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**INVESTIGATING THE CORRELATION BETWEEN IRAQI
TEACHERS' ATTITUDES TOWARD COMMUNICATIVE
LANGUAGE TEACHING AND THEIR SELF-EFFICACY
BELIEFS**

Master's Thesis

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.ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “**INVESTIGATING THE CORRELATION BETWEEN IRAQI TEACHERS’ ATTITUDES TOWARD COMMUNICATIVE LANGUAGE TEACHING AND THEIR SELF-EFFICACY BELIEFS**” prepared by **Huda AL-DOORI**, and supervised by **Assoc. Prof. Dr. Zerrin EREN**, was found successful and unanimously accepted by committee members as Master thesis, following the examination on the date 6.9.2023 .

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ÖZET

IRAKLI İNGİLİZCE ÖĞRETMENLERİNİN İLETİŞİMSEL DİL ÖĞRETİMİNE YÖNELİK TUTUMLARIYLA ÖZ-YETERLİK İNANÇLARI ARASINDAKİ İLİŞKİNİN ARAŞTIRILMASI

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İletişimsel dil öğretimi (CLT), Türkiye, Çin ve Irak gibi ülkelerde İngilizce'yi yabancı dil olarak öğretmek için yaygın olarak kullanılan en yaygın yaklaşım haline geldi. Pek çok dilbilimci ve araştırmacı bu yaklaşıma, özellikle de öğretmenlerin tutumlarına odaklanmıştır, çünkü tutumlar öğretmenlerin davranışlarında önemli bir rol oynamaktadır. Buna bağlı olarak Irak'ta Milli Eğitim Bakanlığı gramer-çeviri yöntemi yerine bunu uygulamak için iletişimsel bir yaklaşıma dayalı bir müfredat geliştirmiştir. Ancak, CLT yaklaşımı hala Iraklı öğretmenler tarafından sınıflarda yeterince uygulanmamaktadır.

Irak okullarında CLT'nin uygulanmasını engelleyen zorlukları incelemek için yürütülen çok sayıda araştırmaya rağmen, öğretmenlerin bu yaklaşıma yönelik tutumlarını inceleyen çok az miktarda veri bulunmaktadır. Bu nedenle, bu çalışma öğretmenlerin CLT'ye yönelik tutumları ile öz-yeterlik inançları arasındaki ilişkiyi incelemektedir. Ayrıca öğretmenlerin CLT yaklaşımına yönelik tutum düzeylerini ve öz-yeterlik inançları düzeylerini ölçmeyi amaçlamaktadır. Projede, Irak'ın Salah Al-Din kentindeki resmi ortaokul ve liselerde çalışan rastgele 255 öğretmen seçildi. Katılımcılardan iki ölçek doldurmaları istendi. İlk ölçek CLT yaklaşımını inceler ve 24 madde içerir. İkinci ölçek, öğretmenlerin öz-yeterlik inançlarını inceler ve 30 maddeden oluşur. Araştırma verilerinin analizinde Pearson korelasyon yöntemi kullanılmıştır. Sonuçlar, öğretmenlerin CLT yaklaşımına yönelik tutumları ile öz-yeterlik inançları arasında istatistiksel olarak anlamlı bir fark olduğunu göstermiştir. Ayrıca bulgular, öğretmenlerin tutum düzeylerinin ortalama düzeyde olduğunu, öğretmenlerin özgüvenlerinin ise ortalamanın biraz üzerinde olduğunu göstermiştir. Öğretmenlerin cinsiyeti, okul türü (kız/erkek okulu) ve öğretmenlerin iş deneyimi açısından öğretmenlerin CLT'ye yönelik tutumları ile yeterlik inançları arasında anlamlı bir ilişki olduğu söylenebilir.

Anahtar Sözcükler: İletişimsel yaklaşım, Öz-yeterlik, Korelasyon, Öğretmenler, Tutumlar.

ABSTRACT

INVESTIGATING THE CORRELATION BETWEEN IRAQI TEACHERS' ATTITUDES TOWARD COMMUNICATIVE LANGUAGE TEACHING AND THEIR SELF-EFFICACY BELIEFS

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Communicative Language Teaching (CLT) has become the most common approach widely used to teach English as a foreign language in countries such as Turkey, China, and Iraq. Accordingly, many linguists and researchers have paid attention to this approach, especially teachers' attitudes, since attitude plays a vital role in teachers' behavior. Accordingly, in Iraq, the Ministry of Education has designed its curriculum based on the communicative approach to apply it instead of the grammar-translation method. However, the communicative approach is still not sufficiently implemented by Iraqi teachers in the classrooms.

Despite many studies conducted to investigate the difficulties that hinder the implementation of CLT in Iraqi schools, there is a minimal number that investigates teachers' attitudes toward this approach. Therefore, this research investigates the correlation between Iraqi EFL teachers' attitudes about CLT and their self-efficacy beliefs. Moreover, the research aims to measure the level of teachers' attitudes about the CLT approach and their levels of self-efficacy beliefs. Accordingly, 255 teachers were randomly chosen from Iraqi public intermediate, high schools, and secondary schools in Salah Al-din. The participants were required to fill out two scales. The first scale investigates teachers' attitudes toward CLT and involves 24 items. The second scale investigates teachers' self-efficacy beliefs and involves 30 items. Pearson Correlation Coefficient was utilized to analyse the data of the research. The results demonstrated that there is a positive statistically significant difference between teachers' attitudes toward the CLT approach and their self-efficacy beliefs. In addition, the findings showed that the level of teachers' attitudes are moderate, while teachers' self-efficacy beliefs were slightly more than moderate. It can be concluded that there is a significant correlation between teachers' attitudes toward CLT and their efficacy beliefs in terms of teachers' gender, type of school (school for girls/boys), and teachers' work experience.

Keywords: Communicative approach, Self-efficacy, Correlation, Teachers, Attitudes

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SYMBOLS AND ABBREVIATIONS

CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
ELT	: English Language Teaching
L1	: A Speaker's First Language.
N	: Number
S.D	: Standard Deviation
Sig	: Significance
F	: F-ratio
DF	: Degrees of Freedom

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1. INTRODUCTION

This chapter presents the background of the study. In addition, it elaborates on the problems of the study, significance, purpose, research questions, scope, limitations, and terms definitions of the study.

1.1. Background of the Study

With the increased globalisation and the use of the English language as a medium of international communication, English as a foreign language (EFL) has become a widespread field of study nowadays. Accordingly, more concentration has been given to teaching English to non-native learners. Researchers tried to find effective methods that make students reflective and creative so that they can communicate. Therefore, communicative language teaching emerged in the field of language teaching in the 1970s (Nunan, 2003). Communicative Language Teaching (CLT) is an approach which mainly emphasizes teaching English through the interaction between teachers and their learners and between learners themselves, as an aim of teaching. The essential principle of this approach is to use language with meaningful communicative fluency. In other words, this approach concentrates on meaning and fluency over forms and accuracy of language. It emphasizes authentic materials and creative interaction.

In this approach, teachers' role, teachers are considered facilitators of the learning process rather than instructors. However, teachers' attitudes and beliefs are still important. Teachers' attitudes can be one of the main reasons for the discrepancy between teachers' claims and their practices. It plays an essential role in determining teachers' decisions. Karavas-Dokas (1996) argues that teachers' attitudes and theories are determinant factors of teachers' teaching style; they influence teachers' behaviour and what learners learn.

After the war of 2003, the ministry of education in Iraq has paid more attention to English teaching to ensure that Iraqi citizens can cope with the economic and political improvements, because of the foreign companies and organisations that have come to the country for humanitarian and economic reasons. Accordingly, some changes have occurred related to publishing some objectives related to English teaching policies. For instance, in 2013, they decided to teach the English language beginning from grade one rather than grade three in primary schools. Besides, they changed the curriculum from traditional teaching to communicative approach

(Altufaili, 2016). A group of textbooks involving all the levels (from primary to high schools) has been published to involve more communicative activities (listening, speaking, and so on). Moreover, the ministry has started giving training courses for the teachers, which were not given before. These courses are given yearly for EFL teachers to cope with the new curriculum and improve their performance in EFL classrooms. However, Iraqi EFL teachers do not implement communicative language teaching completely, and the role of the teacher is dominated in the classroom (Fattah & Saidalvi, 2019). In other words, traditional teaching prevails in most Iraqi classrooms, especially the grammar-translation method. This method mainly concentrates on teaching grammar and vocabulary besides reading and writing. This means speaking and listening skills are almost ignored.

Besides, very few studies have been conducted in Iraq to examine EFL teachers' self-efficacy beliefs. For instance, Mahdi (2009) investigated teachers' self-efficacy in Iraq. She only investigated teachers' self-efficacy beliefs according to their gender and experience.

It is necessary to mention that all the teachers whose self-efficacy beliefs were investigated in the prior studies have yet to take any training courses since the prior studies were conducted before 2009. The ministry of education started giving training courses to improve EFL teachers after the year 2009. Therefore, teachers' attitudes and, specifically, their self-efficacy beliefs might be affected by these training courses since these courses train teachers about how they teach the course book, which is based on the Communicative Approach.

Some surveys have been conducted in Iraq to investigate teachers' attitudes toward CLT and the difficulties that teachers face in implementing this approach. For instance, Dakhil et al. (2022) conducted a study on 41 EFL teachers to investigate their attitudes toward the communicative approach. However, the investigation was conducted without any variables. In other words, they investigated teachers' attitudes regardless of whether their attitudes differ according to their gender, work experience, the type of school they teach (school for girls/boys), or whether teachers' attitudes are correlated with other factors or not.

Last but not least, there is a lack of studies that investigate the correlation between teachers' attitudes toward CLT and the other variables, such as their self-efficacy beliefs, motivation, or their proficiency level.

1.2. Importance of the Study

Communicative Language Teaching has been examined widely by ELT researchers (Rao, 2002). In the Iraqi teaching context, most studies related to CLT investigated the difficulties that hinder applying the communicative approach in EFL classrooms. However, teachers' attitudes could be the main factor that obstructs using this approach. Rahimi & Mowlaie (2010) assert that teachers' attitudes determine the failure or success of applying different theoretical and practical EFL learning and teaching issues. This means that teachers may not use an approach as it should be used because of their negative attitude toward that approach. Moreover, these attitudes may differ according to different factors such as teacher's experience, gender, and the type of school (School for boys/girls), and most importantly, teacher's attitudes could be correlated with teacher's self-efficacy beliefs. In particular, teachers' self-efficacy beliefs can influence teachers' behaviour and performance.

Besides, this study gives more accurate findings about teachers' attitudes than the former studies since it investigates teachers' attitudes according to teachers' gender, experience, and type of school (school for boys/girls).

Last but not least, this study investigates teachers' self-efficacy beliefs. This investigation is important for two reasons. Firstly, few studies were conducted to investigate Iraqi teachers' self-efficacy beliefs. Teachers' beliefs have an essential influence on teachers' passion, instructional behaviour, and determination (Tschannen-Moran & Hoy, 2001). Secondly, as mentioned above, the previous studies involved teachers who did not take any training courses to improve their teaching process. This study involves teachers taking training courses every year. Therefore, these training courses may influence their self-efficacy beliefs; thus, different findings will be discovered.

1.3. Aim of the Study

This research aims to find out whether there is a correlation between teachers' attitudes toward CLT and teachers' self-efficacy beliefs.

In addition, it aims to investigate teachers' attitudes toward the communicative language teaching approach. Finally, this study aims to assess teachers' self-efficacy beliefs.

1.4. Research Questions

1. What are the levels of English language teachers' attitudes toward CLT?

Sub-question:

- a. Do English language teachers' attitudes toward CLT differ according to gender?
 - b. Do English language teachers' attitudes toward CLT differ according to work experience?
 - c. Do English language teachers' attitudes toward CLT differ according to the type of school they work in (school for boys or school for girls)?
2. What are the levels of English language teachers' self-efficacy beliefs?

Sub-question:

- a. Do the levels of English language teachers' self-efficacy beliefs differ according to gender?
 - b. Do the levels of English language teachers' self-efficacy beliefs differ according to work experience?
 - c. Do the levels of English language teachers' self-efficacy beliefs differ according to the type of school they work in (school for boys or school for girls)?
3. Is there a statistically significant correlation between teachers' self-efficacy beliefs and attitudes toward CLT?

Sub-Questions:

- a. Is there a statistically significant correlation between teachers' self-efficacy beliefs and teachers' attitudes toward CLT in terms of gender?
- b. Is there a statistically significant correlation between teachers' self-efficacy beliefs and teachers' attitudes toward CLT regarding work experience?
- c. Is there a statistically significant correlation between teachers' self-efficacy beliefs and teachers' attitudes toward CLT regarding the type of school they work in (school for boys or school for girls)?

1.5. The Scope and Limitation of the Research

In this study, two scales were used to investigate the correlation between teachers' attitudes toward CLT and self-efficacy beliefs. The participants were 255 EFL teachers chosen from intermediate, high, and secondary public schools in Salah Al-din governorate. The scales were given to the teachers from March to May.

Moreover, the two scales were filled out by the participants after a detailed explanation by the researcher about the two questionnaires and the aims of the study.

Teachers' attitudes may differ according to other variables not investigated in this study, such as teachers' culture and the type of school they teach (Primary, Intermediate, or high schools). Moreover, the number of participants can be more significant in subsequent studies.

1.6. Method of the Study

Quantitative research was conducted to investigate the correlation between Iraqi EFL teachers' attitudes toward CLT and their self-efficacy beliefs. In this research, the participants were selected randomly from Iraqi public schools (secondary, intermediate, and high schools). Teachers were kindly asked to fill out two scales. The first scale investigates teachers' attitudes toward the CLT approach, involves 24 items, 12 related to the Communicative Approach and 12 against the Communicative Approach. The second scale investigates teachers' self-efficacy beliefs and involves 30 items. The questionnaires will be collected and then analysed by the SPSS.

1.7. EFL Teaching Background in Iraq

Generally, teaching English as a foreign language in Iraq is based on the grammar-translation method. The students lack sufficient practices in the different language skills, especially speaking and listening. The grammar-translation method has continued before and after the war (2003), although the curriculum has been changed and designed based on the CLT approach. Besides, the government has started giving training courses for the EFL teachers to train them how they should teach the course books and focus on language skills equally and sufficiently. These training courses are conducted for a week every year. However, these courses are not attended by all EFL teachers. In other words, a teacher only attends some of the training courses because these courses are conducted during the first semester of the study year. Therefore, leaving teaching in the schools to attend these courses is difficult. Accordingly, a maximum of three teachers, out of six or seven teachers, from each school attend these training courses.

The education system in Iraq categorises the schools into primary schools (from 1st grade to 6th grade), intermediate schools (from 7th grade to 9th grade), high schools (from 10th grade to 12th grade), and secondary schools which involve intermediate and high schools grades (from 7th grade to 12th grade).

EFL teachers in Iraq generally graduate from Education College, and some other teachers graduate from the College of Languages (English department) or College of Arts (English department). Moreover, most primary, intermediate, and high schools are separated by gender. Not only schools but also there are some colleges of education that are specified only for females. Accordingly, some female teachers spent their study years with female colleagues only.

1.8. Definitions of Terms

Communicative Approach: Richard & Rodgers (1986) indicate it as an approach based on communicative competence to teach a language and develop procedures to teach the four primary language skills that knowledge the interdependence of communication and language.

Communicative Competence: “functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same (or different) speech community” (Savignon, 1997, p. 272).

Attitude: it refers to the tendency of an individual to react unfavourably or favourably toward an object, person, or subject (Morris & Maisto, 2005). Attitude in teaching context: it can be described as the teacher’s tendency to react favourably or unfavourably toward a particular teaching/ learning issue.

Self-efficacy beliefs: "beliefs in ones capabilities to organise and execute a course of action required producing a given attainment" (Bandura, 1997, p. 3).

Teacher self-efficacy beliefs: teachers’ self-efficacy beliefs mean teachers’ beliefs in their capabilities to organise and apply courses of actions required to successfully fulfil a certain teaching task in a specific context (Bandura, 1997, p. 89)

2. LITERATURE REVIEW

2.1. Historical Background of Language Teaching

Teachers and linguists have been searching for innovative and new approaches and methods to teach English as a foreign or second language since the prior methods were insufficient to enable students to learn English as a foreign language. Accordingly, researchers have attempted to find an appropriate approach to attain effective language learning. Most of the approaches have emerged due to dissatisfaction with prior approaches and theories. Therefore, different language teaching approaches have been introduced based on specific learning theories. The most popular methods and approaches are as follows:

2.1.1. Grammar-Translation Method

It is one of the earliest methods in EFL classrooms. It dominated English language teaching for a long time. Grammar-translation concentrates on understanding the target language's grammar and extensive reading text. This method aims to enable learners to read and translate literature written in a foreign language. Learners are supposed to memorize grammar rules and vocabulary, and thus, they translate sentences to the L1. The main principle of this method is that grammar is taught deductively (the rules are presented and followed by translation practice), and the main focus is to translate sentences and texts accurately. The instructional activities of this method involve translating literary passages, reading comprehension questions, composition, and deductive application rules; they are all facilitated by discussion in the first language (Hilgendrof, 2018). This method is teacher-centred. It means the teacher is the class's authority, and learners are asked to memorize what their teachers say. Gunn (2003) demonstrates that although the grammar-translation method is fruitful for students who learn a language for academic purposes, it is inadequate to make them fluent speakers of the target language. Therefore, this method does not satisfy students who want to develop their speaking skills.

2.1.2. Direct Method

This method emerged in the 1990s because of dissatisfaction with the grammar-translation method. This method insists on using only the target language in the EFL classroom to focus and get used to thinking and learning the EFL. It is modelled on the beliefs related to first language acquisition; it prioritizes teaching a language by listening comprehension since children hear much of a language before

producing speech (Hilgendorf, 2018, p. 3). In other words, learning a foreign language is based on the same method of acquiring a mother language but with contextualized learning.

Besides, this method focuses on conveying meaning directly in the target language through visual aids and demonstration without using the learners' mother tongue. Grammar should be taught inductively, which is one of the principles of the method. Moreover, the instructions are exclusively given in the target language and focus on oral skills (Richard, 2001, p. 3)

The instructional techniques of this method are represented in conversation practice, question-answer patterns, reading aloud, inductive grammar use, dictation, and paragraph writing. In this method, the teachers direct the class activities and keep all learners' participation levels high. Briefly, translation is not allowed in this method. Learners should learn to think in the target language in order to communicate successfully in the target language.

2.1.3. Situational Language Teaching

Palmer and Hornby developed this approach in the 1930s as an alternative to the direct method to improve a more scientific base for teaching English as a foreign language (Roviralta, 2018, P. 4). Situational language teaching is based on the theory of introducing and practicing new language situationally. In addition, Palmer and Hornby developed a language view which argues that situation, context, and meaning have a notable place in language teaching (Richard, 2001). In other words, this approach concentrates on the need to practice a language in meaningful situational-based activities. It concentrates on enabling learners to respond accurately and quickly in speech situations with automatic control of sentence patterns and basic structures.

In addition, it emphasizes using grammar rules and vocabulary accurately to achieve a practical mastery of the four primary language skills. In this method, inductive grammar which means that the rules are presented first and they should be discovered by learners.

Classroom activities are first presented orally to the learners, and then they are given in written form. Teachers encourage oral practices and create situations through orders, stimuli, and questions; they encourage learners to pronounce correctly. Moreover, teachers control the duration of the activities, propose additional

activities, manage the class, and correct learners' errors.

The basic principles of this approach are concentrating on the idea that spoken language has a priority in the teaching process, avoiding mistakes because they cause bad habits among students, and language learning is considered as habit formation.

2.1.4. Audio Lingual Method

It is an oral-based method developed in the 1940s and 1950s due to dissatisfaction with the grammar-translation method. It originated from Bloomfield's technique (informant method) of repetition and memorization of simple patterns of the target language, which considered language as a conditioning process. Language learning was considered an issue of habit formation, responding to particular stimuli (Larsen-Freeman, 2000).

This method concentrates on the morphological (word construction) and phonological (sound) systems and oral skill skills as well (Hilgendorf, 2018). It aims at using the target language automatically and communicatively without stopping to think.

In this approach, the teachers role is to provide learners with models of native speakers and guide learners' behaviour in the target language.

Last but not least, the activities of this approach involve repetition drills, dialogue memorization, backward build-up (expansion) drills, and question-and-answer drills.

2.1.5. Communicative Language Teaching

Situational Language Teaching was the primary British approach, in which language was taught by giving practices to the learners on basic structures in meaningful situation-based activities. However, this approach was criticized by the British Applied linguists, as mentioned above, because they saw the need to concentrate on communicative proficiency more than structure proficiency (Richards & Rodgers, 2001).

Chomsky (1965) drew a distinct line between competence and performance. He asserts that competence consists of the underlying knowledge of the grammatical system. He means "the shared knowledge of the ideal listener-speaker set in a homogenous speech community" (Chomsky, 1965, p. 3). Moreover, he affirms that a language user with underlying knowledge can understand and produce an unlimited set of sentences from a limited set of rules. Performance, on the other hand, indicates as the actual use of a language in a real-life situation (Chomsky, 1965).

Thus, in this sense, competence can also be called linguistic competence.

Most linguists criticized Chomsky's assumptions because they ignore social interaction. For instance, Halliday (1979) argues that Chomsky's view fails to account for the language's social aspects. He argues that the distinction between performance and competence is misleading and unnecessary because it is restricted to the distinction between what language users have been able to describe in grammar and what they have not. Halliday suggests a socio-semantic approach which explains that the semantic network represents a set of alternatives or options, in meaning, that are at the disposal of the speaker-listener (Halliday, 1979). Not only Halliday but also Hymes criticized Chomsky because he found that this distinction between performance and competence needs to be revised in describing language behaviour. Hymes (1972) mentions that linguistic competence theory does not take the differential competence or socio-cultural factors in a heterogeneous speech. He adds that performance cannot reflect competence directly, only in the case of ideal conditions, such as the ideal listener-speaker ideally using language without making mistakes. It cannot be relevant to a linguistic theory for descriptive linguists. Performance includes different variables that are used as linguistic data, such as distractions, memory limitation, errors, and shift of attention (Hymes, 1972).

Hymes considers performance an artful accomplishment, not a flawed representation of the ideal structure. Moreover, Widdowson (1978) distinguishes between two aspects of communicative performance: use and usage. Usage refers to the knowledge of linguistic rules of the language user. On the other hand, use refers to the extent of a language user's ability to use his or her knowledge of linguistic rules for appropriate and effective communication. In addition, he distinguishes between two aspects of meaning: value and significance (Widdowson, 1978). Value signifies the meaning that sentences obtain when they are used to communicate. In contrast, significance is the meaning that sentences are isolated from the specific situation in which they are produced. It means that significance implies sentences with constant meaning regardless of the situation; value implies sentences whose meaning is interpreted according to the situation.

Moreover, Wilkins (1972) contributed to analysing the communicative meanings a language student needs to express and understand. He suggests a notional functional syllabus that consists of two categories: a notional category and a communicative functions category. Notional category signifies concepts of time,

quantity, location, sequence, and frequency. The communicative functions category, on the other hand, signifies offers, requests, denials, and complaints (Wilkins, 1972). Wilkins asserts that the notional functional syllabus should involve three categories of meaning: modal meaning (the attitude and certainty of the speaker), communicative function (requests, compliments, among others, and complaints, and semantico- grammatical meaning (quantity and time) (Richards, 2001, p.37).

However, Brumfit (1984) argues that functions and notions cannot be systematized because there are no means to grade and sequence them. He adds that grammar should be kept as the central pillar of language teaching, and accuracy should be focused on in addition to fluency. Canale and Swain (1980) also emphasized the significance of grammar rules in language use. For instance, people may have a good level of sociolinguistic competence in Canadian French only through their development in their Canadian English competence, but grammatical competence is necessary for them to communicate with a monolingual speaker of Canadian French effectively. Besides, Canale and Swain argue that there is an overemphasis on the role of social behaviour and communicative functions in the selection of grammatical forms and a lack of concentration on the role of transparency and grammatical complexity.

Based on a solid notional basis, British language scholars, curriculum developers, and textbook authors widely acknowledged the communicative approach. CLT approach has been used and extended in the world of second/foreign language teaching since the second part of the 1970s.

2.2. Communicative Competence

As mentioned above, communicative competence does not imply only linguistic knowledge, as Chomsky's view mentions, but also involves the ability to use this knowledge appropriately in a situational context. In other words, people should be able to communicate correctly and appropriately in various contexts to reach communication goals.

After the 1970s, some applied linguists gave more attention to further improvement of the communicative competence concept. For instance, Canale & Swain (1980) formulated four basic components related to the communicative competence:

1. Grammatical competence: It refers to the ability to distinguish the morphological, syntactic, phonological, and lexical features of language and

manage using these features to form words, phrases, and sentences. A language user with grammatical competence is expected to use skills and knowledge to comprehend and express the literal meaning of utterances.

2. Sociolinguistic competence: It refers to the appropriate comprehension of the social context of a language, such as the information they share, the function of interaction, and the participants' role. This competence enables speakers to comprehend appropriately and use language in different sociocultural and sociolinguistic contexts, such as sharing and discussing points of view about cultural issues.
3. Discourse competence refers to the mastery of rules determining how meanings and forms are linked to achieving a meaningful unity of written or spoken texts. Text unity is achieved by coherence in meaning and cohesion in form. Cohesion implies (conjunctions, pronouns, parallel structures, and synonyms) which help to combine utterances and sentences into a structural whole. Coherence implies (progression, the relevance of ideas, repetition, and consistency). With this competence, language users should be able to create, develop, and understand forms of language that are longer than phrases and words, such as letters, stories, and emails.
4. Strategic competence: This competence is represented in the coping strategies used in unfamiliar contexts, with restrictions caused by the lack of knowledge of rules or distractions. It involves avoiding words, repetition, paraphrasing, reluctance, guessing, structures or themes, and style changes. This competence component can enhance communication effectiveness (Canale & Swain, 1980). Strategic competence is different from the other components of communicative competence, in the qualitative sense, in that it is not a type of stored knowledge and involves non-cognitive aspects such as readiness to take risks and self-confidence. In this competence, language users can overcome difficulties when a communication breakdown occurs, such as circumlocution (using a set of words to explain forgotten words).

In brief, grammatical competence is represented in grammatical, cognitive, and skilful competence to demonstrate the literal meaning of speech. Socio-linguistic, on the other hand, refers to ability to express and understand a language in various socio-linguistic contexts. Moreover, discourse analysis related with mastery of the rules that determine how the meanings are related with each other to achieve a

meaningful unity of the written and spoken texts. Finally, strategic competence concerns with coping strategies utilized in unfamiliar contexts. Teachers with strategic competence can use a set of words to explain forgotten and incomprehensible words to his/her students.

Savignon (2002) mentions five characteristics of communicative competence. They are as follows:

1. Communicative competence can be implemented in spoken and written language, by communication with others, or by writing texts to achieve communicative needs.
2. It is a dynamic rather than a constant concept. The appropriate, effective selection and implementation of skills depends on a certain context.
3. It is relative rather than absolute and depends on the participant's cooperation. It means communication or utterances between people are relevant to each other depending on what they say. For example, if a teacher asks learners about letters of the English language, the answers and communication will also be related to the English language letters.
4. It is context-specific. Communicative competence occurs in an unlimited variety of situations. However, it occurs in a specific context. For example, a teacher and his learner communicate about the final examination, so they communicate in the examination context.
5. Communicative competence refers to the presumed underlying ability, whereas performance is the apparent manifestation of this ability.

In the mid-1960s, the model of Canal and Swain was altered by Bachman and Palmer (1996). Bachman and Palmer (1996) assert that communicative competence is affected by different traits of language users, such as topical knowledge, language ability, and their general characteristics. Language ability involves strategic competence and language knowledge. Two crucial components are associated with language knowledge, pragmatic and organisational knowledge. They complement each other to attain communicative language use effectively. Other subcomponents are associated with these two main components: organisational knowledge involves controlling the formal structure of language, i.e., textual and grammatical knowledge. Language users can produce and comprehend written or spoken texts through textual knowledge. Textual knowledge covers the ability to link sentences into texts, i.e.,

rhetorical organisation (developing narrative text, classifications, and description) or conversational organisation (the way of initiating, maintaining, and ending conversations. Finally, grammatical knowledge involves different knowledge, such as morphology knowledge, vocabulary, phonology, and syntax. Language users can recognize and produce grammatically correct sentences.

Pragmatic knowledge, on the other hand, means the ability to interpret and create discourse. It involves sociolinguistic knowledge and functional knowledge.

Sociolinguistic knowledge enables language users to interpret and create suitable utterances in a specific context. Functional knowledge is the pragmatic knowledge to interpret discourse's illocutionary power and express proper language functions.

Strategic knowledge, in this model, involves a set of metacognitive components which involve language users in planning (deciding how to use language components included in the language use process to accomplish the selected task), goal setting (choosing and identifying a set of possible tasks), and assessment of communicative sources (means by which language use context is associated with other aspects of communicative language competence such as topical knowledge). The subcomponents of the two areas of knowledge are listed below:

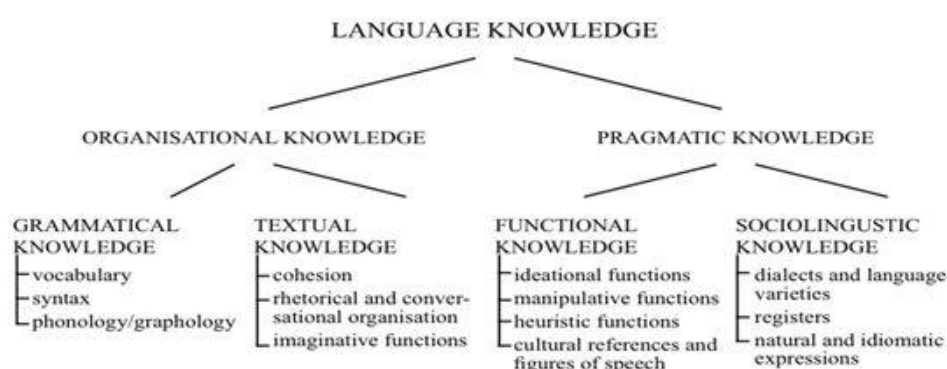


Figure 2. 1. *Language knowledge Areas (Bachman &Palmer, 1996, p.68)*

The model of Canale & Swain is simple; however, it has dominated the field of foreign language learning for more than a decade. The easiness of applying this model could be the main reason for using it by many researchers.

As a comparison between this model and the model of Bachman & Palmer, it can be noticed that the latter is more comprehensive and complex than the former. It

explains the components in a detailed way by mentioning the basic components and the sub-basic components and gives organisational explanations about the components of communicative competence.

2.3. Teachers' Role in the Communicative Approach

EFL teachers' roles are changeable depending on their methods or approaches. For instance, the teacher's role in traditional language teaching is dominant in a class environment that lacks interaction and communication. In the CLT approach, the teacher's role is to facilitate and help learners to learn better. Richard (2006) mentions that teachers as facilitators should create an attractive and exciting environment and allow their students to practice the target language and provide feedback on their performance. Creating an attractive environment can be achieved by applying enjoyable activities, such as projects, games, and role-play. These kinds of activities enable learners to work in a group; thus, they practice authentic negotiation in the target language between them and their teacher and between themselves too. This authentic communication will improve their communicative competence; thus, Learners will be able to express themselves and achieve communication goals.

According to Brown (2007), teachers have three roles in helping their learners to communicate in the target language. Firstly, teachers should diagnose the interests and needs of their learners (diagnosis). Secondly, teachers should plan and select their materials (treatment). Finally, they need to manage the activities during the lesson (monitoring). That means teachers need to check their student's needs to achieve the highest level of aims and choose materials that promote communication and student learning. They must facilitate and monitor the communication process, where learners feel non-defensive, safe, and unthreatened. Teachers provide opportunities for their learners to engage them in context through classroom activities, such as writing, explaining, and giving examples. Teachers are task designers and analysts, whereas learners are negotiators and improvers (Rodgers, 2001). It means that teachers are responsible for creating useful tasks that meet their student's needs, and the learners will communicate and improve the task through communication and performance.

2.4. Attitude and Teachers Attitudes

When people express their attitudes, they refer to their emotions and behaviour. Attitudes are a combination of beliefs, personality, values, motivations, and

behaviours. Charles Darwin used the term attitude conceptually for the first time (Fleming, 1967, as cited in Fleck, 2015). Later, Allport (1935) focused on its importance by asserting that attitude is psychology's most indispensable and distinctive construct. This importance originated from the relationship between people's attitudes and their behaviour. In other words, a person's attitudes have a direct influence on their behaviour, regardless of whether these attitudes are positive or negative.

Attitude is concerned with humans' tendency to act in a certain way due to their temperament and experience (Pickens, 2005, p. 44). It helps an individual to define how she/he sees situations and how she behaves toward an object or situation.

It involves three components: cognitive component, behavioural component, and affective component (Pickens, 2005). The cognitive component means a person's knowledge about a particular situation or one that shapes a person's attitudes. It is the belief or opinion segment on an attitude. Cognitive attitude is concerned with the general knowledge of an individual. For example, a teacher has a negative attitude toward traditional teaching method because he/she knows it is not effective to teach a language. The behavioural component relates to a person's actions about a specific situation or person (De Boer et al., 2011). In the teaching context, it means that if a teacher has a positive attitude towards his/her profession, he endeavours to teach the subject matter to his/her students. For instance, a teacher may repeat the lesson because he/she notes that some of his/her students could not understand, or a teacher may use red in-writing notices on the board to attract his/her students' attention. Finally, the affective component relates to a person's emotions or feelings toward an object or idea (Brekler & Wiggins, 1989). The affective component shows how people negotiate, perceive, and decide on different topics. For example, a learner has positive attitudes toward cooperative learning; therefore he likes to participate cooperatively with his colleagues in the classroom.

Pickens (2005) argues that different social and physical surroundings create different attitudes, and different attitudes result in different social and physical surroundings. For example, different attitudes toward a specific situation or person may come from two individuals because they have different physical and social surrounds. Moreover, an individual may minimize his/her social circle because of his/her negative attitudes toward specific persons.

Pickens adds that attitudes can be influenced through experiences, and they are

possible to measure and change them.

Attitudes play a vital role in teachers' behaviour in language classrooms because they shape the application of an approach or method. In other words, teachers' attitudes determine what students practically learn while faced with a method or approach (Gayle, 1979). They lead to a directive effect for students in all situations and activities that they perform in the classroom. Students may fail to learn a language because the teacher did not expose them to practice the target language correctly or sufficiently.

Teachers' attitudes do not only determine the shape of the application of an approach; they may demotivate learners to learn a language or influence their learning negatively. This is because teachers with negative attitudes toward an approach may not give attention to conducting an approach or method sufficiently and in an enjoyable way.

Although CLT is considered a widespread approach to teaching English as a foreign language, many teachers have a negative attitude toward this approach. Their negative attitudes are associated with different factors. Richards (1996) mentions six factors that influence teachers' attitudes: teachers' experience, established practice, personality factors, principles of the approach, insight based on research principles, and teachers' experience of what works best (pp. 30-31). These factors vary from teacher to teacher; therefore, changing a teacher's attitude is a complex process, because it needs to take the factors into account and every teacher influenced by specific factors.

Last but not least, despite the CLT approach being a learner-centred approach, the teacher's role is still important. However, the teacher will not consider or implement this role well if he/she does not believe in this approach. Therefore, the availability of the factors that enable teachers to apply the CLT approach, such as the time of the lesson, teachers' proficiency, and other factors, is not enough and could be useless unless teachers have positive attitudes toward this approach.

2.5. Self-Efficacy Beliefs

Self-efficacy theoretical groundwork is located in the social cognitive theory, which was developed by Bandura in 1986. The social cognitive theory explains that humans' behaviour, environment, and internal personal factors interact reciprocally to determine humans' functionality (Bandura, 1986). These components interact in triadic reciprocal determinism to create a dynamic functionality where humans

become producers and products of their environment (Pajares, 2002). It means that each component is an interacting determinant of the other components.

Within the socio-cognitive theory framework, the basic regulatory mechanism for human behaviour is their self-efficacy beliefs. Self-efficacy beliefs concentrate on what an individual believes he/she can do with what he/she has under various circumstances. Self-efficacy beliefs are not necessarily related to an individual's skill set; an individual may have a high skill level, but self-doubt may overcome and cause failure in his/her performance (Bandura, 1986).

Bandura (1997) distinguished self-efficacy from other constructs such as self-esteem, outcome expectancies, locus of control, and self-concept. Outcome expectations differ from self-efficacy because outcome expectation focuses on humans' beliefs about their ability to influence certain outcomes. Self-efficacy beliefs, on the other hand, focus on completing an action, not necessarily the result of that action. In other words, humans' self-efficacy beliefs are concerned with the behaviour, whereas the outcome expectations are concerned with the outcome itself; although outcome expectations and efficacy beliefs are most of the time positively correlated, an individual can have a high level of efficacy beliefs for a task with low outcome expectation.

Self-concept is related to humans' image of themselves. It is how an individual perceives his/her attitudes, unique characteristics, and behaviour (Neill, 2005). Besides, self-concept is influenced by the social surroundings of an individual.

Although self-efficacy beliefs and locus of control seem similar constructs, they are concerned with different phenomena (Bandura, 1997). Self-efficacy is a teacher's self-confidence that is associated with teaching tasks and may vary in different situations. Self-efficacy is more specific and context-dependent. On the other hand, the centre of control is concerned with to what extent an individual believes he/she has control over the situations that influence his/her life (Rotter, 1975). It means that an individual with a high level of locus of control means he/she has the ability to control his/her experiences and situations that impact his/her life.

Rotter adds that an individual may have an external or internal locus of control. When an individual has a high locus of control, he/she perceives him/herself as having much personal control over his/her behaviours; therefore, he/she takes responsibility for his/her behaviour. For example, I got a high mark because I studied hard. In contrast, those with a high external locus of control perceive his/her

behaviour as an outcome of external forces. For example, I got a high mark because the examination was very easy.

Self-esteem is also different from self-efficacy beliefs. Self-esteem is concerned with the judgment of self-worth, whereas self-efficacy beliefs are related to the judgment of personal capability (Bandura, 1997). Self-efficacy beliefs predict humans' performance and goals set, and self-esteem influences neither human performance nor personal goals. Self-efficacy beliefs differ from self-esteem, as self-efficacy depends on the person's (teacher's) personal ability to carry out the tasks entrusted to him/her, such as teaching or carrying out classroom and non-classroom activities. It is also related to the specific goals of these tasks, while self-esteem is related to how an individual values and perceives him/herself, and it is also defined as a person's sense of self-worth and appreciation for it.

In the teaching context, teachers' self-efficacy is related to teachers' beliefs about their capabilities to achieve desired learning for their students. Teachers' self-efficacy beliefs can be defined as teachers' beliefs in their capabilities to organise and implement courses of action required to successfully fulfil a certain teaching task in a specific context. (Tschannen et al., 1998).

In addition, teachers' self-efficacy beliefs have prominent roles in different academic outcomes, such as teachers' motivation and achievement. They tend to focus on how to improve their students and meet their needs through applying different useful and enjoyable activities. Tilfarlioglu and Ulusoy (2012) assert that teachers' self-efficacy beliefs have a significant role in influencing the management of the classroom, especially in confronting learners' misbehavior. Teachers with low levels of self-efficacy beliefs get stressed by learners' misbehaviour, which causes strict actions and makes teachers more authoritarian rather than focusing on learners' needs and achievements. On the contrary, teachers with strong beliefs tend to be optimistic, able to manage problems and create a useful and motivational environment for their students.

Besides, they influence teachers' passion, instructional behaviour, and determination (Tschannen-Moran & Hoy, 2001). Teachers with firm self-efficacy beliefs are exposed and curious to learn and apply new methods and ideas; thus, students will be exposed to different activities. Moreover, a high level of teachers' self-efficacy beliefs significantly influences educational planning and organising various activities. They are more persistent in facing difficulties and have a higher

level of organising and planning (Tschannen-Moran et al., 1998). Thus, teachers' self-efficacy beliefs are a theoretical construct shaped by teachers' characteristics, such as his/her teaching experience, gender, and job satisfaction. 2.6. Sources of Self-efficacy Beliefs.

2.6. Sources of Self-Efficacy Beliefs

There are four primary influences on individuals' self-efficacy beliefs: physiological states, mastery experiences, verbal persuasion, and vicarious experiences (Bandura, 1997).

Mastery experiences are the most influential source because they provide realistic information to an individual about his/her ability to do whatever successfully. Successful experiences raise self-efficacy beliefs, and failed experiences decrease them (Bandura, 1997). However, easy tasks and continual external assistance cannot raise a person's self-efficacy beliefs; only complex tasks and little external assistance can do so. When an individual positively carries out a complex task, this will strengthen his self-efficacy beliefs. In contrast, failing a task or challenge will demoralize him/her.

According to Tschannen-Moran et al. (1998), teachers' self-efficacy beliefs are most influenced by mastery experience and the emotional reactions related to the experiences. In actual teaching situations, teachers can assess their capabilities in the tasks and the consequences of the capabilities.

The second source of self-efficacy comes from vicarious experiences. Bandura (1997) argues that modeling from another person is an effective means to enhance an individual's self-efficacy through vicarious experiences. It occurs when a person observes and compares him/herself with someone else modeling a similar task, and this comparison may weaken or enhance his/her efficacy beliefs (Bandura, 1997). In other words, the more closely the person identifies with the performer, the stronger the influence on self-efficacy beliefs. It is also called observational learning because people tend to observe and learn to do a task by observing others' work. This learning will facilitate the required technology that is useful in achieving the desired outcomes. The role of vicarious experiences emerges when an individual has not had sufficient knowledge about work. In the teaching sense, a teacher observes other teachers who are qualified; thus, they can enhance his/her self-efficacy beliefs, whereas observing unqualified teachers can decrease his self-efficacy beliefs

(Tschannen-Moran et al., 1998). This case occurs especially with pre-service teachers when they observe how in-service teachers teach.

Besides, Bandura (1997) asserts that an individual's self-efficacy beliefs can be enhanced when others give verbal judgment toward his/her capabilities for a specific task (verbal persuasion). Bandura asserts that an individual's self-efficacy beliefs enhance when others provide favorable, realistic judgments based on evaluative feedback concerning her/his achievements. Verbal persuasion is considered a slightly weaker source, in comparison with the other sources, in influencing efficacy beliefs. However, words can play a basic role in developing a person's self-efficacy belief. Therefore, persuaders should be careful about negative persuasion. People can strengthen their self-efficacy beliefs by modifying their stress reactions and altering the misinterpretation of their physical states (Bandura, 1997).

In the teaching context, verbal persuasion can be specific or general. It can provide specific feedback on teachers' performance, give information about the nature of teaching, and provide strategies to overcome situational problems (Tschannen-Moran et al., 1998). The role of the general persuasion is more important than the specific one since its influence lasts more than the influence of the specific verbal persuasion.

Physiological arousal is the fourth source of self-efficacy beliefs. This source represents how stress, anxiety, subjective threats, and mood can affect an individual's beliefs. Humans with new task performance their self-efficacy will be demoralized they realise they are observed by someone. Professionalism in a specific task or field may develop the self-efficacy of an individual and decrease the negative influence which comes from this source.

Tschannen Moran et al. (1998) mention that high levels may "impair functioning and interfere with making the best use of one's skills and capabilities" (p.219), while a moderate level of arousal may enhance performance by concentrating on the task. For example, a teacher with a learner who corrects his/her pronunciation may face emotional arousal; thus, it can impact her/his beliefs about her teaching capabilities.

There are other variables that may influence teachers' self-efficacy beliefs: variables of teachers and context (Ross, 1994). Teachers' variables involve their gender, teaching experience, and level of education. Context variables involve collaboration among teachers (sharing ideas, materials, and experiences), group

characteristics (learners' ability to learn, class discipline, and number of learners per class), and teaching level (moderate, basic, and advanced).

2.7. Previous Studies of the Communicative Approach and Self-Efficacy Beliefs

2.7.1. Studies Related to Communicative Approach

In Iraq Sherwani (2014) surveyed 58 secondary school teachers to investigate their attitudes toward CLT and the difficulties that Iraqi non-native EFL teachers face in implementing it. The findings showed that the teachers have positive attitudes toward the CLT, especially the items that are related to group work activities and learners' involvement in the learning process. In addition, Dakhil et al. (2022) conducted a study on Iraqi EFL teachers, students, and supervisors to investigate their attitudes toward CLT. There were 41 teachers who participated in this study. The findings showed that teachers have favourable attitudes toward CLT. Moreover, the group/pair work got the highest level, whereas the quantity and quality of error correction got the lowest level.

In Iran, Jafari et al. (2015) carried out a study on 70 high school teachers to investigate their attitudes toward using the Communicative Approach and the difficulties that hinder its implementation. The findings showed that generally, the participants had a positive attitude about CLT, and group/pair work got the highest level, whereas quantity and quality of error correction got the lowest level.

Al-Mekhlafi (2011) investigated EFL teachers' attitudes toward the Communicative Approach on 93 teachers from primary, intermediate, and secondary schools in Oman and their differences in terms of teachers' gender and the level of students they teach. The researcher concluded that the participants had a mild level toward communicative approach, and the items of "group/pair work" were at the highest level, whereas "importance of grammar" was at the lowest level. In terms of gender, the researcher explored that there is a statistical difference between female and male participants. The last findings are concerned with the type of school (general education/basic education), which showed that there is a significant difference between the general and basic education schools.

In Ethiopia, Mulat (2003) investigated, in secondary schools, teachers' attitudes toward the communicative approach. The result revealed that the participants had mildly positive attitudes. Moreover, the findings showed that there

were some statistically significant in teachers' attitudes in terms of gender, qualification, and teaching experience.

Finally, Lijcklama (2012) conducted a study on German and Dutch EFL teachers working in gymnasium (secondary) schools. The study compared between German and Dutch teachers' attitudes toward CLT. The findings showed that Dutch teachers tend to have more positive attitudes toward CLT than German teachers. In addition, the result showed that Dutch male teachers have more positive attitudes toward the Communicative Approach than German male teachers. Moreover, the result showed that gender has a positive influence on teachers' attitudes.

2.7.2. Studies Related to EFL Teachers' Efficacy Beliefs

Many studies were conducted in different countries to investigate EFL teachers' self-efficacy beliefs. For instance, Mahdi (2009) conducted a study in secondary schools on 87 Iraqi EFL teachers to investigate their self-efficacy beliefs and their influence on students' achievement. The findings showed that participants have low levels of self-efficacy beliefs. Moreover, the result showed that there is a difference between females' efficacy beliefs and males' efficacy beliefs. However, the difference was not statistically significant because the value of the T-test was (1.150) and the tabulated value (1.98).

In Malaysia, a similar study was conducted by Ghasemboland & Hashim (2013) to investigate teachers' self-efficacy beliefs and English language proficiency in more than 200 participants. The findings showed that the teachers have high self-efficacy in classroom management, whereas instructional strategies got the lowest score.

Karimvand (2011) conducted a study on Iranian EFL teachers working at language schools to investigate whether teachers' self-efficacy beliefs differ according to gender and work experience. The result showed that EFL teachers' self-efficacy beliefs differ according to work experience; however, the result showed that teachers' self-efficacy beliefs do not differ according to gender.

Last but not least, Prayer (2014) conducted a study on 440 Japanese teachers to assess their self-efficacy beliefs and whether they differ according to gender, work experience, and native language. The findings signified that teachers' self-efficacy beliefs differ according to teachers' work experience. Besides, the result indicated that there is no statistical significant difference between male and female teachers.

3. METHODOLOGY

3.1. Research Design

Quantitative research is used in this research in order to investigate the correlation between teachers' attitudes toward CLT and their self-efficacy beliefs. Quantitative research is a systematic investigation phenomenon by collecting quantifiable data and executing computational or statistical techniques (Mark & Peter, 2011). In other words, it deals with gathering and analyzing numerical data. It is commonly used in social and natural sciences, such as psychology, economics, and sociology, in order to analyse relationships and identify average and generalizing findings for a large population.

Moreover, quantitative research will serve to identify the correlation, averages, and categories of the research variables (gender, work experience, and type of school). The research data were gathered by using two written survey scales applied to one sample, which involved 255 participants chosen from Iraqi Public schools. The data were analysed by using different methods of tests, such as One Sample T-test, Two Independent T-tests, Pearson Correlation Coefficient, and T-test Correlation Coefficient Significance.

3.2. The Participants of the Study

The participants of this survey were 255 Iraqi teachers of English teaching at intermediate and high public schools in Iraq/Salah Al-din governorate (the middle of Iraq). The participants varied in gender, work experience, and type of school (school for boys/girls). Concerning gender, there were 133 male teachers and 122 female teachers. The work experience of the participants varied from 1 year to 37 years. Among the participants, 76 participants have 1-5 years of teaching experience, 69 participants have 6-10 years, 57 participants have 11-15 years, and the 53 remaining participants have more than 15 years of teaching experience. As with the type of school, 102 participants work in schools for girls, whereas 153 work in schools for boys.

3.3. Data Collection

Quantitative research was used to investigate the correlation between teachers' attitudes toward CLT and teachers' self-efficacy beliefs. The first scale is *the Attitudes toward Communicative Approach Scale*, developed by Karavas-Doukas (1996). This scale was adopted by different EFL studies, such as in Taiwan (Chang,

2011), in Oman (Al-Mekhlafi, 2011), and in Iran (Rahimi&Naderi, 2014), and the levels of reliability and validity of the scale were always high in all these studies. The first scale was used to investigate teachers' attitudes toward the CLT approach. It includes demographical information, such as teachers' gender, work experience, and the type of school teachers teach (school for boys/girls). It also involves five sub-scales: the role of the teachers in the classroom (4 items), the importance of grammar (6 items), the role of learners in the classroom (6 items), quality and quantity of error corrections (4 items), and group/pair work (4 items). The total number of the first scale is 24 items, rated by the Likert scale, which ranges from 5 points (strongly agree) to 1 point (strongly disagree). The scale is divided into 12 favourable items and 12 unfavourable items (Karavas-Doukas, 1996). Favourable items are relevant to the CLT concept, and the other 12 items are irrelevant to the CLT concept. The favourable items are accounted as *strongly agree* (5), *agree* (4), *uncertain* (3), *disagree* (2), and *strongly disagree* (1), whereas unfavourable items are reverse-accounted, *strongly agree* (1), *agree* (2), *uncertain* (3), *disagree* (4), and *strongly disagree* (5). The favourable items are 2, 3, 6, 7, 8, 9, 12, 14, 16, 18, and 20, and the other twelve items are unfavourable.

The second scale, *the Teachers Efficacy Beliefs Scale*, was adopted from Oliver (2001), to investigate teachers' self-efficacy beliefs in the classroom. The scale includes directions about how they will answer the items of the scale, and inquires teachers to make judgments about their strength of beliefs in their capabilities in organizing teaching tasks in the classroom.

Banduras' guide for constructing an efficacy scale was used to develop the response format. The scale was examined by experts (face validity). Factor analysis procedures were used and led to determination of a five-factor orthogonal solution, which represents the most conceptual factor interpretation for the data. Moreover, "an initial unconstrained solution identified five salient factors" (Olivier, 2001, p. 1969). The first factor, "Clarification/Communication" (6 items), and they are (15, 16, 17, 18, 22, and 23), concerns the need to communicate clearly and monitor learning and teaching to provide clarification. The second factor, "Management/Climate" (6 items), and they are (3, 4, 5, 6, 8, and 9), is concerned with maintaining a positive environment in the class in which learners feel comfortable and maintaining procedures that maximize learning. The third factor,

"Accommodation of Individual Differences" (5 items), and they are (1, 2, 12, 13, and 14), represents the accommodation of student needs through planning, implementing, and evaluating procedures. The fourth factor, "Motivation of Students" (3 items), and they are (26, 29, and 30), concerns the need to create a learning environment that enables learners to maximize their potential learning. The last factor, "Higher Order Thinking Skills" (4 items), and they are (19, 20, 21, and 25), concentrates on learners' participation in developing their higher-order thinking skills (Oliver, 2001,

p. 172). There were six items not retained in the five-factor solution because they were multiple factors, and these items are: (7) related to second and fourth factors, (10) related to first and second factors, (11) related to first and second factors, (24) related to second and fourth factors, (27) related to third and fourth factors, and finally (28) related to third and fourth factors. However, they were involved with the 24 items mentioned above, to be 30 items one solution factor with high reliability (0.95). The total number of the items is 30 items, rated as *very strong beliefs* (4), *strong beliefs* (3), *somewhat strong beliefs* (2), and *weak beliefs* (1).

At the end of the questionnaire, there are terms that refer to all five factors, as mentioned above, to ensure that all the participants understand the terms in the questionnaire.

3.3.1. Reliability of the Two Scales

Reliability is the extent to which a test gives the same findings when applied repeatedly under the same conditions or circumstances (Drost, 2011). The most common types of reliability to test items are test-retest stability, inter-score reliability, and internal consistency. Internal consistency reliability refers to the relationship between the items themselves in the test (Elliott, 1990). In this survey, the reliability of the first scale, *the Attitudes toward Communicative Approach Scale*, was calculated by Cronbach's alpha to ensure the internal consistency or reliability of the items, and the score was 0.91. The same situation was in the second scale, *Teachers Efficacy Beliefs Scale*, Cronbach's alpha was used to assess the internal consistency of the items, and the score was 0.89. It means that both scales are reliable (Anastasi & Urbina, 1997).

3.3.2. Validity of the Two Scales

Statistical analysis was used for the items of the two scales to assess their validity. Validity refers to the extent to which a research test accurately assesses what it is supposed to assess (Whiston, 2012). Assessing validity is more complex

than assessing the reliability of research. However, it should be checked to obtain accurate findings. In this research, construct validity was used, which concerns assessing the theoretical traits or constructs, such as attitudes, behaviors, and concepts, especially ones that cannot be observed directly. Accordingly, the validity of the two scales was measured to ensure they measured what exactly needed to be measured.

The two scales, *Attitudes toward Communicative Approach* and *Teachers Efficacy Beliefs Scales*, were applied to 150 random Iraqi EFL teachers to assess the validity of the scales. T-test was used for two independent groups to assess the discrimination power of the items in order to distinguish between the participants with high total scores and the other ones with low total scores. The sample size of the statistical analysis was arranged in descending way from the highest total score to the lowest total score. Accordingly, the teachers were divided into upper groups (got the highest scores) and lower groups (got lowest scores) were identified in the total score, with a rate of 27% of the total number of participants. Accordingly, the number of members of each group was 41 teachers.

3.3.2.1. Statistical Analysis of the First Scale.

T-test was used to assess the discrimination power of the two independent groups (upper group and lower group of the first scale (*Attitudes toward Communicative Approach*)).

Table 3.1 indicates the result of the T-test for two independent groups to assess the discrimination power of the items that are related to the first scale (*Attitudes toward Communicative Approach*).

Table 3. 1. The discrimination power of the items of the *Attitudes toward Communicative Approach Scale*

Items number	Upper	Group	lower	group	T-test value
	Mean	Standard deviation	Mean	Standard deviation	
1.	3.975	0.724	2.268	0.866	9.679
2.	4.146	0.792	1.951	1.023	10.858
3.	3.975	0.879	2.292	0.813	8.991
4.	4.048	0.864	2.243	0.859	9.479
5.	3.658	1.109	2.243	0.994	6.080
6.	3.780	1.012	2.463	1.074	5.711

7.	3.536	1.097	2.341	1.131	4.854
8.	3.951	0.835	2.243	0.799	9.456
9.	3.756	0.888	2.170	0.972	7.709
10.	3.951	0.893	2.195	0.954	8.603
11.	3.756	0.942	2.414	0.865	6.712
12.	3.609	1.021	2.317	1.082	5.560
13.	3.804	0.927	2.536	0.924	6.200
14.	3.682	1.127	2.317	0.960	5.905
15.	3.780	0.908	2.463	0.924	6.506
16.	4.024	0.790	2.390	0.996	8.225
17.	4.122	0.842	2.048	0.920	10.637
18.	3.804	0.781	2.024	0.757	10.471
19.	3.829	0.891	2.097	0.969	8.417
20.	3.829	0.891	2.097	0.995	8.299
21.	4.170	0.703	2.195	1.030	10.141
22.	4.073	0.848	2.219	0.935	9.398
23.	4.073	0.787	1.853	0.760	12.987
24.	4.292	0.715	2.024	0.851	13.061

Table 3.1 shows that all the items of teachers' attitudes toward the CLT scale were discriminative. The measured t-values were statistically significant in comparison with the t-value of (2000) at the level of significance (0.05), with a degree of freedom (80).

Moreover, the internal consistency was measured by Pearson correlation coefficient to see the extent of consistency and correlation of each item with the overall score of the items (see Table 3.2).

Table 3. 2. Pearson Correlation Coefficient test for the items of the *Attitudes toward Communicative Approach*

Items number	Correlation coefficient	Items number	Correlation coefficient
1	0.568	13	0.425
2	0.682	14	0.441
3	0.598	15	0.439
4	0.588	16	0.538
5	0.465	17	0.626

6	0.444	18	0.570
7	0.375	19	0.504
8	0.556	20	0.540
9	0.456	21	0.562
10	0.560	22	0.530
11	0.405	23	0.662
12	0.407	24	0.629

In Table 3.2, the results, which are related to Iraqi EFL teachers' attitudes about the CLT scale, show that all correlation coefficient scores between the item score and the total score were statistically significant when compared with the critical value of Pearson's correlation coefficient (0.161) at significance level (0.05) and with a degree of freedom (148).

3.3.2.2. Statistical Analysis of the Second Scales

T-test was also used to assess the discrimination power of the two independent groups (upper group and lower group of the second scale (*Teachers Self-Efficacy Beliefs Scale*)).

Table 3.3 indicates the result of the T-test for two independent groups to assess the discrimination power of the items that are related to the second scale (*Teachers Self-Efficacy Beliefs Scale*).

Table 3. 3. The discrimination power of the items of Teachers' Self-efficacy Beliefs Scale

Items number	Upper Mean	Group Standard deviation	Lower Mean	Group	T-test value
1	3,292	0,642	2,024	0,821	7,791
2	3,536	0,674	1,731	0,671	12,141
3	3,536	0,552	2,000	0,806	10,069
4	3,634	0,536	2,073	0,754	10,795
5	3,512	0,675	2,024	0,724	9,621
6	3,268	0,806	2,146	0,937	5,809
7	3,487	0,711	2,122	0,953	7,350
8	3,292	0,749	2,268	0,837	5,836
9	3,146	0,726	2,097	0,768	6,350
10	3,365	0,698	1,975	0,935	7,627
11	3,048	0,773	2,170	0,738	5,260
12	3,097	0,830	2,073	0,877	5,429

13	3,243	0,662	2,122	0,713	7,375
14	3,122	0,871	2,097	1,044	4,822
15	3,268	0,707	2,243	0,767	6,282
16	3,170	0,863	2,048	0,893	5,784
17	3,317	0,756	2,048	0,705	7,853
18	3,219	0,790	2,097	0,888	6,037
19	3,219	0,689	2,024	0,688	7,851
20	3,097	0,800	2,000	0,632	6,891
21	3,097	0,768	2,195	0,927	4,797
22	3,000	0,836	2,122	0,780	4,913
23	3,024	0,790	1,902	0,916	5,936
24	3,073	0,720	1,926	0,720	7,201
25	3,219	0,821	2,000	0,632	7,529
26	3,195	0,557	2,073	0,685	8,132
27	3,292	0,749	2,097	0,888	6,580
28	3,170	0,703	2,048	0,835	6,578
29	3,219	0,612	2,024	0,961	6,712
30	3,243	0,699	2,097	0,860	6,620

Table 3.3 shows that all the items of teachers' self-efficacy beliefs scale were discriminative. The measured t-values were statistically significant in comparison with the t-value of (2000) at the level of significance (0.05), with a degree of freedom (80).

The internal consistency also is measured by Pearson correlation coefficient to see the extent of consistency and correlation of each item with the overall score of the items (see Table 3.4).

Table 3. 4. Pearson Correlation Coefficient test for the items of Teachers Self-efficacy Beliefs Scale

Item numbers	Correlation coefficient	Item numbers	Correlation coefficient
1	0,561	16	0,401
2	0,595	17	0,518
3	0,594	18	0,385
4	0,573	19	0,477
5	0,471	20	0,431
6	0,356	21	0,397
7	0,457	22	0,393

8	0,363	23	0,407
9	0,392	24	0,483
10	0,395	25	0,496
11	0,317	26	0,505
12	0,413	27	0,474
13	0,431	28	0,423
14	0,307	29	473
15	0,396	30	0,407

In Table 3.4, the results, which are related to teachers' self-efficacy beliefs scale, show that all correlation coefficient scores between the item score and the total score were statistically significant when compared with the critical value of Pearson's correlation coefficient (0.161) at significance level (0.05) and with a degree of freedom (148).

3.4. Data Procedures

The researcher explained, face to face, the aim of the study and the detail of the two scales for more than 262 teachers, while they were at the schools (intermediate, high, and secondary schools). However, only 255 teachers participated in this research. The participants were informed that there was no personal information required from them in order to feel comfortable while they filled out the questionnaires.

Some of the participants preferred to answer at home because of the lack of time. However, they were in contact with the researcher in order to answer any questions related to the two questionnaires. The data were totally collected from March to May, in the second semester of the study year.

3.5. Data Analysis

Data analysis is an essential process that should be implemented in the survey in order to interpret the findings of a survey accurately. Statistical Package for the Social Sciences (SPSS) was used to analyse the data of the research. SPSS involves a set of software programs that analyse scientific data related to social sciences. Moreover, the normality of the research data was tested by Kurtosis and Skewness to determine the appropriate method (non-parametric or parametric) for analysing the research data, thus, selecting the appropriate test for the research questions. The value of the skewness (371) and the value of the kurtosis coefficient (-1.193) were close to standard values of the normal form of the distribution. It means that the data

is normally distributed.

In this study, different research questions were mentioned need to be investigated; thus, different findings appeared. Accordingly, more than one test was applied to obtain the required answers. These used tests are as follows:

The One Sample T-test

The One-Sample T-test is a statistical hypothesis test used to compare a sample mean to a specific value. Therefore, One Sample t-Test was used to see the level of teachers' attitudes toward CLT and their level of self-efficacy beliefs (Ross & Willson, 2018)

Two Independent T-tests

It is a statistical test used to compare the means of two different samples to determine whether there is a significant difference between them or not (Ross & Willson, 2018).

This test was used in this study to find out whether teachers' attitudes toward CLT and their self-efficacy beliefs differ in terms of their gender and the type of school they teach (school for boys/girls).

The One-way analysis of variance (ANOVA)

This test is used to check if there are any statistically significant differences between the means of two or more independent groups. Therefore, this test was used in this study to find out whether teachers' attitudes toward CLT and their self-efficacy beliefs differ in terms of their work experience since teachers' work experience was categorised into four groups.

Scheffe's Post-Comparative Test

This test was used after One Way analysis of variance to know the statistical differences in English language teachers' attitudes toward CLT, and English language teachers' self-efficacy beliefs.

Pearson Correlation Coefficient

It is the most common method to measure a linear correlation. Pearson Correlation Coefficient measures the direction and strength of the relationship between two variables. This test was used to see if there is a correlation between teachers' attitudes toward CLT and their self-efficacy in terms of their gender, work experience, and type of school (school for boys/girls) beliefs. Testing the difference between two independent correlation coefficients should be preceded by

differentiating between the independent variables (gender, work experience, and type of school) from the dependent variables (attitudes and beliefs) because each of them has its own method of conducting the test. Moreover, the data is tested relying on the sampling distribution difference of the difference between the two correlation coefficients.

Standard Deviation and Mean

It is a measure showing how dispersed the data is in relation to the mean. A high standard deviation means the data are spread around the mean, whereas a low standard deviation indicates data are clustered around the mean.

On the other hand, the mean indicates the average used to derive the central tendency of the data, which means the single central value of the data distribution. The mean is measured by adding all data scores and then dividing the total score by the number of points.

T-test correlation coefficient significance

It is an analytical tool that measures whether there is a statistically significant difference between zero and the sample correlation coefficient. The t-test with Correlation Coefficient Significance is used to compute the significance of simple correlation coefficients between two variables where it is possible to figure out the correlation coefficient value in population from its value in the sample.

4. FINDINGS AND DISCUSSION

This study aimed to investigate whether there was a correlation between teachers' attitudes toward the CLT and their self-efficacy beliefs. In addition, this research investigated the level of both teachers' attitudes toward the CLT and teachers' level of self-efficacy beliefs. The group of tests that were used to analyze the collected data showed the following results:

First Research Question: What are the levels of English language teachers' attitudes toward CLT?

The researcher used the One Sample T-test to see the difference between the arithmetic mean of the research participants for English language teachers' attitudes toward CLT scale and the theoretical mean of the scale as the mean and standard deviation of the scores were calculated, and the results were as shown in Table 4.1

Table 4. 1. Results of One Sample T-test to compare between the arithmetic mean of the research participants related to their attitudes toward CLT scale and the theoretical mean of the scale

Variable	N	Mean	S.D	theoretical Mean ¹	Computed t.test
English language teachers' attitudes toward CLT	255	71.816	19.606	72	- 0.150

It is clear from Table 4.1 that the t-value of EFL teachers' attitudes toward CLT is not statistically significant, as the (mean = 71.816 , theoretical mean = 72 , S.D = 19.606 , S.D = 254 , $p=0.05$), and the calculated t-value was (-0.150) lower than the tabulated value of (1.960) with a level of significance (0.05) and a degree of freedom (254), which means that there is no statistically significant difference between the sample average of the teachers' attitudes toward CLT scale and the theoretical average, in favor of the theoretical average, which indicates that teachers' attitudes toward CLT among the research sample is at an average level.

This result is in line with the results of Al-Mekhlafi (2011) and Mulat (2003), which also indicated that the Omani and Ethiopian secondary school teachers had a moderate attitude toward the CLT. However, the result differs from the prior study of Sherwani (2014), which revealed that Iraqi teachers in Erbil (north of Iraq) had positive attitudes toward the CLT. The difference behind that could be because of the

different cultures between the north and middle parts of Iraq, especially society in the north is an open society. Society is more exposed to foreign companies, organizations, and tourists in Erbil. Therefore, they need to communicate in English since it is a global language, more than the society in the middle part of Iraq, which is considered a closed society. This research also shows the difference from the findings of Jafari et al. (2015), which revealed that Iranian high school teachers had a positive level of CLT. As mentioned previously, different physical and social environments create different attitudes (Pickens, 2005, p.45). Therefore, this study showed different attitudes compared with the previous studies.

Since the scale was categorized into five sub-scales, the table below identifies which category got the highest level, and which one got the lowest mean

Table 4. 2. Descriptive Statistics of Attitudes toward Communicative Approach Scale

Items	N	Mean	S. D
Importance of grammar	255	3.0595	.86010
Teachers role	255	2.9706	.95654
Learners role	255	3.0000	.92666
Group pair work	255	2.9235	.98938
Quantity and quality of error correction	255	2.9706	1.00202
Valid N (list wise)	255		

¹ Theoretical Mean = $N.items \times high\ score + N.items \times lower\ score \div 2 = 24 \times 5 + 24 \times 1 \div 2 = 72$

The table above shows that the items concerned with the importance of grammar got the highest mean in comparison with the other items. These findings contrast with the prior studies of Al-Mekhlafi (2011); Sherwani (2014); and Jafari (2022), which show that the items concerned with group/pair work got the highest score. This difference in attitudes could be associated with the large number of students inside the classrooms that influences teachers' attitudes toward group/pair activities. The large number of students causes difficulties in implementing this kind of activity to monitor all students in these group activities. Moreover, getting the highest level in "importance of grammar" means that teachers know that teaching grammar is not the only language skill that enables students to learn English. However, teaching grammar is still dominant in the classroom (Fattah & Saidalvi, 2019). The reason behind that could be, as mentioned above, that teachers have not

practiced enough on how they teach English based on the Communicative Approach.

The following table shows the scores of the items related to the *Self-Efficacy Beliefs Scale*

Table 4. 3. Descriptive Statistics of Self-efficacy Beliefs Scale

Items	N	Mean	S. D
1	255	2.9647	1.03992
2	255	2.8196	1.14277
3	255	2.6118	1.06217
4	255	2.6549	1.04924
5	255	2.5765	1.07267
6	255	2.6000	1.02181
7	255	2.7216	1.10338
8	255	2.6353	1.04821
9	255	2.5804	1.12611
10	255	2.5451	1.08539
11	255	2.6039	1.15866
12	255	2.6745	1.08313
13	255	2.5922	1.11112
14	255	2.5882	1.11497
15	255	2.5490	1.14867
16	255	2.5569	1.06284
17	255	2.6157	1.10178
18	255	2.7020	1.11070
19	255	2.6000	1.07073
20	255	2.6314	1.10359
21	255	2.4902	1.12195
22	255	2.4745	1.10044
23	255	2.6078	1.14118
24	255	2.6431	1.09135
25	255	2.6549	1.09694
26	255	2.5333	1.16961
27	255	2.6000	1.09257
28	255	2.6745	1.18052
29	255	2.6824	1.10701
30	255	2.4627	1.18620

In terms of the Teachers' Self-efficacy Beliefs Scale, the *Accommodation of Individual Differences* factor got the highest scores, as in the first and second items.

In contrast, the factor of *Motivation of Students* and *Communication/Clarification* got the lowest scores. Different findings can be shown in the study of Ghasemboland & Hashim (2013), which shows that the factor of classroom management got the highest score.

Moreover, the data analysis showed the following findings that are related to the sub-questions of the research:

a. Do English language teachers' attitudes toward CLT differ according to gender?

Two Independent Samples T-test was used to see the difference in teachers' attitudes according to gender (male, female), as the mean and standard deviation of the scores were calculated, and the results were as shown in Table 4.4

Table 4. 4. Results of the Two Independent Samples T-test to compare the arithmetic average of the research participants of their attitudes toward the CLT scale according to gender

Variable	gender	N	Mean	S.D	Computed t.test
English language teachers' attitudes toward CLT	Male	133	74.203	20.03	2.043
	Female	122	69.213	18.870	

It is clear from Table 4.4 that the t-value of EFL teachers' attitudes toward CLT is statistically significant, as the (male mean = 74.203, S.D= 20.031, female mean = 69.213, S.D= 18.870, D.F = 253, and $p=0.05$), and calculated t-value was (2.043) higher than the tabulated value of (1.960) with a level of significance (0.05) and a degree of freedom (253). This means that there is statistically significant difference between the EFL male teachers' mean and the EFL female teachers' mean in terms of their attitudes toward CLT, in favor of the male teachers.

Similar results were obtained by Al-Mekhlafi (2011) and Lijcklama (2012), who discovered that there is a statistical difference, between EFL secondary school teachers' attitudes toward CLT in terms of their gender. This result leads to different interpretations. For instance, this difference between male and female teachers might be because of the specific role of females in society. In other words, males are more exposed to society and have different options to prove him/her in society for cultural reasons. Thus, teachers need more communication in comparison with female

teachers.

- b. Do English language teachers' attitudes toward CLT differ according to work experience?*

One-way Analysis of Variance (ANOVA) was applied to investigate teachers' attitudes toward CLT according to their work experience (1-5 years, 6-10 years, 11-15 years, and more than 15 years), as the mean and standard deviation of the scores were calculated. The results are shown in Table 4.5

Table 4. 5. Results of the One way Analysis of Variance to compare between the means of the research participants of their attitudes toward CLT scale in terms of their work experience

Variance Sources	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20095.643	3	6698.548	21.684	0.000
Within Groups	77538.694	251	308.919		
Total	97634.337	254			

As shown in Table 4.5 that the calculated (mean variable of experience 1-5 year= 61.870 , S.D=15.285 , 6-10 year = 68.186 , S.D.= 15.496 , 11.15 year = 77.037 , S.D= 19.711 , more than 15 year = 85.482 , S.D= 20.650 , and D.F = 3 , 251), and p-value of (21.684) was higher than the tabulated p-value of (2.65) at the level of significance (0.05) and two degrees of freedom (3,251). This indicates that there are statistically significant differences between Iraqi EFL teachers' attitudes toward CLT according to the variable of work experience.

These findings are similar to the findings of Mulat (2003), which showed that there is a statistically significant difference between Ethiopian teachers towards the CLT in terms of their work experience. These findings are consistent with Pickens's theory which asserts that attitudes can be influenced through experiences. Accordingly, different attitudes have been formed since teachers have different experiences.

Scheffe's post-comparative test was used, to investigate the differences between the means of each group of work experience, and the results are shown in the following table:

Table 4. 6. Results of Scheffe's Post-comparative test to compare the differences of language teachers' attitudes toward CLT according to their work experience

(I) experience	(J) experience	Mean Difference (I-J)	Std. Error	Sig.
1-5 years	6-10 years	-6.31558	2.90260	.195
	11-15 years	-15.16691*	3.11972	.000
	more than 15	-23.61135*	3.11972	.000
6-10 years	1-5 years	6.31558	2.90260	.195
	11-15 years	-8.85132	3.18337	.054
	more than 15	-17.29577*	3.18337	.000
11-15 years	1-5 years	15.16691*	3.11972	.000
	6-10 years	8.85132	3.18337	.054
	more than 15	-8.44444	3.38252	.104
more than 15	1-5 years	23.61135*	3.11972	.000
	6-10 years	17.29577*	3.18337	.000
	11-15 years	8.44444	3.38252	.104

The mean difference is significant at the 0.05 level.

The differences were not statistically significant in the English language teachers' attitudes toward CLT according to the variable of experience (1-5 years, 6-10 years), as the calculated Scheffe's value was lower than the critical Scheffe's value. It means that teachers with teaching experience from (1-5) years have similar levels, of attitudes toward CLT, in comparison with the teachers who have teaching experience from (6-10) years. In other words, the two groups have similar levels of attitudes toward CLT.

The differences were statistically significant in the English language teachers' attitudes toward CLT according to the variable of experience (1-5 years, 11-15 years), as the calculated Scheffet's value was more significant than the critical Scheffet's value, in favor of the category (1-5 years). It means that the teacher group (1-5) tends to have negative attitudes toward CLT. It was expected to conclude that the teachers' group (11-15) tends to have positive attitudes in comparison with the (1-5) since they are experienced enough; therefore, they have learned from their mistakes and learned more about teaching techniques. Therefore, they have more courage to apply different approaches.

The differences were statistically significant in the English language teachers' attitudes toward CLT according to the variable of experience (1-5 years, more than

15 years), as the calculated Scheffe's value was higher than the critical Scheffe's value in favor of the category (1-5 years). It means that the teacher group (1-5) tends to have negative attitudes toward CLT. It was expected to conclude that the teachers' group of (more than 15 years) tends to have positive attitudes in comparison with the (1-5 years); as mentioned above, teachers, as much as they teach, will have more courage to apply different methods and techniques, in the classroom.

The differences were statistically significant in the English language teachers' attitudes toward CLT according to the variable of experience (6-10 years, 11-15 years), as the calculated Scheffe's value was higher than the critical Scheffe's value, in favor of the category (6-10 years). It means the group (11-15 years) has a higher level of attitude toward the CLT.

The differences were statistically significant in the English language teachers' attitudes toward CLT according to the variable of experience (6-10 years, more than 15 years), as the calculated Scheffe's value was higher than the critical Scheffe's value, in favor of the category (6-10 years). The findings show that the teachers' group of (6-10 years) has less level of attitudes toward the communicative approach compared with the group of (more than 15 years).

The differences were not statistically significant in the English language teachers' attitudes toward CLT according to the variable of experience (11-15 years, more than 15 years), as the calculated Scheffe's value was lower than the critical Scheffe's value. It means that the two groups of teachers have similar attitudes toward CLT.

c. Do English language teachers' attitudes toward CLT differ according to the type of school they work in (school for boys or school for girls)?

Two Independence Samples T-test was applied to see the difference between the means of the participants according their attitudes toward CLT in terms of the type of school they work in (school for boys or school for girls), as the mean and standard deviation of the scores were calculated, and the findings were shown in Table 4. 7

Table 4. 7. Results of Two Samples T-test to compare between the arithmetic averages of the research participants of their attitudes toward CLT scale according to the type of school they work in (school for boys or school for girls)

Variable	Type of school	N	Mean	S.D	Computed t.test
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English language teachers' attitudes toward CLT	boys	153	72.863	20.067	1.045
	girls	102	70.245	18.882	

It is clear from Table 4.7 that the t-value of EFL teachers' attitudes toward CLT is statistically significant, as (the mean of teachers teaching in schools for boys = 72.863, S.D= 20.067, the mean of teachers teaching in schools for girls = 70.245, and S.D= 18.882), and the calculated t-value was (1.045) lower than the tabulated value of (1.960) with a level of significance (0.05) and a degree of freedom (253). It means that there is no statistically significant difference between the mean of EFL teachers working in school for boys and the mean of EFL teachers working in school for girls.

It means that the type of school has no influence on the teachers' attitudes. There is no previous study that took this variable into account since most schools in other countries involve both genders. Accordingly, it was necessary to investigate its influence on teachers' attitudes.

Second Research Question: What are the levels of English language teachers' self-efficacy beliefs?

The researcher used the One Sample T-test to see the difference between the arithmetic mean of the research participants about their self-efficacy beliefs scale and the theoretical mean of the scale. The mean and standard deviation of the scores were calculated, and the results were as shown in Table 4.8

Table 4. 8. Results of One Sample T-test to compare between the arithmetic mean of the research participants of the self-efficacy beliefs scale and the theoretical mean of the scale

Variable	N	Mean	S.D	Theoretical Mean	Computed t.test
English language teachers' self-efficacy beliefs	255	78.647	16.554	75	3.518
Theoretical Mean = $N.items \times high\ score + N.items \times lower\ score \div 2 = 30 \times 4 + 30 \times 1 \div 2 = 75$					

It is clear from Table 4.8 that the t-value of EFL teachers' self-efficacy beliefs is statistically significant, as (the mean = 78.647 , theoretical mean = 75 , S.D = 16.554 , D.F = 254 , p=0.05), and the calculated t-value (3.518) was higher than the tabulated value of (1.960) with a level of significance (0.05) and a degree of freedom (254), and this means that there is no statistically significant difference between the

participants' average of EFL teachers' self-efficacy beliefs scale and the theoretical average, in favor of the participants' mean. It means that the participants of this study have rather moderate levels of efficacy beliefs.

The findings of Mahdi (2009) show different results. Her study showed that Iraqi EFL secondary school teachers had low levels of self-efficacy. The reason for the differences of results could be the training courses. In other words, as mentioned above, the training courses started after 2009. Therefore, the participants of this current study have taken some training courses; even these courses were not regularly attended by the teachers. The findings also prove Ross's suggestion (1994), who suggests that teachers' self-efficacy beliefs may be influenced by their level of preparation. In other words, teachers may need to be qualified or prepared enough to use the Communicative Approach. Therefore, they do not have high levels of self-efficacy beliefs.

Sub questions:

- a. *Do the levels of English language teachers' self-efficacy beliefs differ according to gender?*

Two Independent Samples T-test was used to see the difference between teachers' self-efficacy beliefs means in terms of their gender (male-female), as the mean and standard deviation of the scores were calculated, and the results were as shown in Table 4. 9

Table 4. 9. Results of the Two Independent Samples T-test to compare between the arithmetic averages of teachers' self-efficacy beliefs scale according to gender

Variable	gender	N	Mean	S.D	Computed t.test
English language teachers' self-efficacy beliefs	Male	133	79.744	16.925	1.106
	Female	122	77.451	16.124	

As shown in Table 4.9 that the t-value of EFL teachers' self-efficacy beliefs is statistically significant, as (the male teachers' mean = 79.744 , S.D = 16.925 , female teachers' mean = 77.451 , S.D= 16.124 , and $p = 0.05$), and the calculated t-value (1.106) was lower than the tabulated value of (1.960) with a level of significance (0.05) and a degree of freedom (254). It means that there is no statistically significant difference between the male participants' mean and the female participants' mean of

EFL teachers' self-efficacy beliefs. Thus, female teachers have similar levels of efficacy beliefs in comparison with male teachers.

Similar findings were shown in Karimvand's study (2011) which showed that there is no statistical difference between Iranian EFL teachers' self-efficacy beliefs in terms of their gender. Different findings were shown in the study of Praver (2014), which showed a statistical difference in teachers' self-efficacy beliefs in terms of their gender. At the same time, the findings contrast with Ross's (1994) suggestions, which assert that EFL teachers' self-efficacy beliefs differ according to gender.

b. Do the levels of English language teachers' self-efficacy beliefs differ according to work experience?

One-way Analysis of Variance (ANOVA) was utilized to investigate the difference between the means of teachers self-efficacy beliefs in terms of work experience (1-5 years, 6-10 years, 11-15 years, and more than 15 years), as the mean and standard deviation of the scores were calculated. The results are shown in Table 4. 10

Table 4. 10. Results of the One Way Analysis of Variance to compare between the mean of the research participants of the English language teachers' self-efficacy beliefs scale according to experience

Variance Sources	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	7012.975	3	2337.658	9.375	0.000
Within Groups	62589.260	251	249.360		
Total	69602.235	254			

It is clear from Table 4.10 that (the mean of group 1-5 year= 73.753 , S.D=15.122 , 6-10 year = 76.600 , S.D.= 14.862 , 11.15 year = 78.778 , S.D= 15.394 , more than 15 year = 88.148 , S.D= 18.124 , and D.F = 3 , 251), and the calculated p-value of (9.375) was higher than the tabulated p-value of (2.65) at the level of significance (0.05) and two degrees of freedom (3,251). This indicates that there are statistically significant differences between Iraqi EFL teachers' self-efficacy beliefs according to the variable of work experience. It means that the participants have different levels of efficacy beliefs in accordance with the year of teaching experience.

These results seem to be similar to the results of Praver (2014), which showed that there is a significant difference in Japanese teachers' efficacy beliefs in terms of their teaching experience. In addition, these findings seem to be similar with Karimvand's study (2011) which showed that there is a statistical difference between Iranian EFL teachers' self-efficacy beliefs in terms of their work experience. As mentioned above, since teachers do not practice sufficiently, so they are more exposed to failed experiences. Accordingly, the source of mastery experience, mentioned by Bandura (1997), may not positively influence their efficacy beliefs; on the contrary, it may demoralize them because of their negative experiences.

Scheffe's post-comparative test was applied to investigate the difference between the means of work experience groups. The results are shown in Table 4. 11

Table 4. 11. Results of Scheffe's Post-comparative test to see the differences in the English language teachers' self-efficacy beliefs according to their work experience

(I) experience	(J) experience	Mean Difference (I-J)	Std. Error	Sig.
1-5 years	6-10 years	-2.84675	2.60782	0.755
	11-15 years	-5.02453	2.80289	0.362
	more than 15	-14.39490*	2.80289	0.000
6-10 years	1-5 years	2.84675	2.60782	0.755
	11-15 years	-2.17778	2.86008	0.901
	more than 15	-11.54815*	2.86008	0.001
11-15 years	1-5 years	5.02453	2.80289	0.362
	6-10 years	2.17778	2.86008	0.901
	more than 15	-9.37037*	3.03900	0.025
more than 15	1-5 years	14.39490*	2.80289	0.000
	6-10 years	11.54815*	2.86008	0.001
	11-15 year	9.37037*	3.03900	0.025

The mean difference is significant at the 0.05 level.

The differences were not statistically significant between the groups of (1-5 years and 6-10 years); as the calculated Scheffe's value was lower than the critical Scheffe's value. Teachers may lack the four sources mentioned previously that increase their self-efficacy beliefs. Especially, they lack the training courses that may help them to increase their successful experiences and decrease stress and

anxiety, thus, their efficacy beliefs will be increased.

The differences were not statistically significant between the groups of (1-5 years and 11-15 years), as the calculated Scheffé's value was lower than the critical Scheffé's value. As mentioned above, the reason beyond these similarities in self-efficacy levels could be caused by the lack of successful experiences.

The differences were statistically significant between the groups of (1-5 years and more than 15 years), as the calculated Scheffé's value was more significant than the critical Scheffé's value, in favor of the category (1-5 years). It means that teachers of (1-5) have a lower level than teachers of more than 15 years. Since the difference in the number of work experiences is high, it was expected to conclude this result. In other words, teachers with more than 15 years of experience are expected to have higher efficacy beliefs because they have more teaching experience.

The differences were not statistically significant between the groups of (6-10 years and 11-15 years), as the calculated Scheffé's value was lower than the critical Scheffé's value. It means that the two groups have similar levels of efficacy beliefs.

Generally, these similarities, in addition to the lack of training, between groups might occur because of the factors that were mentioned by Ross (1994), which may negatively influence teachers' self-efficacy beliefs, such as the ability of learners to learn, number of learners in the classroom, and the collaboration between teachers. It means that learners may suffer from a lack of ability to learn because of different reasons. Lack of collaboration between teachers also may influence their self-efficacy beliefs.

The differences were statistically significant in the English language teachers' self-efficacy beliefs according to the variable of experience (6-10 years, more than 15 years), as the calculated Scheffé's value was more significant than the critical Scheffé's value in favor of the category (6-10 years). It indicates that the level of teachers' self-efficacy beliefs of (the 6-10 years) group is lower than the other group (more than 15 years). As mentioned above, it was expected to conclude these findings, especially because of the high difference in the years of work experience between the two groups.

The differences were statistically significant in the English language teachers' self-efficacy beliefs according to the variable of experience (11-15 years, more than 15 years), as the calculated Scheffé's value was more significant than the critical

Scheffe's value in favor of the category (11-15 years).

- c. *Do the levels of English language teachers' self-efficacy beliefs differ according to the type of school they work in (school for boys or school for girls)?*

Two Independent Samples T-test was used to see the difference in participants' means, of their self-efficacy beliefs, according to the type of school they teach in (school for boys or school for girls), as the mean and standard deviation of the scores were calculated (see Table 4.12)

Table 4. 12. Results of Two Independent Samples T-test to compare between the arithmetic averages of the English language teachers' self-efficacy beliefs according to the type of school they work in (school for boys or school for girls)

Variable	Type of school	N	Mean	S.D	Computed t.test
English language teachers' attitudes toward CLT	boys	153	79.229	16.938	0.687
	girls	102	77.775	16.002	

As Table 4.12 shows that the t-value of Iraqi EFL teachers' self-efficacy beliefs is not statistically significant, as the (teachers work in schools for boys = 79.229, S.D= 16.938, teacher work in schools for girls= 77.775, S.D= 16.002, D.F=253, and $p= 0.05$), calculated t-value was lower than the tabulated value of (1.960) with a level of significance (0.05) and a degree of freedom (253). It means that there is no statistically significant difference between the mean of EFL male teachers' self-efficacy and the mean of EFL teachers' self-efficacy beliefs. It means that students' gender has no influence on teachers' self-efficacy beliefs.

No previous study was conducted to investigate whether teachers' efficacy beliefs differ according to students' gender or not to compare its findings with this study. However, it can be said that the gender of students has no influence on teachers' self-efficacy beliefs.

In brief, the results showed no statistically significant difference between teaching male and female students. It means that teachers' self-efficacy beliefs and attitudes toward CLT are not influenced by the gender of students. In contrast, the findings show that the variable of work experience has a great influence on the teacher in terms of their attitudes toward CLT and their efficacy beliefs.

Third Research question: Is there a statistically significant correlation between teachers' self-efficacy beliefs and attitudes toward CLT?

Pearson correlation coefficient and the T-test were used to indicate the correlation coefficients between teachers' attitudes toward CLT and their self-efficacy beliefs, after extracting the participants' means of both teachers' self-efficacy beliefs scale and teachers' attitudes toward CLT scale. The results appeared as shown in Table 4.13

Table 4. 13. Pearson Correlation Coefficient and T-test indicate the correlation coefficients correlation between teachers' self-efficacy beliefs and attitudes toward CLT

Variable 1	Variable 2	Pearson Correlation	Computed t.test
self-efficacy beliefs	attitudes toward CLT	0.586	11.490

It is clear from Table 4.13 that the value of the correlation coefficient between Iraqi EFL teachers' self-efficacy beliefs and attitudes toward CLT (0.586), and after squaring the value of the correlation coefficient, it reached (0.343). It indicates that the correlation is positive of medium strength between the two variables, and the value of the t-test for the significance of the correlation coefficient was (11.490), which is higher than the test value the tabulated t-test amounted to (1.960) at a level of significance (0.05) and a degree of freedom (253). This indicates that there is a statistically significant positive relationship between teachers' self-efficacy beliefs and attitudes toward CLT.

The study's results revealed a significant relationship between the teachers' self-efficacy beliefs and their attitudes toward CLT and that teacher efficacy is a significant predictor of teacher attitude regarding CLT; hence, self-efficacy was an essential variable explaining teachers' attitudes. The results indicated a significant positive relationship between teachers' self-efficacy belief and their attitudes towards CLT.

Sub-Questions:

- a. Is there a statistically significant correlation between teachers' self-efficacy beliefs and attitudes toward CLT regarding gender?*

Pearson correlation coefficient and the T-test were used to indicate the correlation coefficient, after extracting the scores of the teachers' self-efficacy beliefs and their attitudes toward CLT. The results appeared as shown in Table 4.14

Table 4. 14. Pearson Correlation Coefficient and T-test indicate the correlation coefficients between teachers' self-efficacy beliefs and thier attitudes toward CLT in terms of gender

Variable 1	Variable 2	gender	Pearson Correlation	Computed t.test
self-efficacy beliefs	attitudes toward CLT	Male	0.563	7.819
		female	0.609	8.458

The value of the tabulated T-test at the level of significance (0.05) and the degree of freedom (253) is equal to (1.960).

Moreover, the value of the correlation coefficient between teachers' self-efficacy beliefs and attitudes toward CLT in terms of gender (male) (0.563), and after squaring the value of the correlation coefficient, it reached (0.317), this indicates that the correlation is positive of medium strength between the two variables, and the value of the T-test for the significance of the correlation coefficient was (7.819), which is higher than the test value. The tabulated T-test amounted to (1.960) at a level of significance (0.05) and a degree of freedom (253), and this indicates that there is a statistically significant positive correlation between teachers' self-efficacy beliefs and attitudes toward CLT in term of gender. It means that male teachers' attitudes toward CLT correlate moderately with their efficacy beliefs.

The value of the correlation coefficient between teachers' self-efficacy beliefs and attitudes toward CLT in terms of gender (female) (0.609), after squaring the value of the correlation coefficient, it reached (0.371), this indicates that the correlation is positive of medium strength between the two variables, and the value of the T-test for the significance of the correlation coefficient was (8.458), which is higher than the test value. The tabulated t-test amounted to (1.960) at a level of significance (0.05) and a degree of freedom (253), and this indicates that there is a statistically significant positive correlation between teachers' self-efficacy beliefs and attitudes toward CLT in terms of gender. In this study, female teachers' attitudes toward CLT correlates moderately with their efficacy beliefs.

b. Is there a statistically significant correlation between teachers' self-efficacy beliefs and attitudes toward CLT regarding work experience?

Pearson correlation coefficient and the T-test were used to indicate the

correlation coefficients, after extracting the scores of the participants' means of their efficacy beliefs and their attitudes about CLT in terms of work experience. The results are shown in Table 4.15

Table 4. 15. Pearson Correlation Coefficient and T-test indicate the correlation coefficients correlation between teachers' self-efficacy beliefs and attitudes toward CLT according to work experience

Variable 1	Variable 2	experience	Pearson Correlation	Computed T-test
self-efficacy beliefs	attitudes toward CLT	1-5 years	0.635	7.135
		6-10 years	0.211	1.773
		11-15 years	11-15 years	3.621
		More than 15 years	0.762	8.467

The value of the tabulated T-test at the level of significance (0.05) and the degree of freedom (253) is equal to (1.960).

The value of the correlation coefficient between teachers' self-efficacy beliefs and attitudes toward CLT regarding work experience (1-5 years) (0.635), and after squaring the value of the correlation coefficient, it reached (0.403). This indicates that the correlation is positive of medium strength between the two variables, and the value of the t-test for the significance of the correlation coefficient was (7.135), which is higher than the test value. The tabulated t-test amounted to (1.980) at a level of significance (0.05) and a degree of freedom (76), and this indicates that there is a statistically significant positive correlation between EFL teachers' self-efficacy beliefs and attitudes toward CLT regarding work experience (1-5 years). It means EFL (intermediate, high, and secondary) teachers' attitudes toward CLT approach correlate moderately with their self-efficacy beliefs. The value of the correlation coefficient between teachers' self-efficacy beliefs and attitudes toward CLT regarding work experience (6-10 years) (0.211), and after squaring the value of the correlation coefficient, it reached (0.045). This indicates that the correlation is positive of weak strength between the two variables, and the value of the t-test for the significance of the correlation coefficient was (1.773), which is lower than the test value. The tabulated t-test amounted to (2.000) at a level of significance (0.05), and a degree of freedom (67), and this indicates that there is a statistically significant positive correlation between teachers' self-efficacy beliefs and attitudes toward CLT

regarding work experience (6-10 years).

The value of the correlation coefficient between teachers' self-efficacy beliefs and attitudes toward CLT regarding work experience (11-15 years) (0.449), and after squaring the value of the correlation coefficient, it reached (0.202). It means that the correlation is positive of weak strength between the two variables, and the value of the t-test for the significance of the correlation coefficient was (3.621), which is higher than the test value. The tabulated t-test amounted to (2.000) at a level of significance (0.05) and a degree of freedom (52); this indicates that there is a statistically significant positive correlation between teachers' self-efficacy beliefs and attitudes toward CLT regarding work experience (11-15 years). It means teacher's attitudes toward CLT, with (11-15 years), correlate weakly with their self-efficacy beliefs.

The value of the correlation coefficient between teachers' self-efficacy beliefs and attitudes toward CLT regarding work experience (more than 15 years) (0.762), and after squaring the value of the correlation coefficient, it reached (0.581). This indicates that the correlation is positive of high strength between the two variables. The T-test value for the significance of the correlation coefficient was (8.467), which is higher than the test value. The tabulated t-test amounted to (2.000) at a level of significance (0.05) and a degree of freedom (52), and this indicates that there is a statistically significant positive correlation between teachers self-efficacy beliefs and attitudes toward CLT regarding work experience (more than 15 years). It means teachers' attitudes toward CLT correlate strongly with their self-efficacy beliefs. In conclusion, the teachers with more than 15 years of work experience have the highest correlation level compared to the other groups. It means that there is a similarity between teachers' mean of their attitudes toward the CLT and their mean of self-efficacy beliefs.

- c. *Is there a statistically significant correlation between teachers' self-efficacy beliefs and attitudes toward CLT regarding the type of school they work in (school for boys or school for girls)?*

Pearson correlation coefficient, the T-test was used to indicate the correlation coefficient, after extracting the scores of the participants' means of their efficacy beliefs and their attitudes toward CLT in terms of the type of school. Hence, the results appeared as shown in Table 4.16

Table 4. 16. Pearson Correlation Coefficient and T-test indicate the correlation coefficients correlation between teachers' self-efficacy beliefs and attitudes toward CLT regarding the type of school they work in (school for boys or school for girls)

Variable 1	Variable 2	type of school	Pearson Correlation	Computed t.test
self-efficacy beliefs	attitudes toward CLT	boys	0.545	8.015
		girls	0.654	8.605

The value of the tabulated T-test at the level of significance (0.05) and the degree of freedom (253) is equal to (1.960). In addition, the value of the correlation coefficient between teachers' self-efficacy beliefs and attitudes toward CLT regarding the type of school they work in (school for boys) is (0.545). The value of the correlation coefficient was sequired and reached (0.297), which indicates that the correlation is positive of medium strength between the two variables. The t-test value for the significance of the correlation coefficient was (8.015), which is higher than the test value. The tabulated t-test amounted to (1.960) at a level of significance (0.05) and a degree of freedom (151), and this indicates that there is a statistically significant positive correlation between teachers' self-efficacy beliefs and attitudes toward CLT. It means that teachers' attitudes toward the CLT approach moderately correlated with their self-efficacy beliefs regarding the type of school (school for boys).

The value of the correlation coefficient between teachers' self-efficacy beliefs and attitudes toward CLT regarding the type of school they work in (school for girls) (is 0.654), and after squaring the value of the correlation coefficient, it reached (0.428). This indicates that the correlation is positive of medium strength between the two variables. The value of the t-test for the significance of the correlation coefficient was (8.605), which is higher than the test value. The tabulated t-test amounted to (1.960) at a level of significance (0.05) and a degree of freedom (100); this indicates that there is a statistically significant positive correlation between teachers' self-efficacy beliefs and attitudes toward CLT and the type of school they work in. It means that teachers' attitudes toward CLT moderately correlated with their self-efficacy beliefs in terms of the type of school (school for girls).

5. CONCLUSION

This chapter concludes the research by summarising the key study results in relation to research questions and aims. Moreover, it demonstrates the contribution and the value of the research.

This research aims to investigate the correlation between Iraqi English teachers' attitudes towards Communicative Language Teaching and their self-efficacy beliefs. In addition, the research aims to determine whether Iraqi English teachers' attitudes toward communicative language teaching differ according to gender, work experience, and type of school (school for girls/boys).

Finally, this study aims to reveal whether Iraqi EFL teachers' self-efficacy beliefs differ regarding gender, work experience, and type of school (school for girls/boys).

The results of this research showed that Iraqi EFL teachers have a moderate level of attitudes toward Communicative Language Teaching. The findings also showed that Iraqi EFL teachers' attitudes toward CLT differ according to teachers' gender and their work experience. However, in this research, it has been discovered that the type of school has no influence on Iraqi EFL teachers' attitudes toward CLT. Moreover, the findings showed that Iraqi EFL teachers have a slightly more than moderate level in terms of their self-efficacy beliefs. Besides, this research showed that Iraqi EFL teachers' self-efficacy beliefs differ according to their work experience (especially between the groups of 1-5 and more than 15); however, their efficacy beliefs do not differ according to their gender or the type of school (school for girls/boys).

Finally, the data analysis showed that there is a positive correlation between teachers' attitudes toward Communicative Language Teaching and their self-efficacy beliefs in terms of gender, work experience, and type of school they teach (girls/boys).

5.2. Pedagogical Reccomindations

The implications of this research are as follows:

- Working on enhancing teachers' attitudes toward CLT in Iraq by conducting more training courses, especially for female teachers who lack positive attitudes compared to male teachers. Moreover, they should discuss their thoughts, ideas, and problems they face during teaching with teachers and try

to decrease them.

- Motivating teachers and encouraging them to perform to their fullest potential by conducting competitions between teachers and providing them with incorporeal and financial support.
- Specifying the date of training teachers' courses in the holiday of mid-term or after the final term, instead of holding them during the period of teaching, in order to ensure that most of them can attend. Besides, giving a sufficient explanation of the principles and characteristics of the CLT approach and how this approach will improve Iraqi learners in comparison with the traditional teaching methods.
- Developing teachers by practicing them on conducting different tasks and activities to increase their successful experiences, thus, increasing their efficacy beliefs.

5.2. Suggestions for Further Studies

Suggestions for further studies should be mentioned to achieve the general goals. Therefore, it is recommended to conduct further studies investigating the correlation of teachers' attitudes toward CLT with other variables, such as investigating the correlation between teachers' attitudes toward CLT and teachers' proficiency. Other studies may be conducted to investigate whether teachers' attitudes toward CLT approaches differ according to other variables, such as teachers' culture, students' level (primary, intermediate, or high school), and teachers' motivation. Moreover, more studies should be conducted to investigate the difficulties teachers face in teaching English in the classroom and how the level of students and their internal motivation influence teachers' attitudes.

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APPENDICES

Appendix I

Gender: Female () Male ().

Work experience: 1-5 y () 6-10 y () 11-15 y () more than 15 y ().

Type of school: Girls () Boys ().

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1 Grammatical correctness is the most important criterion by which language Performance should be judged.					
2 Group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students.					
3 Grammar should be taught only as a mean to an end and not as an end in itself.					
4 Since the learner come to the language classroom with little or no knowledge of the language. he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her.					
5 Training learners to take responsibility for their own learning is futile since learners are not used to such an approach.					
6 For students to become effective communicators in the foreign language. the teachers' feedback must be focused on the appropriateness and not the linguistic form of the students' responses.					
7 The teacher as 'authority' and 'instructor' is no longer adequate to describe the teacher's role in the language classroom.					
8 The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential.					
9 Group work allows students to explore problems for themselves and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences.					
10 The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning.					
11 It is impossible in a large class of students to organize your teaching so as to suit the needs of all.					
12 Knowledge of the rules of a language does not guarantee ability to use the language.					
13 Group work activities take too long to , organize and waste a lot of valuable teaching time.					
14 Since errors are a normal part of learning, much correction is wasteful of time.					

15 The communicative approach to language teaching produces fluent but inaccurate learners					
16 The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson.					
17 By mastering the rules of grammar. Students become fully capable of communicating with a native speaker.					
18 For most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.					
19 The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.					
20 Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them.					
21 Students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine. But it can never replace sound formal instruction by a competent teacher.					
22 Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.					
23 Direct instructions in the rules and terminology of grammar are essential if students are to learn to communicate effectively.					
24 A textbook alone is not able to cater for all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students.					

Appendix II

Teacher Efficacy Belief Scale Self-Form Directions: This survey requests that you make judgments about the strength of your personal beliefs in your capabilities to organize and successfully carry out teaching tasks in your school. In assessing the strengths of your personal beliefs about each tasks, consider your abilities within the context of your current school. Consider job roles and responsibilities, available resources and support, current policies, help from colleagues and so on. For each item, use the scale provided below and circle one of the corresponding numbers that best reflects the strength of your personal beliefs about your capabilities to accomplish each teaching task.

STRENGTH OF BELIEFS SCALE: 1 = Weak Beliefs (WB) in my capabilities: 2 = Somewhat Strong Beliefs (SSB) in my capabilities: 3 = Strong Beliefs (SB) in my capabilities: 4 = Very Strong Beliefs (VSB) in my capabilities:

	In my present teaching situation, the strength of my personal beliefs in my capabilities to . . .	WB	SS	S	VS
		1	B	B	B
		1	2	3	4
1	plan activities that accommodate the range of individual differences among students...	1	2	3	4
2	plan evaluation procedures that accommodate individual differences among students...	1	2	3	4
3	use allocated time for activities that maximize learning...	1	2	3	4
4	effectively manage routines and procedures for learning tasks...	1	2	3	4
5	clarify directions for learning routines...	1	2	3	4
6	maintain high levels of student engagement in learning tasks...	1	2	3	4
7	redirect students who are persistently off task...	1	2	3	4
8	maintain a classroom climate of courtesy and respect...	1	2	3	4
9	maintain a classroom climate that is fair and impartial...	1	2	3	4
10	communicate to students the specific learning outcomes of the lesson...	1	2	3	4
11	communicate to students the purpose and/or importance of learning tasks...	1	2	3	4
12	implement teaching methods at an appropriate pace to accommodate differences among students...	1	2	3	4
13	utilize teaching aids and learning materials that accommodate individual differences among students...	1	2	3	4
14	provide students with opportunities to learn at more than one cognitive and/or performance level...	1	2	3	4
15	communicate to students content knowledge that is accurate and logical...	1	2	3	4
16	clarify student misunderstandings or difficulties in learning...	1	2	3	4
17	provide students with specific feedback about their learning...	1	2	3	4
18	provide students with suggestions for improving learning...	1	2	3	4
19	actively involve students in developing concepts...	1	2	3	4
20	solicit a variety of questions throughout the lesson that enable higher order thinking...	1	2	3	4
21	actively involve students in critical analysis and/or problem solving..	1	2	3	4
22	monitor students= involvement during learning tasks...	1	2	3	4
23	adjust teaching and learning activities as needed...	1	2	3	4
24	manage student discipline/behavior..	1	2	3	4
25	involve students in developing higher order thinking skills..	1	2	3	4
26	motivate students to perform to their fullest potential...	1	2	3	4
27	provide a learning environment that accommodates students with special needs..	1	2	3	4
28	improve the academic performance of students, including those with learning abilities..	1	2	3	4
29	provide a positive influence on the academic development of students...	1	2	3	4
30	maintain a classroom environment in which students work cooperatively..	1	2	3	4

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