensure an understanding of how language works as a system and develop an ability to use the system correctly, appropriately, and creatively (Hedge, 2000, 61).

2.5.5. The role of materials

A variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. We will consider three kinds of materials currently used in CLT and label these text-based, task-based, realia.

Text-based materials

Richards and Rodgers (1987) stated that there are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts. Morrow and Johnson's *Communicate* (1979), for example, has none of the usual dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation. Watcyn-Jones's *Pair work* (1981) consists of two different texts for pair work, each containing different information needed to enact role plays and carry out other pair activities. Texts written to support the Malaysian *English Language Syllabus* (1975) likewise represent a departure from traditional textbook modes. A typical lesson consists of a theme (e.g., relaying information), a task analysis for thematic development (e.g., understanding the message, asking questions

to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description (e.g., "A caller asks to see your manager. He does not have an appointment. Gather the necessary information from him and relay the message to your manager."), a stimulus presentation (in the preceding case, the beginning of an office conversation scripted and on tape), comprehension questions (e.g., "Why is the caller in the office?"), and paraphrase exercises.

Task-Based Materials

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

Realia

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

2.6. Psychological factors in the classroom

Communicative ability develops by process internal to the learner and the teacher must subordinate his teaching behaviour to the learning needs of his students, sometimes even to the extent of withdrawing completely from an activity once it is in progress. Since the developmental processes occur inside the learner, a crucial factor in helping or hindering them is the learner's psychological state.

It is all too easy for a foreign language classroom to create inhibitions and anxiety. It is not uncommon to find a teaching situation where, for example:

- the learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge;
- they are expected to speak or act only in response to immediate stimuli or instructions from the teacher (or tape, etc.);
- whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment.

In such circumstances, the learners occupy a permanent position of inferiority before a critical audience, with little opportunity for asserting their own individuality. They are unlikely to feel drawn out to communicate with those around them or to develop positive attitudes towards their learning environment. On the contrary, many learners will prefer to keep a 'low profile', in the hope that they will not be called upon to participate openly.

The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. It therefore requires a learning atmosphere which gives them a sense of security and value as individuals. In turn, this atmosphere depends to large extent on the existence of interpersonal relationships which do not create inhibitions, but are supportive and accepting.

The encouragement of such relationships is an essential concern of communicative approach to foreign language teaching. Clearly, it is a concern which cannot be satisfied through methodology alone, since it involves a wide range of personality factors and interpersonal skills. However, the teacher is helped by a number of important aspects of the activities. For example:

- The teacher's role in the learning process is recognized as less dominant. More emphasis is placed on the learner's contribution through independent learning.
- The emphasis on communicative interaction provides more opportunities for cooperative relationships to emerge, both among learners and between teacher and learners.
- Communicative interaction gives learners more opportunities to express their own individuality in the classroom. It also helps them to integrate the foreign language with their own personality and thus to feel more emotionally secure with it.
- These points are reinforced by the large number of activities where the class is divided into groups or pairs, which interact independently of the teacher.
- The teacher's role as 'co-communicator' places him on an equal basis with the learners. This helps to break down tension and barriers between them.
- Learners are not being constantly corrected. Errors are regarded with greater tolerance, as a completely normal phenomenon in the development of communicative skills.

In short, communicative teaching methods leave the learner scope to contribute his own personality to the learning process. They also provide the teacher with scope to step out of his didactic role in order to be a 'human among humans' (Larsen-Feeman, 1986).

2.7. Relationship with the other methods and approaches

Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus.

2.7.1. The Audio-Lingual Method

The Audio-Lingual Method (ALM) arose as a direct result of the need for foreign language proficiency in listening and speaking skills during and after World War II. It is closely tied to behaviourism, and thus made drilling, repetition, and habit-formation central elements of instruction. Proponents of ALM felt that this emphasis on repetition necessitated a corollary emphasis on accuracy, claiming that continual repetition of errors would lead to the fixed acquisition of incorrect structures and non-standard pronunciation.

In the classroom, lessons were often organized by grammatical structure and presented through short dialogs. Often, students listened repeatedly to recordings of conversations (for example, in the language lab) and focused on accurately mimicking the pronunciation and grammatical structures in these dialogs.

Critics of ALM asserted that this over-emphasis on repetition and accuracy ultimately did not help students achieve communicative competence in the target language. Noam Chomsky argued "Language is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy". They looked for new ways to present and organize language instruction, and advocated the notional functional syllabus, and eventually CLT as the most effective way to teach second and foreign languages." (from Wikipedia)

Finocchiaro and Brumfit (1983) contrast the major distinctive features of the Audio-lingual Method and Communication Approach, according to their interpretation:

Audio-lingual

Communicative Language Teaching

- | | |
|---|--|
| 1. Attends to structure and form more than meaning. | Meaning is paramount. |
| 2. Demands memorization of structure-based dialogs. | Dialogs, if used, center around communicative functions and are not normally memorized. |
| 3. Language items are not necessarily contextualized. | Contextualization is a basic premise. |
| 4. Language learning is learning structures, sounds, or words. | Language learning is learning to communicate. |
| 5. Mastery, or "over-learning" is sought. | Effective communication is sought. |
| 6. Drilling is a central technique. | Drilling may occur, but peripherally. |
| 7. Native-speaker-like pronunciation is sought. | Comprehensible pronunciation is sought. |
| 8. Grammatical explanation is avoided. | Any device which helps the learners is accepted – varying according to their age, interest, etc. |
| 9. Communicative activities only come after a long process of rigid drills and exercises. | Attempts to communicate may be encouraged from the very beginning. |

10. The use of the student's native language is forbidden.	Judicious use of native language is accepted where feasible.
11. Translation is forbidden at early levels.	Translation may be used where students need or benefit from it.
12. Reading and writing are deferred till speech is mastered.	Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned through the overt teaching of the patterns of the system.	The target linguistic system will be learned best through the process of struggling to communicate.
14. Linguistic competence is the desired goal.	Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
15. Varieties of language are recognized but not emphasized.	Linguistic variation is a central concept in materials and methodology.
16. The sequence of units is determined solely by principles of linguistic complexity.	Sequencing is determined by any consideration of content, function, or meaning which maintains interest.
17. The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in any way that motivates them to work with the language.
18. "Language is habit" so errors must be prevented at all costs.	Language is created by the individual often through trial and error.
19. Accuracy, in terms of formal	Fluency and acceptable language is the

correctness, is primary goal.	primary goal: accuracy is judged not in the abstract but in context.
20. Students are expected to interact with the language system, embodied in machines or controlled materials.	Students are expected to interact with other people, either in the flesh, through pair and group work, or their writings.
21. The teacher is expected to specify the language that students are to use.	The teacher cannot know exactly what language the students will use.
22. Intrinsic motivation will spring from an interest in the structure of the language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

(1983: 91 – 3)

2.7.2. The National Functional Syllabus

A notional-functional syllabus is more a way of organizing a language learning curriculum than a method or an approach to teaching. In a notional-functional syllabus, instruction is organized not in terms of grammatical structure as had often been done with the ALM, but in terms of “notions” and “functions.” In this model, a “notion” is a particular context in which people communicate, and a “function” is a specific purpose for a speaker in a given context. As an example, the “notion” or context “shopping” requires numerous language functions including asking about prices or features of a product and bargaining. Similarly, the notion “party” would require numerous functions like introductions and greetings and discussing interests and hobbies. Proponents of the notional-functional syllabus claimed that it addressed the deficiencies they found in the ALM by helping students develop their ability to effectively communicate in a variety of real-life contexts (from Wikipedia).

2.8. Components of communicative language ability

In this part, the components of communicative language ability -linguistic competence, pragmatic competence, discourse competence, strategic competence and fluency- are mentioned.

2.8.1. Linguistic competence

Linguistic competence is concerned with knowledge of the language itself, its form and meaning. Stern (1983) includes these two aspects in his characterization of what it means to know a language:

The language user knows the rules governing his native language and he can 'apply' them without paying attention to them (Stern, 1983, 340).

The native speaker has an intuitive grasp of the linguistic, cognitive, affective and sociocultural meanings expressed by language forms (ibid.:343)

Thus linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word information, grammatical structure, sentence structure, and linguistic semantics. We can judge, then that a learner who is able to list orally and in writing the objects in a bowl, such as an apple, an orange, two bananas, and a bunch of grapes is developing the ability to select specific vocabulary and knows its pronunciation and graphic forms. A learner who can add prefixes correctly to 'perfect', 'legal', 'happy', 'pleasing' and 'audible' to make the negative equivalents, is developing grammatical competence in forming the present perfect tense. In these various ways the learner is acquiring linguistic competence in the second language (Hedge, 2000, 47).

According to Hedge (2000), an important point for the teacher to note is that linguistic competence is an integral part of communicative competence. As Faerch, Haastrup, and Philipson point out: 'It is impossible to conceive of a person being communicatively competent without being linguistically competent' (1984: 168). It

has perhaps been a misconception about communicative language teaching that it does not aim for a high standard of formal correctness. On the contrary, it is not incompatible to have correctness in the use of rules as an ultimate goal and, at the same time, to tolerate risk-taking and error in the classroom as part of the process of achieving communicative competence.

Briefly; Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

2.8.2. Pragmatic competence

According to Hedge (2000, 48), pragmatic competence is generally considered to involve two kinds of ability. In part it means knowing how to use language in order to achieve certain communicative goals or intentions. This has also been called illocutionary competence. An example would be 'It's so hot today.' This statement could have a number of illocutionary forces. It might be a statement about the physical atmosphere, a request to open the window, or an attempt to elicit the offer of a cold drink.

Methodology now tries to ensure that learners are given realistic presentations of language in use and its communicative intentions, for example, the present progressive might be presented through a dialogue, such as:

Jack: Hello, Anne, it's Jack here. Can I speak to Robert, please?

Anne: Hi, Jack. Robert's working in the garage at the moment. Can I get him to call you back?

Jack: Sure. Thanks.

Here is a typical situation in which reference is made to someone's actions at the time of speaking, one possible use of the present progressive. The presentation

embeds the form in a context of use. This is in contrast to the technique many teachers were taught, myself among them, in the days of the structural approach to ELT, that of giving a running commentary while performing actions in the classroom, for example, ‘I’m opening the window’; ‘I’m closing the door’; ‘I’m writing on the blackboard’, and so on. Certainly the latter provided the form and its meaning, but the context of use was less than natural.

One element of pragmatic competence is knowing how to perform a particular function or express an intention clearly. In order for communication to be successful, however, spoken or written messages must also be appropriate to the social context in which they are produced. Learners need to know the appropriate social conventions. Social knowledge is necessary to select the language forms to use in different settings, and with people in different roles and with different status. This has also been called sociolinguistic competence (Bachman, 1990). It can relate as much to non-verbal as to verbal communication. For example, a person accustomed in their own society to summon a waiter by clicking their fingers would meet with little success in many English-speaking cultures and would probably cause offence (Hedge, 2000, 49).

In these ways, the sociolinguistic component of pragmatic competence enables a speaker to be ‘contextually appropriate’ or in Hymes’s words, to know ‘when to speak, when not, what to talk about with whom, when, where and in what manner’ (1972:277).

2.8.3. Discourse competence

Consider the following example. The teacher is asking her English class about the Great Storm of 1987 in Britain.

Teacher: What did the hurricane do?

Of the responses, she commends Student D for a number of reasons.

Student A: The hurricane uprooted the trees.

Student B: The trees were uprooted.

Student C: Hundreds of trees were uprooted by the hurricane.

Student D: It uprooted hundreds of trees.

Student A answers by using the question, Student B and C precedes new information (about its effects). Furthermore, Student D uses a reference item, 'It', as a cohesive device to relate the answer to the question and this fits in with the normal pattern of oral discourse. In this way, a unified spoken text is achieved.

Learners of English will need to become aware of how discourse works in terms of the common cohesive devices used in English. These can be demonstrated by working backwards in a conversation (Crystal and Davy, 1969) between two speakers in which the final exchanges are:

B: Well, it feels healthier, doesn't it?

A: Yes.

B: And seems healthier...

A: Yes.

B: The theory is that they distract each other... but that's life, isn't it?

(adapted from Crystal and Davy, 1969:102)

It is immediately apparent that is taken from an ongoing conversation as the pronouns 'it', 'they', and 'each other' substitute for previous noun phrases or even whole situations described earlier in the conversation. The comparative 'healthier' used in a parallel structure shows both continuity of meaning and development of an earlier suggestion. Interpretation of the topic by a listener who came in at this point would be impossible. The exchanges preceding these give more clues but still the use of 'ones' has to be interpreted.

B: ... it is still tends to be true that most of the best ones are single sex...

A: Mm...

B: As far as I can gather ... best in terms of ... you know...

A: Records to show...

B: Yes...

[...]

A: I can't see why because I'm convinced that mixed ones are the soundest... I mean overall... the soundest...

(adapted from Crystal and Davy 1969: 101, 102)

A culturally aware listener, coming into the conversation here, might be able to interpret that the conversation is about schools, single sex and mixed ones but many listeners would be lost if they had not heard the conversation from the beginning, where the mention of a single school starts the discussion.

Learners will need to learn the typical discourse markers which signal the direction of discourse such as 'By the way...' (introducing an incidental remark); 'I'd like to take up an earlier point...' (returning to consider an earlier argument), and 'that's all very well but...' (challenging an argument).

They will also need to develop a similar kind of competence for written texts. For example, students reading technical English will have to follow the structure of different types of expository prose such as descriptions of processes, cause-effect analyses, and comparisons of systems. They will need to understand the relationships between the prepositions of adjoining sentences and to interpret these relationships through formal devices, as in this example:

The population is ageing. That is to say, there is a higher percentage of people over the age of sixty than at any time previously this century.

Here, the second sentence is a reformulation of the proposition in the first and serves as an explanation. The connective ‘That is to say’ links the meaning of the two.

These various abilities needed to create coherent written texts or conversation, and to understand them, have together been termed discourse competence (Canale and Swain, 1980; Faerch, Haastrup, and Philipson, 1984), or textual competence (Bachman, 1990)

Briefly; discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

2.8.4. Strategic competence

Canale and Swain define strategic competence as ‘how to cope in an authentic communicative situation and how to keep the communicative channel open’ (1980:25). Strategic competence consists of using communication strategies. These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully. They compensate for this either by changing their original intention or by searching for other means of expression.

In other words, strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one’s knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I’ve misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don’t know the name of something or the right verb form to use?

2.8.5. Fluency

According to Hedge (2000, 54), the term ‘fluency’ relates to language production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. Faerch, Haastrup and Phillipson include fluency as a component of communicative competence and distinguish it from strategic competence in this way:

Whereas strategic competence presupposes a lack of [accessible] knowledge, fluency covers speaker’s ability to make use of whatever linguistic and pragmatic competence they have (Faerch, Haastrup, and Phillipson, 1984:168).

They list three of fluency:

Semantic fluency: linking together propositions and speech acts

Lexical-syntactic fluency: linking together syntactic constituents and words

Articulatory fluency: linking together speech segments.

These types can be appreciated in the following extract from a conversation:

A: When will you be taking your driving test?

B: The day after my birthday.

A: And when’s your birthday? Remind me.

B: September 27th.

The purpose of A’s question is to find out the exact date of B’s driving test so that she can send a good luck card. B’s answer mistakenly assumes that A knows the date of his birthday. A therefore has to listen, assess that she does not get the information she wants, and formulate another question which will elicit more precise information from which she can deduce the date of the test. This ability to respond coherently within the turns of the conversation, to link the words and phrases of the questions, to pronounce the sounds clearly with appropriate stress and intonation, and

to do all of this quickly, in what Johnson (1979) calls ‘real time’, is what constitutes fluency.

ELT has addressed the issue of how to develop fluency in various ways. Coursebooks in the 1970s often contained fluency drills, but these were aimed solely at increasing the learner’s ability to link syntactic segments with ease. For example, the teacher would set up a chain drill and provide each student with a different prompt which they would have to insert in the correct syntactic position as in:

Teacher: The theatre.

Students: I went to the theatre last night.

Teacher: My aunt’s house.

Student 1: I went to my aunt’s house last night.

Teacher: Visited.

Student 2: I visited my aunt’s house last night.

Teacher: Yesterday.

More recently, teachers have debated whether it is possible to teach gambits to help learners become more fluent, particularly learners who need to use English in their community or in their profession and who need to keep the attention of their listeners. We use gambits in a meeting when we want to hold the floor, for example, ‘I’d just like to make another quick point’; to interrupt, for example ‘Can I just come in here’, or to respond, for example ‘I agree with that in part but...’.

The idea of teaching gambits fits well with insights from recent research into what Nattinger (1988) has called ‘lexical phrases’. These are items of prefabricated language, learned holistically as chunks, and include not only phrases but clauses and sentences too, as in the examples above. Nattinger suggests that this kind of lexical learning plays a much stronger role in language learning than previously appreciated. The advantage of teaching lexical phrases is that, if they can

be retrieved quickly from memory, they will help learners to produce the language more fluently.

Certainly, practice activities in spoken English will need to involve learners in interpreting and assessing the meaning of what they hear and constructing appropriate responses independently of language input from the teacher or textbook. This implies activities in which students will determine the content of what they say in interaction with other students (Hedge, 2000, 55).

2.9. Critiques of CLT

One of the most famous attacks on Communicative Language teaching was offered by Michael Swan in 1985 in the *English Language Teaching Journal* (1985 39(1):2-12, and 1985 39(2):76-87). Henry Widdowson responded in defense of CLT, also in the *ELT Journal* (1985 39(3):158-161). More recently other writers (e.g. Bax 2003) have critiqued CLT for paying insufficient attention to the context in which teaching and learning take place, though CLT has also been defended against this charge (e.g. Harmer 2003).

The Communicative Approach often seems to be interpreted as: if the teacher understands the student we have good communication. What can happen though is that a teacher, who is from the same region, understands the students when they make errors resulting from first language influence. Problem with this is that regular speakers of the target language can have great difficulty understanding them. This observation asks to rethink and adapt the communicative approach. The adapted communicative approach should be a simulation where the teacher pretends to understand only that what any regular speaker of the target language would, and should react accordingly.

2.10. The Related Studies in Turkey and Abroad

Nowadays, it is difficult to imagine any lessons without communication. Over the years, the Communicative Language Teaching method has been critically and extensively discussed. So, as Jarvis pointed that in the mid 190's Swan's two influential articles (1985a and 1985b) were probably the first to question many of the assumptions of what was then still a newly emerging approach. Briefly, there are lots of studies related to Communicative Language Teaching in Turkey and in abroad.

On of them is Huw Jarvis' study (2004) in Thailand. Its name is "Shifting paradigms: from a communicative to a context-based approach". This study based on forty English language teachers and eight hundred students at the Language Institute, Dhurakijpundit University, Bangkok, Thailand. The case study uses two types of postal questionnaire, one for teachers and the other for students which I have used in my study. Moreover, the aim of this study was to examine practitioner and student attitudes towards CLT and to consider whether the CA paradigm is still the most appropriate.

When we look at the result of this survey, the combined responses from teachers and learners raise issues which question the validity and the viability of a number of the central tenets of CLT. All teachers understand and claim to use the approach and yet all have problems with its implementation. Furthermore, many students have indicated a preference for a certain learning style, which is fundamentally incompatible with CLT. Previous responses to problems of this type have been to adapt CLT to local conditions in order to make it more relevant. Perhaps this is because it is seen as the lesser evil to the historical alternatives of audio-lingualism or grammar translation. But such a response attempts to reconcile the contradictions within CLT but fails to question the value of paradigm itself. It is perhaps a fear of going backwards has hindered alternatives which might take us forward (Jarvis, 2004, 13). In addition to them, this survey's results look like the results of AIBU's survey.

Glenn Deckert (1999) has a survey while teaching EFL as a Fulbright Scholar at a university in one of the emirates on the Persian Gulf and according to her case study;

- The activities were teacher-centred.
- For periods of 30 minutes or more at a time provided an approximation of the amount of class time consumed by instructors' talk versus that of the students.
- Instructors were speaking anywhere from two to five times more often than all their students combined
- Student utterances more often consisted of just one-, two-, or three-word utterances.
- Spontaneous student communication dramatically rose when class activity shifted to these small groups

Another case study was made by Paul Johansson in Azerbaijan State University of Languages. Its findings are;

The English language lesson is a routine, which is a result of teachers' overusing a textbook and thus repeatedly following its set structure and sequence: presentation of the new material, analysis of the new material and reinforcement of the new material, and its check-up.

The new material – speech patterns, words, and word combinations – is usually presented in a text which is mainly a fragment from classical literature, and sometimes a newspaper material. The best way to understand the language presented appeared to be reading and translating the text out loud. Students take it in turns, usually nominated by the teacher.

Other related study was made in Turkey by Kagan Buyukkarci. It is a thesis whose name is "Teaching Phrasal Verbs to Freshman Students at Universities by

Using Communicative Approach”. The aim of this study is investigating the effects of communicative approach on teaching phrasal verbs to university students. In other words, its aim is to find out whether communicative approach has a good and positive effect on teaching phrasal verbs. This study gives a chance to understand how phrasal verbs differ from the other words, and moreover it provides us with an opportunity to compare the traditional methods with communicative approach.

This study has been carried out on two groups, experimental and control, consisting of fifty four students. These students are freshmen students of Seljuk University English Teaching Department. During the study, the experimental group has been taught the phrasal verbs by using communicative approach. The control group has been taught by traditional methods.

The result of this study shows that various materials such as overhead projector's, computers and etc, teaching methods have been still developed for a better second language education atmosphere for the last decades. Using these materials and methods, the most useful of which seems to be communicative approach as it help the students to take a more active place in a classroom environment, can be softer and easier way to teach both the language and its troublesome words such as phrasal verbs (Buyukkarci, 2006, 50). Its result looks like the result of Sussex University.

2.11. Conclusion

Communicative Language Teaching sets out involve learners in purposeful tasks which are embedded in meaningful contexts and which reflect and rehearse language as it is used authentically in the world outside the classroom. It holds many attractions, not only to those teachers and learners who are preparing for immediate needs in using English but also for a wider population of teachers and learners who are motivated by realistic language practice, by the personalization of learning, by

face-to-face encounters in the classroom, and by using their prior knowledge and heuristic skills to approach a wide range of texts and tasks.

CHAPTER III

METHODOLOGY

3.1. Introduction

The purpose of this study is to explore how CLT is applied. A comparison between Abant Izzet Baysal University and Sussex University students in terms of their attitudes towards “communicative language teaching” was made. Another comparison was made between the instructors of AIBU and Sussex University.

This chapter is divided into four main sections. Section 3.2. describes the research design and the instrument used in data collection. Section 3.3. describes participants and how it was chosen for the study. Section 3.4. presents the procedures to be followed in conducting the questionnaires, and the section 3.5. describes the analytical procedures of the data.

3.2. Research Design and Instrument

The current study is a quantitative one. Semi structured interview and two sets of questionnaires were used in order to collect data. In this section, the design and the rationale of the questionnaires used in this study are presented and also a description of the interview method used is given.

Interviews

Mackay (as cited in Jordan, 1997) suggests that interviews can serve as a useful support for questionnaires when certain issues need clarification. For those

reasons, the researcher preferred using both questionnaires and interviews in order to find the answers of research questions in the current study.

The interviews had four questions. These are;

- 1- What is Communicative Language Teaching? In CLT, are grammatical rules important?
- 2- According to you, what is the most important advantage of CLT?
- 3- What is the most important disadvantage of this method?
- 4- Do you prefer using CLT in your classroom? Why/Why not? What is the most important difference of CLT from other approaches?

The heads of the departments of AIBU and Sussex University reported on the most required skill for CLT through this question. The purpose of conducting interviews was to have a basis in order to justify the results of questionnaires in the determination of most required skill. For that reason, asking only four questions would be sufficient to accomplish the goal of conducting interviews.

Questionnaires

Validity of the questionnaires, qualified teachers' opinions and specialists' opinions are asked. Questionnaires, given directly to participants, are the most commonly used instruments to gather information about CLT. Although interviews and meetings can reveal details to be expected, they are difficult and time-consuming to organize and conduct. The questionnaires can be fruitful in those situations, since they are easier to conduct (Brown, 1995).

The questionnaires given to the instructors and the students are related to their attitude towards CLT. They were prepared by Huw Jarvis and can be seen at the Appendix B and C (D is Turkish version of Students' Questionnaire).

The first questionnaires, which included 2 parts and 6 items, were applied to the instructors. The first part is comprised of 3 items. The first item is related to what they know about CLT, the second item is related to if they use CLT in their teaching or not and the last item including percentages ranging from strongly agree to strongly disagree related to their attitudes to Communicative Language Teaching. The second part is comprised of 3 items. The first item is related to if they have experienced any problems when implementing CLT in their classroom or not. Moreover, the second item is for giving any further explanation for the problems and the last item is related to their past learning process.

The other questionnaire, which was prepared by Huw Jarvis, was applied to students in AIBU and Sussex University. This questionnaire consists of 2 parts. The first part is related to their learning styles. Students decide if the statements are true or false. The other part is related to their teacher and their teaching style includes 14 items the choices of which are between strongly agree and strongly disagree.

The questionnaires were used in order to reach more people in the study and interviews were conducted to support questionnaires. Two different methods to collect data were used in the study to increase the reliability and validity of the research.

3.3. Participants

This study was conducted at Abant Izzet Baysal University and Sussex University. The participants of this study were students and EFL instructors from the language preparatory classes of Abant Izzet Baysal University, Turkey and from language courses of Sussex University, UK.

The questionnaire was given to 20 instructors and 100 students from both universities (10 instructors of AIBU and 10 instructors of Sussex University / 50 students of AIBU and 50 students of Sussex University). Interviews were conducted with the heads of departments. The heads of the departments were the participants in the interviews. The instructors of AIBU are Turkish and most of them have 6-10 year experience while the instructors of Sussex University are British and they have more than 10 years experience. The students' ages ranged between 20 and 25.

3.4. Data Collection Procedure

In June 2007, the administration of Sussex University and in September 2007, the administration of AIBU were informed of the objectives of the study with the purpose of obtaining permission for the administration of questionnaires to the students and then ELT instructors were asked to respond to the questions and to make any suggestion on the present methodology they followed.

For Sussex University, the data were collected in July 2007. The questionnaires were distributed to all the subjects within two-week period and for AIBU, the data were collected in October 2007.

The interviews were conducted on 28th of August (Sussex University) and on 26th of October (AIBU). The participating instructors were given an interview in order to be able to see their opinions about CLT. It has 4 questions related to the definition, keywords, and the usage of CLT. No prior information was provided with the participating instructors about the topic of the interview so that they could reply the questions with their current knowledge.

3.6. Data Analysis Strategies

The answers given to the items in questionnaires were analyzed using The Statistical Packages for Social Sciences (SPSS 15) and Chi-square test. Moreover, the interviews were digitally recorded and the answers of the 2 participating instructors were transcribed.

CHAPTER IV

DATA ANALYSIS

4.1. Introduction

The research questions of this study were (1) what instructors of AIBU know about Conception of CLT, (2) what instructors of Sussex University know about Conception of CLT, (3) if there is a significant difference between instructors of AIBU and Sussex University in terms of using CLT in their teaching, (4) if there is a significant difference between instructors of AIBU and Sussex University in terms of any problems when implementing CLT in their classrooms, (5) what students' learning style is at AIBU and Sussex University, (6) what students' opinions are at AIBU and Sussex University and (7) if there is a significant difference between students' point of view (of AIBU and Sussex University) about CLT. The findings of the study will be presented in this chapter.

4.2. Findings about the Research Questions 1, 2 and 3

In response to question 1, which asked for definition of CLT, nearly all of the instructors of respondents covered language as communication. These definitions more or less match the notions discussed in the introduction.

In response to question 2, every single instructor of Sussex University reported that they use CLT in their teaching; on the other hand, half of the instructors of AIBU reported that they don't use CLT in their teaching. These two questions confirm that the instructors of Sussex University know and use CLT while the instructors of AIBU know CLT but they don't use them in their classrooms. There is

a significant difference between two universities for using CLT in their classrooms ($p < 0,005$).

Table 2: Whether there is a significant difference between two universities for using CLT.

Pearson Chi-Square	Value	Df	Asymp Sig.
Question 2	9,314 (a)	3	,001

Question 3 explores a number of conceptions and misconceptions about CLT in practice. A great deal of data is generated from Likert attitude scales of this type. Statement 1 (S1) indicates that while the instructors of AIBU (50%) would place accuracy above fluency, the instructors of Sussex University (60%) neither agree nor disagree about this statement.

Table 3: Fluency or Accuracy

University		Frequency	Percent
AIBU	1,00	1	10,0
	2,00	4	40,0
	3,00	2	20,0
	4,00	2	20,0
	5,00	1	10,0
	Total	10	100,0
Sussex	2,00	1	10,0
	3,00	6	60,0
	4,00	3	30,0
	Total	10	100,0

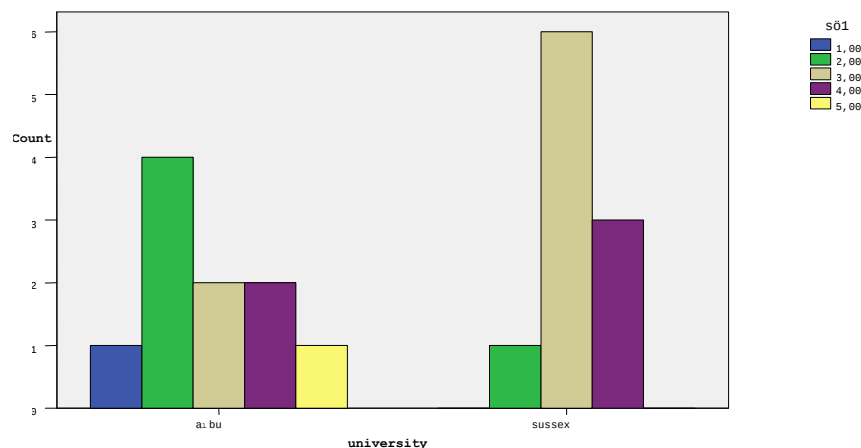


Figure 1: Fluency or Accuracy

The vast majority (S2: 70% from AIBU and 90% from Sussex University) of the instructors see students as being centre of knowledge transmission which means that they choose learner-centred teaching style.

Table 4: Learner-centered or Teacher-centered

University		Frequency	Percent
AIBU	2,00	2	20,0
	3,00	1	10,0
	4,00	6	60,0
	5,00	1	10,0
	Total	10	100,0
Sussex	2,00	1	10,0
	4,00	8	80,0
	5,00	1	10,0
	Total	10	100,0

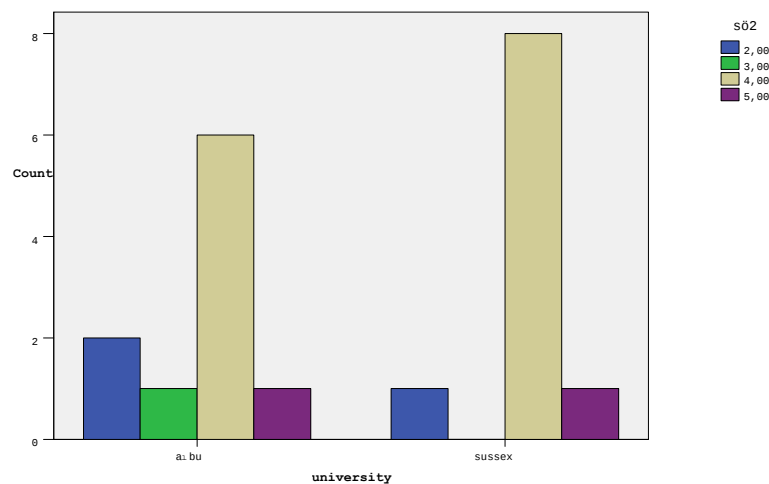
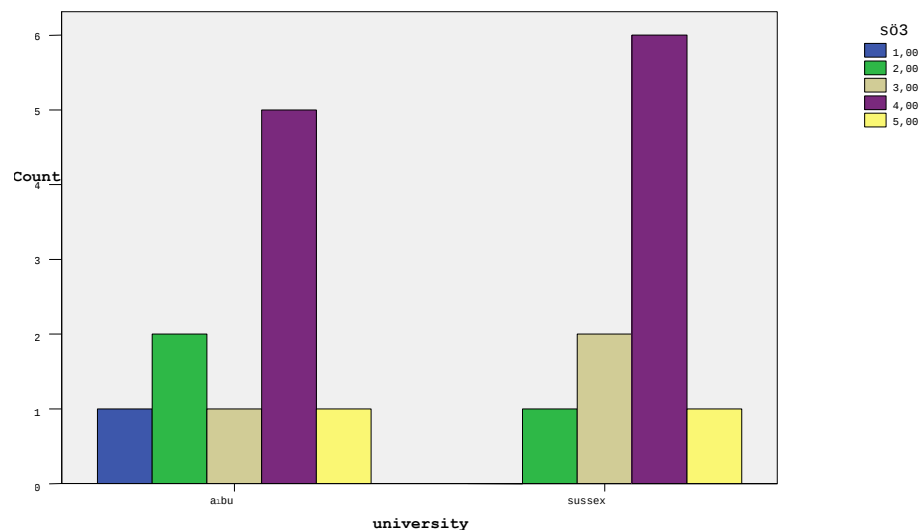


Figure 2: Learner-centered or Teacher-centered

The response to statement 3 and 4, the vast majority again (60% from AIBU and 70% from Sussex University) believe in an inductive approach through “struggling to communicate” which is presumably seen as being achieved through use of role play games etc. (S4: 50% from AIBU and 70% from Sussex University).

Table 5: Deductive or inductive approach

University		Frequency	Percent
AIBU	1,00	1	10,0
	2,00	2	20,0
	3,00	1	10,0
	4,00	5	50,0
	5,00	1	10,0
	Total	10	100,0
Sussex	2,00	1	10,0
	3,00	2	20,0
	4,00	6	60,0
	5,00	1	10,0
	Total	10	100,0

**Figure 3: Deductive or inductive approach****Table 6: The importance of role play/games/ group or pair work instead of explicit teaching structures.**

University		Frequency	Percent
AIBU	2,00	4	40,0
	3,00	1	10,0
	4,00	5	50,0
	Total	10	100,0
Sussex	2,00	2	20,0
	3,00	1	10,0
	4,00	5	50,0
	5,00	2	20,0
	Total	10	100,0

The response to statement 6 shows that the instructors of both universities don't agree that the notion that CLT places speaking above other skills which means that it is not universally accepted (60% from AIBU and 60% from Sussex University).

Table 7: The place of Speaking Skills.

University		Frequency	Percent
AIBU	1,00	2	20,0
	2,00	3	30,0
	3,00	3	30,0
	4,00	2	20,0
	Total	10	100,0
Sussex	2,00	2	20,0
	3,00	6	60,0
	4,00	2	20,0
	Total	10	100,0

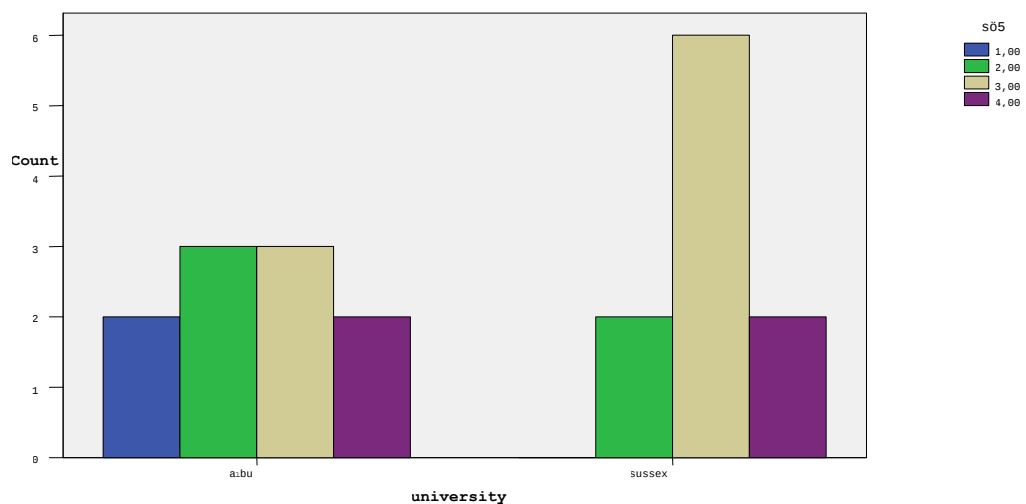
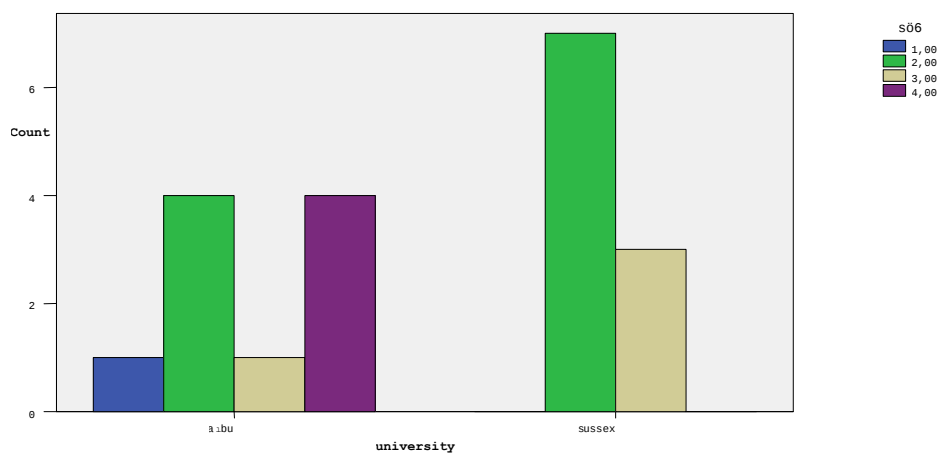


Figure 4: The place of Speaking Skills.

While the 40% instructors of AIBU disagree that the teacher should not correct the students' mistakes at all unless they cause communication breakdown, the 40% instructors agree this statement. On the other hand, the 70% instructors of Sussex University disagree about this statement. This shows that views on error correction are varied.

Table 8: Correcting the students' mistakes

University		Frequency	Percent
AIBU	1,00	1	10,0
	2,00	4	40,0
	3,00	1	10,0
	4,00	4	40,0
	Total	10	100,0
Sussex	2,00	7	70,0
	3,00	3	30,0
	Total	10	100,0

**Figure 5: Correcting the students' mistakes**

The response to statement 7 shows that the role of authentic material is widely recognised because the vast majority of the instructors of both universities (60% instructors of AIBU and 40% instructors of Sussex University) agree on the importance of authentic materials.

Table 9: The place of Authentic Material.

University		Frequency	Percent
AIBU	2,00	1	10,0
	3,00	3	30,0
	4,00	6	60,0
	Total	10	100,0
Sussex	1,00	1	10,0
	2,00	3	30,0
	3,00	2	20,0
	4,00	4	40,0
	Total	10	100,0

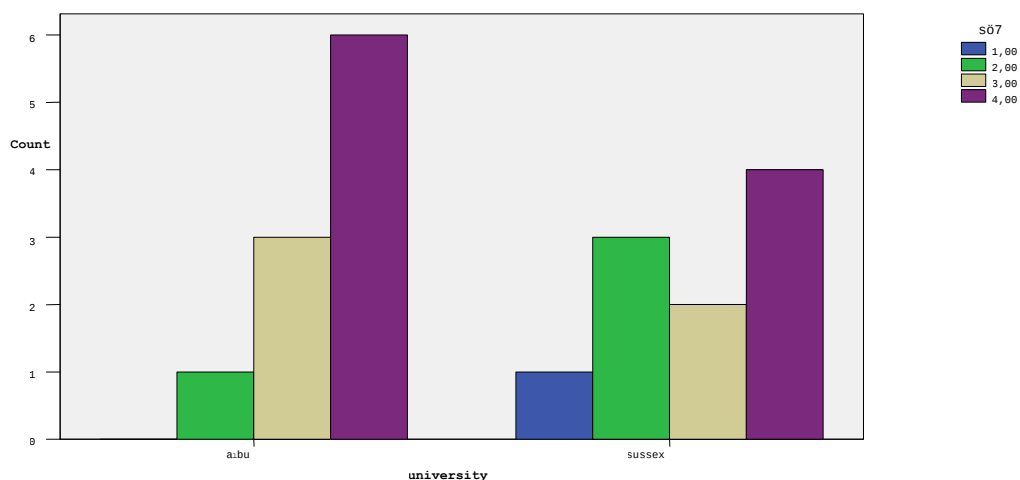


Figure 6: The place of Authentic Material.

The vast majority of the instructors (90% from AIBU and 100% from Sussex University) agree that language tasks should be meaningful and purposeful which is very important for CLT approach.

Table 10: Language tasks should be meaningful and purposeful

University		Frequency	Percent
AIBU	2,00	1	10,0
	4,00	6	60,0
	5,00	3	30,0
	Total	10	100,0
Sussex	4,00	2	20,0
	5,00	8	80,0
	Total	10	100,0

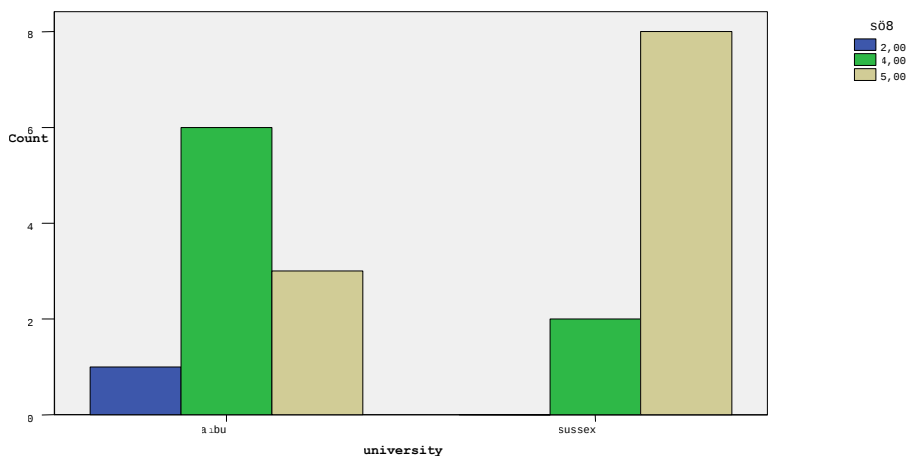


Figure 7: Language tasks should be meaningful and purposeful

The vast majority of the instructors (80%) of Sussex University think that CLT is an effective approach for their students; the instructors of AIBU (40%) neither agree nor disagree on this statement.

Table 11: CLT is an effective or ineffective approach for their students

University		Frequency	Percent
AIBU	,00	1	10,0
	2,00	3	30,0
	3,00	4	40,0
	4,00	2	20,0
	Total	10	100,0
Sussex	2,00	1	10,0
	3,00	1	10,0
	4,00	5	50,0
	5,00	3	30,0
	Total	10	100,0

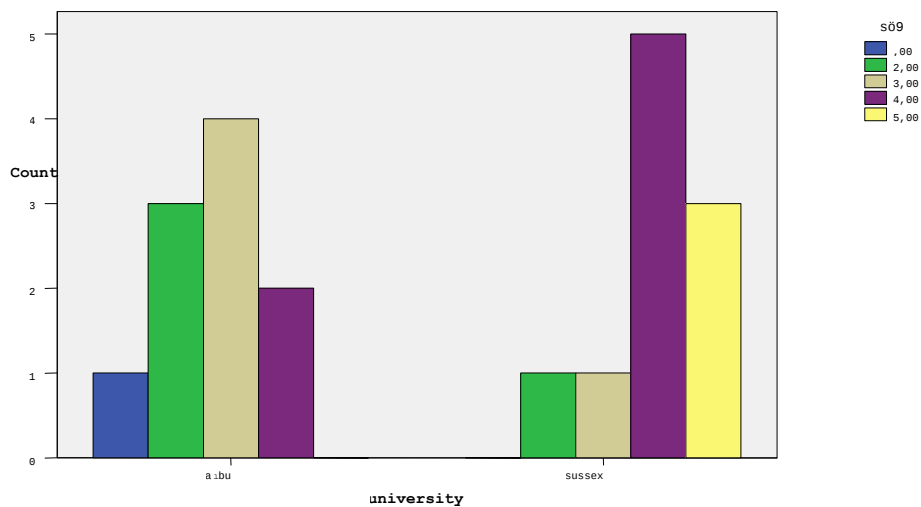


Figure 8: CLT is an effective or ineffective approach for their students

Part 1 generally indicates an understanding of what CLT is and the instructors from both universities generally have the same idea for CLT.

4.3. Findings about the Research Question 4

Part 2 explores issues surrounding its implementation. In response to question four every instructor of AIBU (100%) reported finding problems when implementing CLT in their classroom; on the other hand, half of the instructors of Sussex University reported finding problems and half of the instructors reported not finding problems when implementing CLT in their classroom.

“Is there a significant difference among the teachers’ at AIBU and Sussex University problems about CLT?”. The answer to this question was given by Chi-square Test. Whether there is a significant difference between the instructors’ (of AIBU and Sussex University) opinions can be seen by the help of Chi-square test. ($p < 0,05$ means there is a significant difference). As can be seen in table 13 below there are some significant differences between AIBU and Sussex University instructors’ problems with CLT for this part of the survey was found, like; Part 2: Question 4.7., 4.8., But as it was said before, the instructors of Sussex University don’t have any problems; whereas, half of the instructors of AIBU have some problems which means that there is a significant differences between two universities’ instructors because for the question 4 in Teacher questionnaire $p < 0,005$.

Table 12: Whether there is a significant difference among the teachers’ views at AIBU and Sussex University about CLT.

Pearson Chi-Square	Value	Df	Asymp. Sig.
Part 2: Question 4	7,246(a)	3	,002
Part 2: Question 4.1.	6,147(a)	3	,105
Part 2: Question 4.2.	6,376(a)	3	,095
Part 2: Question 4.3.	9,947(a)	3	,019
Part 2: Question 4.5.	1,955(a)	3	,582
Part 2: Question 4.6.	,743(a)	3	,863

Part 2: Question 4.7.	13,016(a)	3	,005
Part 2: Question 4.8.	14,048(a)	3	,003
Part 2: Question 4.9.	2,561(a)	3	,464
Part 2: Question 4.10.	11,209(a)	3	,011

The problems, as the table below indicates, are varied but mainly relate to the level of students, to their responsibility and their learning styles. Class size, time of the period of lessons and, to lesser extent, the demands of the examination system are also significant.

Table 13: Problems implementing CLT according to AIBU instructors.

<i>Percentage</i>	<i>Problems</i>
70%	1. The students' English proficiency level is too low.
70%	2. Class size is too big.
100%	3. Time is limited.
0%	4. The students' responsibility is low.
10%	5. The students are not comfortable with CLT.
50%	6. The examination format is not totally CLT-based.
10%	7. The students need accuracy rather than fluency.
80%	8. Material does not facilitate CLT implementation.
40%	9. You are not clear what CLT expects you to do.
100%	10. You are not ready to give up your authoritative role.
0%	11. You mind if your students question or challenge your knowledge.

Table 14: Problems implementing CLT according to Sussex University instructors.

<i>Percentage</i>	<i>Problems</i>
40%	1. The students' English proficiency level is too low.
10%	2. Class size is too big.
20%	3. Time is limited.
0%	4. The students' responsibility is low.
0%	5. The students are not comfortable with CLT.
20%	6. The examination format is not totally CLT-based.
0%	7. The students need accuracy rather than fluency.
0%	8. Material does not facilitate CLT implementation.
10%	9. You are not clear what CLT expects you to do.
30%	10. You are not ready to give up your authoritative role.
0%	11. You mind if your students question or challenge your knowledge.

When asked to elaborate on problems or offer other limitations, the vast majority instructors of AIBU reported that;

- 1- CLT is not suitable for their students.
- 2- The students should have some level in order to push them to communicate in the target language.
- 3- Without knowing some structures, the students cannot make any progress no matter how hard you try to encourage them to express their ideas.
- 4- This method may work well with smaller classes.
- 5- It causes some problems when it is used at beginner level.
- 6- Due to some factors, such as time, syllabus or the unwillingness of the students, using these techniques practically can be impossible.
- 7- As all their students are Turkish, their mother-tongue causes a problem.
- 8- Sometimes students' attitudes towards communicative activities make you reluctant.

- 9- The exam their students are supposed to prepare for requires accuracy rather than fluency; so students focus on grammar and feel better if they teach them the rules.
- 10- The motivation is low.
- 11- Their students' background is not suitable for CLT. Generally, they are taught English by using Grammar Translation Method. So they are not comfortable with CLT.
- 12- Their students aim is to pass the proficiency exam not to communicate.

When asked to elaborate on problems or offer other limitations, the vast majority instructors of Sussex University reported that;

- 1- With younger learners it is difficult (but not impossible) to find a balance between discipline + CLT.
- 2- Many formal examinations (especially the Cambridge ones) use a very formal Grammar translation method of testing; so, when preparing for those exams they use less CLT methodology.

4.4. Findings about the Research Question 5

Part 1 of the questionnaire (Appendix C) explores learning styles and asks students to indicate whether certain statements are true or false for them.

The response to statement 1 shows that the vast majority of Abant Izzet Baysal students (70%) expressed a preference for fluency over accuracy; on the other hand, the vast majority of Sussex University students (54%) expressed a preference for accuracy over fluency.

Table 15: Fluency or Accuracy according to students.

Group		Frequency	Percent
AIBU Students	1.00	15	30.0
	2.00	35	70.0
	Total	50	100.0
Sussex Students	1.00	27	54.0
	2.00	23	46.0
	Total	50	100.0

The response to statement 2 shows that many students (74% from AIBU and 72% from Sussex University) have no problems with loss of face which means that they don't lose face, feel embarrassed and afraid of being called stupid by their peers and teacher if they make a mistake or ask a question in the classroom.

Table 16: Problems with loss of face

Group		Frequency	Percent
AIBU Students	.00	2	4.0
	1.00	11	22.0
	2.00	37	74.0
	Total	50	100.0
Sussex Students	.00	1	2.0
	1.00	13	26.0
	2.00	36	72.0
	Total	50	100.0

The response to statement 3 shows that many students (52% from AIBU and 68% from Sussex University) are not shy and they have no problem while they are speaking in front of the class.

Table 17: Problems with shyness.

Group		Frequency	Percent
AIBU Students	.00	4	8.0
	1.00	20	40.0
	2.00	26	52.0
	Total	50	100.0
Sussex Students	1.00	16	32.0
	2.00	34	68.0
	Total	50	100.0

The response to statement 4 shows that many students (58% from AIBU and 76% from Sussex University) don't believe that it is impolite to disagree with their teacher if they have a good reason.

Table 18: Problems with a reluctance to question the teacher.

Group		Frequency	Percent
AIBU Students	.00	2	4.0
	1.00	19	38.0
	2.00	29	58.0
	Total	50	100.0
Sussex Students	.00	1	2.0
	1.00	11	22.0
	2.00	38	76.0
	Total	50	100.0

While the students of AIBU (74%) prefer to listen their teacher and follow the textbook and want their teacher to explain the content explicitly giving them examples which means that there is an overwhelming preference for deductive teacher-centred learning style, the students of Sussex University (62%) prefer to learn through struggling to communicate by their selves which means inductive learner-centred learning style.

Table 19: Deductive or Inductive Learning Style

Group		Frequency	Percent
AIBU Students	.00	2	4.0
	1.00	37	74.0
	2.00	11	22.0
	Total	50	100.0
Sussex Students	1.00	19	38.0
	2.00	31	62.0
	Total	50	100.0

The response to statement 6 shows that the vast majority of the students of both universities (94%) prefer their teacher to explain the content explicitly giving them examples.

Table 20: Explaining the content explicitly giving examples

Group		Frequency	Percent
AIBU Students	1.00	47	94.0
	2.00	3	6.0
	Total	50	100.0
Sussex Students	1.00	47	94.0
	2.00	3	6.0
	Total	50	100.0

Moreover, the vast majority of the students (86%) of both universities want their teacher correct their errors.

Table 21: Correcting students' errors

Group		Frequency	Percent
AIBU Students	1.00	43	86.0
	2.00	7	14.0
	Total	50	100.0
Sussex Students	1.00	43	86.0
	2.00	7	14.0
	Total	50	100.0

4.5. Findings about the Research Question 6

Part 2 of the questionnaire was designed to explore student opinions about key CLT assumptions (numbers 8-14) in relation to teaching.

Statement 8 shows that majority of both universities (52% from AIBU and 68% from Sussex University) recognise the notion of the teacher as a “facilitator” and the student as “generator of knowledge”.

Table 22: The teacher as a “facilitator” and the student as “generator of knowledge”.

Group		Frequency	Percent
AIBU Students	1.00	5	10.0
	2.00	9	18.0
	3.00	10	20.0
	4.00	17	34.0
	5.00	9	18.0
	Total	50	100.0
Sussex Students	1.00	4	8.0
	2.00	3	6.0
	3.00	9	18.0
	4.00	28	56.0
	5.00	6	12.0
	Total	50	100.0

For statement 9, the students of AIBU (58%) don't agree about an emphasis on a student-based struggle to communicate, listen, speak, read and write without enough grammatical and lexical knowledge; on the other hand, the students of Sussex University (40%) neither agree nor disagree to this statement.

Table 23: A Student-based struggle to communicate.

Group		Frequency	Percent
AIBU Students	1.00	6	12.0
	2.00	23	46.0
	3.00	12	24.0
	4.00	6	12.0
	5.00	3	6.0
	Total	50	100.0
Sussex Students	1.00	2	4.0
	2.00	11	22.0
	3.00	20	40.0
	4.00	13	26.0
	5.00	4	8.0
	Total	50	100.0

Statement 10 shows that the majority of the students of AIBU (36%) neither agree nor disagree on spending a lot of time on language tasks such as role play/ games/ group and pair works instead of teaching grammar and vocabulary; while, the

majority of the students of Sussex University (46%) agree that the teacher should spend a lot of time on language tasks.

Table 24: Spending time on Language tasks.

Group		Frequency	Percent
AIBU Students	1.00	3	6.0
	2.00	13	26.0
	3.00	18	36.0
	4.00	12	24.0
	5.00	4	8.0
	Total	50	100.0
Sussex Students	1.00	1	2.0
	2.00	9	18.0
	3.00	17	34.0
	4.00	18	36.0
	5.00	5	10.0
	Total	50	100.0

Statement 11 shows that the majority of the students of AIBU (54%) and Sussex University (44%) agree on focusing on speaking skills which is the most important skill for CLT.

Table 25: The importance of Speaking Skills.

Group		Frequency	Percent
AIBU University	.00	2	4.0
	1.00	7	14.0
	2.00	12	24.0
	3.00	10	20.0
	4.00	17	34.0
	5.00	2	4.0
	Total	50	100.0
Sussex University	1.00	6	12.0
	2.00	10	20.0
	3.00	12	24.0
	4.00	17	34.0
	5.00	5	10.0
	Total	50	100.0

Statement 12 shows that not only the students of AIBU (76%) but also the students of Sussex University (72%) agree that the teacher should use authentic materials all the times which is important for CLT teaching.

Table 26: The Importance of Using Authentic Materials.

Group		Frequency	Percent
AIBUStudents	1.00	2	4.0
	2.00	5	10.0
	3.00	5	10.0
	4.00	19	38.0
	5.00	19	38.0
	Total	50	100.0
Sussex Students	2.00	4	8.0
	3.00	10	20.0
	4.00	27	54.0
	5.00	9	18.0
	Total	50	100.0

For statement 13, while the majority of the students of AIBU (32%) have no idea about the teacher should use language that has the same speed, same accents, slang etc as native speakers (I think this because they have no native speaker instructors so they couldn't understand the importance of this), the students of Sussex University (42%) know the importance of native speaker instructors.

Table 27: The importance of native speaker instructors.

Group		Frequency	Percent
AIBU Students	1.00	8	16.0
	2.00	11	22.0
	3.00	16	32.0
	4.00	12	24.0
	5.00	3	6.0
	Total	50	100.0
Sussex Students	1.00	2	4.0
	2.00	8	16.0
	3.00	18	36.0
	4.00	19	38.0
	5.00	3	6.0
	Total	50	100.0

According to statement 14, both groups of the students (72% from AIBU and 90% from Sussex University) want their teacher engage them to practise meaningful and purposeful language tasks which is the aim of CLT.

Table 28: The importance of meaningful and purposeful language tasks.

Group		Frequency	Percent
AIBU Students	.00	1	2.0
	1.00	1	2.0
	2.00	4	8.0
	3.00	8	16.0
	4.00	21	42.0
	5.00	15	30.0
	Total	50	100.0
Sussex Students	3.00	5	10.0
	4.00	32	64.0
	5.00	13	26.0
	Total	50	100.0

4.6. Findings about the Research Question 7

“Is there a significant difference between the students’ point of view (of AIBU and Sussex University) about CLT? “. As illustrated in the table below, the data revealed by Chi-square Test shows that their learning styles are nearly same (there is a significant difference if $p < 0.05$). Only the difference in Part 1 – Questions 5, 6 and 7 are significant. On the other hand, their teachers’ ways while implementing CLT are different except Question 16-10.

Table 29: Whether there is a significant difference among the students’ views at AIBU and Sussex University about CLT.

Pearson Chi-Square	Value	Df	Asymp. Sig. (2-sided)
Part 1: Question 1	5,911(a)	2	0,15
Part 1: Question 2	,514(a)	2	,773
Part 1: Question 3	5,511(a)	2	0,64

Part 1: Question 4	3,676(a)	2	,159
Part 1: Question 5	17,310 (a)	2	,000
Part 2: Question 15	10,677(a)	2	0,05
Part 2: Question 16-8	60,167(b)	1	,002
Part 2: Question 16-9	27,429(b)	1	,001
Part 2: Question 16-10	5,844(b)	1	,016
Part 2: Question 16-11	20,370(a)	2	,000
Part 2: Question 16-12	10,240(b)	1	,001
Part 2: Question 16-13	15,429(b)	1	,000
Part 2: Question 16-14	12,703(b)	1	,000

The response to question 15 shows that although 72% of students of AIBU have chosen the “Yes” part, as it shown in table 27, only 1 student has chosen statement 8 (2%), 3 students have chosen statement 9 (6%), 16 students have chosen statement 10 (32%), 4 students have chosen statement 11 (8%), 17 students have chosen statement 12 (34%), 6 students have chosen statement 13 (12%), and 24 students have chosen statement 14 (48%). On the other hand, 88% of students of Sussex University have chosen The “Yes” part. 39 students have chosen statement 8 (78%), 27 students have chosen statement 9 (54%), 28 students have chosen statement 10 (56%), 24 students have chosen statement 11 (48%), 33 students have chosen statement 12 (66%), 24 students have chosen statement 13 (48%), and 41 students have chosen statement 14 (82%).

Table 30: Describing the ways their teacher teaches them.

Group		Frequency	Percent
AIBU Students	.00	1	2.0
	1.00	36	72.0
	2.00	13	26.0
	Total	50	100.0
Sussex Students	.00	4	8.0
	1.00	44	88.0
	2.00	2	4.0
	Total	50	100.0

Table 31: Teaching ways of AIBU Instructors.

Statement no.	Percentage %
8	2%
9	6%
10	32%
11	8%
12	34%
13	12%
14	48%

Table 32: Teaching ways of Sussex University Instructors.

Statement no.	Percentage %
8	78%
9	54%
10	56%
11	48%
12	66%
13	48%
14	82%

4.7. Findings about the Interviews

Mackay (as cited in Jordan, 1997) suggests that interviews can serve as a useful support for questionnaires when certain issues need clarification. For those reasons, I asked some questions to the heads of departments of the two universities.

The interviews had four questions. These are;

- 1- What is Communicative Language Teaching? In CLT, are grammatical rules important?
- 2- According to you, what is the most important advantage of CLT?
- 3- What is the most important disadvantage of this method?
- 4- Do you prefer using CLT in your classroom? Why/Why not? What is the most important difference of CLT from other approaches?

I talked with Instructor A of Sussex University and Instructor B of AIBU. For the question 1, Instructor A said that;

CLT is a focus on language as communication: language learning rather than learning about language. It can therefore be any skill, eg. communicative writing. Yes, grammatical rules are important for accurate communication. They might be taught indirectly through CLT.

Instructor B said that;

CLT focuses on function rather than form, for this reason accuracy is secondary to conveying the message. Fluency is more important. In this method, students have to use the language productively and receptively that's why authentic language comes to into being.

As it can be understood both of the instructors' definitions are the same which is in the introduction part. They know what the important things are for CLT.

The response to question 2, Instructor A said;

Maintaining interest and motivation. Students can see the value of it. Teachers choose the context that are relevant to them.

Instructor B said;

In this method, students play an active role during the teaching process. The techniques used are student-centered such as group, pair work, using authentic materials and information gap.

Briefly, both of the instructors think that learner must be in the centre of the teaching process.

For question 3, Instructor A answered this question;

Some students, depending on their background, actually want grammar classes. They do not take lessons seriously when they are taught through CLT.

Instructor B answered this question;

If the teachers' teaching styles are grammar based they can't adapt these techniques to their lessons. This may be a disadvantage.

Both of the instructors agree that if their students want a grammar lesson, it causes a problem.

The response to question 4, Instructor A said that;

Yes, I prefer using this approach in my classroom. Because I think it is effective (compare 2). In CLT, the focus is on communication. When I learned French at school, the Grammar Translation Method was used as a language teaching approach. So, I could read and write well, passed exams well but could not communicate effectively and still cannot.

Instructor B said that;

*Yes, I prefer CLT in my classes because I believe that students must be in the learning process and this method helps it.
First, communicative competence became the aim of the course with this method
This is the most important difference from other approaches.*

Both of the instructors agree that by the help of this method not only the students can read and write well, but also they can communicate effectively. As a conclusion, it can be said that Instructor A and Instructor B have the same idea about CLT.

CHAPTER V

CONCLUSION

5.1. Summary of the Study

The focus of this study was on comparing and examining instructors' and students' attitudes towards "communicative language teaching, CLT" in Abant Izzet Baysal University, Turkey and Sussex University, UK. Moreover, it gives a chance to understand the instructors' and students' view of CLT in Abant Izzet Baysal University, Turkey and Sussex University, UK. This study based on two types of questionnaires, one for students and the other for instructors and an interview were used. The survey was answered by 50+50 students of Sussex University, UK and Abant Izzet Baysal University, Turkey and by 10+10 instructors of Sussex University, UK and AIBU, Turkey. The interview was conducted to the heads of the departments in order to be able to see their opinions about CLT.

This survey was analyzed using the statistical technique. The instructors' survey questions can be categorized in two parts: part1; is about the conception of Communicative Language Teaching, and part2 is about Communicative Language Teaching Implementation and the students' survey questions can be categorized three parts: part1 is about their learning style, part2 is about what they are waiting from a learning a foreign language process and the last part is about how much their instructors used CLT in their teaching process. The question whether there is a significant difference between Sussex University, UK and Abant Izzet Baysal University in terms of the instructors' and the students' opinions about Communicative Language Teaching on using the survey mentioned above.

The findings of this study revealed that there is a significant difference between Sussex University, UK and Abant Izzet Baysal University, Turkey. The students and the instructors at Sussex University are comfortable while using CLT,

on the other hand, the instructors at AIBU claim that they have some problems while using CLT in their teaching process.

5.2. Discussion of the findings

All of the instructors of Sussex University use Communicative Language teaching in their classrooms. Moreover, most of them agree that they have no problems while using CLT. I think this is because they have 8-9 students in their classrooms, moreover generally they are from different countries so they can't use their mother tongue and they have to use target language.

When I was at Sussex University, I observed the teachers who used Communicative Language Teaching in their classrooms. They thought that in language classrooms, the aim was communication and without communication, students couldn't learn English. According to them, in CLT, Student Talking Time must be higher than Teacher Talking Time, so pair work, group work, asking concept checking questions, and production part were very important.

They used the technique of PPP –Presentation, Practice, and Production-.In presentation stage; they drew out what students know about the target language items and then clearly presented the items, using pictures, black/whiteboard, mime, realia, stories, texts, tapes, video, computers, television etc.

Practice stage followed on automatically from the Presentation stage. This was where the students did more extensive practice, often in pairs. This gave the students plenty of opportunity to use the target language. This was the chance for students to practice the language in a well-structured environment, thus allowing emphasis to be placed on accuracy.

The last stage was Production. During this stage of the lesson, students worked in pairs, small groups or occasionally as a whole class, and were given a less

tightly controlled activity through which they could practise the new language, or integrate it into existing language skills. These activities often took place the form of a role-play, game, discussion, survey, etc. Here the teacher monitored the activity in a less obvious way, and only intervened if communication broke down completely. A review of errors relating to the target language could be given at the end of the class, allowing the students the chance to self-correct.

Overview to a PPP lesson

- Presentation stage: what elements should be included:
 - Context setting
 - Eliciting TL
 - Drilling
 - Checking
 - Boarding
- (Controlled) Practice stage: brainstorm activity types:

gap fills	drills/Substitution drills
info gaps	bingo
controlled role play	crosswords
pelmanism	quiz
questionnaire	interview
picture dictation	spot the differences
word games – alphabet game	jumbled sentences
matching games	definitions/synonyms/antonyms
- Production: brainstorm activity types:
 - discussions
 - simulations
 - personalization
 - debates

role plays
 presentations
 authentic materials

By the help of this technique, they used Communicative Language Teaching. Moreover, their syllabus wasn't as intensive as our syllabus. So, they could give enough importance to communication activities.

On the other hand, the instructors of AIBU have knowledge about CLT but they can't use this in their classrooms exactly because the most important problem is the students' mother tongue. Moreover the classroom size affects using CLT and some students, depending on their background, actually want grammar classes. They do not take lessons seriously when they are taught through CLT. In addition to them time is too limited for the heavy syllabus. They want the students to learn the English in a detailed way but in a short time.

Not only the instructors of Sussex University but also the instructors of AIBU have knowledge about CLT and they try to use it in their classrooms. But, the instructors of Sussex University can use it appropriately; on the other, the instructors of AIBU have some problems while using CLT. So, as it can be understood from Part 2 - Teacher Questionnaire, there is a significant difference between two universities. Most of the Sussex University's instructors said that they have no problems while using CLT in their classrooms; while, all of the instructors of AIBU said that they have problems while using CLT in their classrooms.

The students of Sussex University want a lesson which is learner-centred. They want their teacher to elicit the rule from themselves. They want to practice meaningful and purposeful language tasks which mean that they want to engage daily life language. On the other hand, the majority students of AIBU want to learn English by using Grammar translation method. I think this is because they can't use or practice it outside the classroom so they think that first they must learn grammar then communication.

Whereas the students of AIBU prefer traditional grammar method, because they are comfortable with this method and they do not get used to CLT, the students of Sussex University want to learn English by help of CLT. As it can be understood from the question 15 – Student Questionnaire, there is a significant difference between two universities' students. While the most of the students of Sussex University claimed that their instructors use the statements in the Questionnaire, the most of the students of AIBU claimed that their instructors rarely use these statements in their classrooms.

But not only the students of AIBU but also the students of Sussex University want to learn daily-life language which means English which is useful for them.

5.3. Suggestions for Researchers

Following suggestions have been made for researchers;

- 1- Researchers might work on the relationship between the instructors' experience and using CLT in their classrooms.
- 2- The relationship between learning styles and using CLT preferences is also worth investigating.
- 3- A comparative study between two universities whose mother-tongues are the same might give us an idea about how mother-tongue affects using CLT in teaching process.
- 4- A comparative study between a high school and a primary school might give us an idea about how age affects using CLT in teaching process.

- 5- Further research can also explore in greater depth how the teacher and student factors influence using CLT and how these two factors have an impact on teachers' using CLT.
- 6- Researchers might work on solving the problems while using CLT.
- 7- As the scope of the survey used for the current study is too broad, discrete points might be worked on separately. For example, students' attitude towards "using CLT" or teachers' attitude towards "using CLT".
- 8- Researchers might work on an alternative paradigm. Jacobs and Farrell (2001) comment that "When a paradigm shift takes place, we see things from a different perspective as we focus on different aspects of the phenomena." For example, the paradigm shift proposed, as Bax (2003:280-281) has argued, is to see that aspects CLT are now having a negative effect due to misplaced priorities on what the teacher should do, which draws attention away from the context of teaching and learning.

5.4. Suggestions for Administrations and Teachers

- 1- Some activities, such as conferences, seminars and workshops should be organized in order to provide English teachers with opportunities to learn the latest about Communicative Language Teaching.
- 2- For Abant Izzet Baysal University, the syllabus is too intensive for the students. So the syllabus can be changed.
- 3- The classrooms are too crowded in Abant Izzet Baysal University. So fewer students are useful for language classrooms.
- 4- The examination format can be changed because the format is not totally CLT-based.

5.5. Conclusion

The results of this study revealed that there was a significant difference between the instructors' from Sussex University and the instructors' from AIBU attitudes towards CLT. Whereas the instructors from Sussex University could use CLT appropriately without any difficulties, the instructors from AIBU had some problems while they were using CLT in their classrooms.

Another result was that there was also a significant difference between the students from Sussex University and the students from AIBU. Students of Sussex University were very comfortable while their teachers were using CLT; on the other hand, students of AIBU didn't want their teachers to use CLT all the time because of their background learning style or any other reasons.

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APPENDICES

APPENDIX A

Permission to use the survey:

(4th July)

Dear Jarvis,

I am an instructor at Abant Izzet Baysal University in Turkey. Meanwhile, I am doing my MA degree in ELT department. I have completed my lesson term. Now I have started to write my thesis.

By the way, I am going to Sussex University, Brighton to take TESOL certificate on 23th July.

And my thesis topic is Compare Sussex University and Abant Izzet Baysal University about communicative language teaching.

So can I use the questionnaire in your article, "Shifting paradigms: from a communicative to a context-based approach"?

I am looking forward to hearing from you.

Yours faithfully...

Instructor Bilge METIN

(4th july)

Dear Bilge,

Thanks for your email - but all means make use of the questionnaire, on the the understanding that it will, of course, be fully referenced.

Huw Jarvis <<http://www.freewebs.com/huwjarvis/>>

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(7th November)

Dear Jarvis,

As you can remember, I took permission from you to use your questionnaire about Communicative Language Teaching in my thesis.

My thesis topic is;

THE COMPARISON OF THE VIEW OF "COMMUNICATIVE LANGUAGE TEACHING" IN ABANT IZZET BAYSAL UNIVERSITY, TURKEY AND SUSSEX UNIVERSITY, UK

So is it possible to take out the 18th, 19th, 20th questions from student's questionnaire and the fifth and sixth questions from teacher's questionnaire? Because they are not related to my topic.

Note: It has been referenced.

Bilge METIN

(8th November)

Dear Bilge

Your suggestion is fine by me.

Huw Jarvis <<http://www.freewebs.com/huwjarvis/>>

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APPENDIX B

Teacher Questionnaire

Part 1: Conception of Communicative Language Teaching

1. Briefly define CLT (one or two sentences)

2. Do you use CLT in your teaching? Please put √ .

☐ YES ☐ NO

3. Please put √ in a column that matches your opinion most.

Statements	Strongl y agree	Agree	Neither agree nor disagree	Disagr ee	Strongl y disagree
1. Teaching should focus on fluency rather than accuracy .					
2. The students should be the centre of the knowledge transmission. The teacher should be their facilitator.					
3. The teacher should strongly encourage the students to learn by themselves through struggling to communicate.					
4. The teacher should spend a lot of time on role play/ games/ group and pair work instead of explicitly teaching structures.					
5. The lesson should focus mostly on speaking skill.					
6. The teacher should not correct the students' mistakes at all unless they may cause communication breakdown.					
7. The students should be exposed to authentic language and material all the time.					
8. Language task should be meaningful and purposeful.					
9. CLT is an effective approach for your students.					

Part 2 CLT Implementation

4. Have you experienced any problems when implementing CLT in your classroom?

☐ YES (please go to 4.1 and then to 5) ☐ NO (please go to 5)

4.1 If yes, please tick $\checkmark$ any problems that you find relevant to your situation.

- ☐ The students are not comfortable with CLT.
- ☐ The students need accuracy rather than fluency.
- ☐ The students' English proficiency level is too low.
- ☐ You are not ready to give up your authoritative role.
- ☐ You mind if your students question or challenge your knowledge.
- ☐ The students' responsibility is low.
- ☐ Class size is too big.
- ☐ Time is limited.
- ☐ Material does not facilitate CLT implementation.
- ☐ The examination format is not totally CLT-based.
- ☐ You are not clear what CLT expects you to do.

From 4.1 please feel free to use the space below to give any further explanation for the above choice(s)

Please use the space below to identify any other limitations that prevent you from successfully implementing CLT.

5. I am ☐ British
☐ Turk
☐ American
☐ Other

I have ☐ less than 1 year teaching experience.
☐ 1-5 years
☐ 6-10 years
☐ more than 10 years

APPENDIX C

Student Questionnaire

Part 1: Your Learning Styles

	True	False
Your needs (fluency or accuracy)		
1. You prefer “accurate English” to “fluent but ungrammatical English”		
Your personality		
2. You will loose face, feel very embarrassed and afraid of being called stupid by your peers and teacher if you make a mistake or ask a question in the classroom.		
3. You are shy and you don’t like speaking in front of the class.		
4. You believe that it is impolite to disagree with your teacher even though you may have a good reason.		
Your interaction to your teacher		
5. You prefer to listen and believe your teacher and follow the textbook rather than learning through struggling to communicate by yourself.		
6. You prefer your teacher to explain the content explicitly giving you examples.		
7. You are not satisfied if the teacher does not correct your errors.		

Part 2: Teacher and Teaching

Please put ✓ in a column that matches your opinion most.

Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Who gives the knowledge (Roles of Teachers and Learners)					
8. English you learn from the lesson should be mainly generated from you and your peers as the students are the centre of the knowledge transmission, the teacher is a facilitator helping the students to generate information.					
9. The teacher should force you to learn by yourself through struggling to communicate, listen, speak, read and write without enough grammatical and lexical knowledge.					
Process or Product					
10. The teacher should spend a lot of time on language tasks such as role play/ games/ group and pair works instead of teaching grammar and vocabulary.					

11. The teacher should focus on speaking skill. Listening, reading, writing, grammar and vocabulary are secondary.					
Authenticity					
12. The teacher should use authentic material all the times.					
13. The teacher should use language that has the same speed,same accents,slang etc as native speakers					
14. The teacher should engage you to practice meaningful and purposeful language tasks.					

15. In part 2, from question number 8-14, can any statement describe the ways your teacher teaches you?

- ☐ Yes (please go to 16 and continue to the end)
☐ NO (end of the test)

16. Please tick the box or boxes which matches the ways your teacher teaches.

Statement no.	√
8	
9	
10	
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14	

APENDIX D

Adı - Soyadı:

Öğrenci Anketi

Bölüm 1: Öğrenme Stiliniz

	Doğru	Yanlış
İhtiyacınız (Akıcılık veya Doğruluk)		
1. Doğru İngilizceyi, akıcı fakat dilbilgisi kurallarına uymayan İngilizceye tercih edersiniz.		
Kişiliğiniz		
2. Sınıfta hata yaparsanız veya bir soru sorarsanız, arkadaşlarınız veya öğretmeniniz tarafından aşağılanmaktan korkarsınız, küçük düşersiniz ve utanırsınız.		
3. Utangaçsınız ve sınıfın önünde konuşmayı sevmiyorsunuz.		
4. İyi bir sebebiniz olsa dahi, öğretmeninizle uyuşmamanın kabaca olduğuna inanırsınız.		
Öğretmeninizle iletişiminiz		
5. İngilizceyi, kendi kendinize mücadele edip öğrenmektense, öğretmeninizi dinlemeyi ve ona inanmayı ve ders kitabınızı takip etmeyi tercih edersiniz.		
6. Öğretmeninizin belirgin örneklerle konuyu açıklamasını tercih edersiniz.		
7. Eğer öğretmeniniz hatalarınızı düzeltmezse, bundan hoşnut olmazsınız.		

Bölüm 2: Öğretmen ve Öğretim

Lütfen düşüncenize en uygun kutuya ✓ koyun.

Durumlar	Tamamen Katılıyorum.	Katılıyorum	Ne katılıyorum nede katılmıyorum	Katılmıyorum	Tamamen Katılmıyorum
Bilgiyi veren (Öğretmenin ve Öğrencinin rolü)					
8. Derste öğrendiğiniz İngilizce, öğretim öğrenci merkezli olduğu için, genel olarak sizin ve arkadaşlarınız tarafından üretiliyor, öğretmen ise bu bilgiyi üretmek için öğrencilere yardımcı oluyor.					
9. Yeterli dilbilgisi kuralı ve sözcük bilgisi olmadan, öğretmeniniz sizi konuşturarak kendi kendinize, dinlemeye, konuşmaya, okumaya ve yazmaya zorluyor.					
Süreç veya Ürün					
10. Bir öğretmen kelime ve dilbilgisi öğreteceğine, rol oyunlarına, oyunlara grup ve eşli aktivitelere daha çok zaman harcamalıdır.					

11. Öğretmen konuşma becerilerine odaklanmalı. Dinleme, okuma, yazma, dilbilgisi ve kelime ikinci sırada olmalıdır.					
Gerçeklik					
12. Öğretmen her zaman gerçek materyaller kullanmalıdır.					
13. Öğretmen, yerli konuşmacılar gibi aynı hızda, aynı şiveyle, vb dili kullanmalıdır.					
14. Öğretmen, pratik ve anlamlı konuşmalarla sizi meşgul etmelidir.					

15. İkinci bölümde, 8 den 14. Soruya kadar, herhangi biri öğretmeninizin öğretim tekniğiyle uyuyor mu?

- ☐ Evet (Lütfen 16. Soruya gidin ve sonuna kadar devam edin)
- ☐ Hayır (Anketin sonu)

16. Öğretmeninizin öğretim tekniğiyle uyan durum kutusuna veya kutularına lütfen işaret (✓) koyun.

Durum no.	✓
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9	
10	
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14	

CURRICULUM VITAE

Name & Surname: Bilge METIN

Address: Karamanlı Mah. Yunus Emre Sok. N0: 41/3 14100 BOLU / TURKEY

Birth Place and Date: Bietgheim / Germany – 21.01.1983

Foreign Languages: English and German

Primary School: Özel Yükseliş College

Secondary School: Özel Yükseliş College

High School: Fatih Sultan Mehmet High School

Undergraduate: Gazi University – Faculty of Education
Department of Foreign Languages Education

Graduate: Abant İzzet Baysal University Faculty of Education

Program: English Language Teaching Program

Publications: ---

Work Experience: 2006 - ... : Instructor – Dil-Mer, Abant İzzet Baysal University