

T.C.
ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

THE COMPARISON OF SENIOR AND JUNIOR LANGUAGE TEACHERS'
AWARENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT)
BACKGROUND THEORY, IN TURKEY

By Çağrı ÇİMEN

September, 2008

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In Partial Fulfillment of the Requirements for the Degree of
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TO THE INSTITUTE OF SOCIAL SCIENCES

This thesis is titled as “ **The Comparison of Senior And Junior Language Teachers’ Awareness of Communicative Language Teaching Background Theory, In Turkey**” and presented by Çağrı ÇİMEN has been approved as a thesis of Master of Arts in English Language Teaching.

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ABSTRACT**THE COMPARISON SENIOR AND JUNIOR LANGUAGE TEACHERS'
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by

ÇİMEN, Çağrı

As it is agreed in the world, English is a world wide language that is spoken in every country by billions of people for different purposes in different fields. It is that, purposefully, people need English –somewhat, in every step of their lives. This considerable reason behind the seeking of the best approach or method for teaching English -especially as foreign language, has been the matter of scientist for many years. Throughout these years in English language teaching methodology researches, it has been tried out remarkably so many approaches that led methods and techniques.

Starting from the end of the 60s and early 70s the view of language for communication started to appear in the milieu of language teaching researches and negotiations as a consistent way of language teaching.

That was the approach of Communicative Language Teaching was in the agenda of linguists, applied linguists, researches and at last language teachers. So it is not wrong to say that CLT have been germinated -by developing, since these years to present. Also the techniques –throughout these years, have been tried, also developed and presented to be performed to language teachers in teacher training programmes like in faculties. This study has turned into a kind of case study that is dealing with the awareness of senior and junior language teachers on theoretical framework of communicative language teaching in Turkey. The basic reason for that kind of study is to learn the existing awareness of CLT theory and the discrepancies

between these two groups of language teachers on this awareness. Also the need of the study is that senior and junior language teachers are working in same educational settings.

It was started out considering the ideal that without having knowledge it is not possible for teachers to perform CLT in their classroom settings. To accomplish this comparative study 14 language teachers from the primary schools and high schools were surveyed. The survey gathered the information about the awareness of these two groups of language teachers. At the end of this study it is observed that the senior language teachers are in loss of theoretical background of CLT comparing to junior language teachers. Even the senior language teachers started to work in the very middle of the impact of CLT in Turkey, they are not enough cognizant to communicative language teaching theory.

The findings of this study give a general insight to authorities, researchers, teacher trainers in terms of in-service-training of language teachers.

Key Words: Communicative Language Teaching, Communicative Competence

ÖZ

TURKİYEDEKİ KIDEMLİ VE GENÇ DİL ÖĞRETMENLERİNİN
İLETİŞİMSEL DİL ÖĞRETİMİNİN TEORİSİ HAKKINDAKİ
FARKINDALIKLARININ KARŞILAŞTIRILMASI

by

ÇİMEN, Çağrı

Dünyada kabul gördüğü üzere İngilizce farklı maksatlarla, farklı alanlarda her ülkede milyarlarca insan tarafından konuşulan dünya çapında bir dildir. Bu kabulden amaçlı olarak -bir şekilde, insanlar hayatlarının her basamağında İngilizce'ye ihtiyaç duyuyorlar demektir. İngilizce'yi en iyi şekilde öğretmek için, özellikle yabancı dil olarak, aranan yaklaşım ve metodun arkasındaki bu hatırı sayılır sebep bilim adamlarının uzun yıllar boyunca meselesi olmuştur. Bu yıllar boyunca, İngilizce öğretim metodolojisinde çok fazla yaklaşım denenmiş ve bu yaklaşımlar bir çok metoda ve tekniğe liderlik etmiştir.

1960'ların sonları ve 1970'lerin başlarından başlayarak, dilin iletişim için olduğu görüşü dil öğretim araştırmaları ve tartışmaları ortamında, dil öğretiminde tutarlı bir şekilde ortaya çıkmaya başlamıştır.

İletişimsel Dil Öğretimi dilbilimcilerin, uygulamalı dilbilimcilerin, araştırmacıların ve en sonunda da öğretmenlerin gündemine gelmiştir. Bu yüzden iletişimsel dil öğretiminin bu yıllardan filizlenerek, gelişerek günümüze geldiğini söylemek yanlış olmayacaktır. Ayrıca bu yıllar boyunca teknikleri denenmiş, geliştirilmiş ve fakültelerdeki gibi öğretmen yetiştirilen programlarda uygulanmak üzere öğretmenlere sunulmuştur.

Bu çalışma ise Türkiye'deki kıdemli ve genç dil öğretmenlerinin iletişimsel dil öğretimi hakkındaki farkındalıkları ile uğraşan bir durum çalışmasına dönüşmüştür. Bu tür bir çalışmanın temelinde yatan sebep bu iki gruptaki öğretmenlerin iletişimsel dil öğretimi hakkındaki var olan farkındalıklarını ve bu farkındalık üzerindeki farkları öğrenmektir. Ayrıca kıdemli ve genç dil öğretmenlerinin aynı ortamlarda çalışıyor olmaları da çalışmayı gerekli kılmaktadır.

İletişimsel dil öğretiminin, hakkında herhangi bir fikre sahip olmadan, öğretmenler tarafından uygulanabilmesinin imkansız olduğu hesaba katılarak yola çıkılmıştır. Bu karşılaştırmalı çalışmayı uygulamak için ilköğretim okullarından ve liselerden 14 öğretmen incelenmiştir. İnceleme bu iki grup öğretmenin farkındalıkları hakkındaki bilgiyi bir araya getirmiştir. Çalışmanın sonunda kıdemli öğretmenlerin genç öğretmenler ile karşılaştırıldıklarında iletişimsel dil öğretimi açısından kayıpta oldukları gözlenmiştir. Kıdemli öğretmenler Türkiye'de iletişimsel dil öğretiminin etkisinin tam ortasında çalışmaya başlamış olmalarına rağmen iletişimsel dil öğretimi teorisine yeterince vakıf değillerdir.

Bu çalışmanın bulguları otoritelere, araştırmacılara ve öğretmen yetiştirenlere -hizmet içi eğitim açısından da, genel bir anlayış katacaktır.

Anahtar Kelimeler: İletişimsel Dil Öğretimi, İletişimsel Beceri

To my family...

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CHAPTER I

INTRODUCTION

1.1. Background of the study

Being used by different nations, by people who belong to variant cultures there is a vital problem in actual practices of English; it is the proper communication.

Especially in school environments, because of the needs of proper use of English several methods have been tried out for the sake of well-arranged communication in English.

Thus the Communicative Language Teaching (CLT) has come out in a kind of covering method of the earlier ones in language teaching environments. Language itself has not seen as a kind of matter that should be just learned or taught with its rules but it is a part of people's life that must be directed in a talented way. Gaining that kind of awareness -in language teaching environments, especially in EFL settings, is in need of motivation, preparing real life situations and also conditions for that living thing –language.

Since its birth in roughly 70s and mid 80s lots of definition, views and understandings pointed out in the field. According to Brown (1994) Communicative Language Teaching is based on a broad theoretical position about the nature of language and of language learning and teaching. This broad theory has generated many different ways of understandings, descriptions, and uses of communicative language teaching, challenging what it actually means to classroom teachers. In broad view with the impact of communicative approach ,language has began to seem not like a sort of *lesson* but a kind of dynamic *life* to be involved in as actual

performers of it. For that reason teaching and learning language are being approached to take part in as not a rule governed case ; to memorize of grammatical rules like formulations or words, phrases anymore, or in case of using somewhere like parrots but to internalize it as a *whole*.

Noting that the dominance of CLT in language teaching areas is still requires teachers to be aware of its characteristics and principles. Whatever the situation may be as regards actual teaching practices, communicative language teaching (CLT) is well established as the dominant theoretical model in ELT.. despite the unanimity, many teachers remain somewhat confused about what exactly CLT is (Thomson 1996) On the other hand, the language teachers all around the world approaching CLT as the most dominant method in EFL settings, should also requires its knowledge of theory.

The core element as communicative competence is the triggering element of CLT rescued the language teaching being based on rule governing, memorization, and translation. Savignon used the term communicative competence to characterize the ability of classroom language learners to interact with other speaker, to make meaning.(2002: 3) That is the understanding of CLT goes beyond the knowledge of -just the activities but mostly the understanding of its background, as the core element communicative competence; reasoning is that the preparation of the language teachers or the preparation of the classroom settings also the activities and materials for the uniqueness aiming to develop the communicative competence, teachers have to be surrounded by the knowledge of the basis of CLT.

Finally it can be emphasized that CLT having been accepted the most appropriate method in teaching English by the authorities and language teachers in the world and also in Turkey.

1.2. Statement of the Problem

Although there are some researches about the language teachers' perceptions of CLT in Turkey, it has not been given an importance to the different experiences levels/years of English Language Teachers who have been working in the same education system, using the same curriculum -which is predetermined by the Ministry of Education- having lessons from the beginning of 4th grade to the end of the school 8th grade in *same* primary schools and also in *same* high schools as colleagues.

By explaining the different experienced level of language teachers in Turkey it should be all ears notably to two groups of teachers; *senior teachers* as experienced ones and *junior teachers* as inexperienced ones. The reason of that kind of study has its significant value because of the integrity and wholeness of the foreign language teaching in Turkey.

There is not any distinction in language teaching aims and goals -in Turkey; according to the regions, schools and teachers, but common expectations to be redounded by all language teachers.

1.3. The aim and the scope of the study

CLT is the most widely used approach in ELT settings in the world and in Turkey.

Even some studies indicates that language teachers have some difficulties in integrating their CLT perceptions and practices in classroom settings, this study is paying attention to the different experienced levels of language teachers in Turkey, and trying to find out the discrepancies of senior and junior language teachers' awareness of theoretical framework of CLT. Most teachers now claim to use a communicative approach in some way or other and it is hardly surprising that no one wishes to be called a non-communicative teacher. (Karavas-Doukas, 1996)

There for this study aims to evaluate the two different groups of teachers' awareness of theory of CLT, that because these two groups of language teachers working in the same schools and having lessons in same grades as colleagues they need to keep pace with each other in their syllabuses for they have to prepare one shared examination for each term in each grades in evaluation of the learners performance. As a matter of fact; being aware of how to implement CLT in class settings can be possible on condition that being cognizant about its theory, like; not possessed an idea about a concepts or a case without having its knowledge.

Having been working in the same schools and having language classes in same grades these two groups of teachers' awareness of CLT theory probably impress their interaction as colleagues. Regarding the main desires of language teachers are approaching CLT as the main methodology in Turkey, the guidebooks or summary of the syllabuses of English on school-books and the curriculum are the indications of that acceptance by officially as well.

The awareness of the theory is going to demonstrate whether these groups of teachers have adequate knowledge about CLT that they been expected to perform in class settings. Also what are the differences of their awareness.

Addition to the aims of this study stated before the need of this study having its importance because of the great demand on language teachers and the contemporary importance of English in today's Turkey as:

- Having English classes from the very beginning of primary school, in 4th grade.
- Beginning from this year English is going to take part in central examinations for 6th, 7th and 8th grades. And from the questions in these examinations it is clear that we need teachers who are preparing CLT environments in classroom settings for English.

- While attending to Anatolian High Schools or Social Sciences High Schools; to make students ready even for the advanced level of English in complex language using situations for the higher education. Because the problem in English proficiency in Turkey in higher education is still apparent.
- Making students approaching the English language not as a kind of lesson similar to mathematics' or physics' having formulations, but to acquire it as a dynamic thing that can be used whenever they need. So that the language is started to be seen as a fruitful tool for people's life. For students, researchers, people in different professions, etc.

For all these we need to see teacher's awareness of CLT theory between these two groups because the common case in Turkey is that; approximately, in every district, in every town schools there are colleagues from different groups that have to be in interaction.

1.4. Research Questions

1. Are the senior and junior language teachers cognizant of the CLT theory?
2. Are there any discrepancies between senior and junior teachers' perceptions about the theory behind CLT?

1.5. Assumptions

In the current research, it was assumed that;

- The research design in relation with the research questions is appropriate.
- The survey used in this study is suitable to collect relevant data.

- The participants who took part in the current research honestly responded to the survey
- The participants who took part in the current research willingly responded to the survey.

1.6. Limitations

The main limitation of this study is dealing with the junior and senior English language teachers in Kocaeli, Turkey. Also the approaches of the learners' to the English language and English language environments can be surveyed by comparing and contrasting the senior and junior language teachers' awareness of CLT accordingly.

Even though there are some limitations in current study the findings of this study hopefully give some insights to language teachers and it is assumed that the study is going to be helpful for the further studies in the field.

In conclusion, in this chapter, the background of the study, statement of the purpose, the aim and the scope of the study, research questions, assumptions and limitations have been described. In the following chapter, the related literature is going to be reviewed. In the third chapter the methodology is going to be described. In the fourth chapter the results and findings is going to be presented and the fifth chapter is going to give conclusion to the study

CHAPTER II

Literature Review

2.1. Introduction

In this chapter, first of all language teaching methods summarized, secondly the Communicative Language Teaching –components, principles, basic features and characteristics- is defined. Secondly ingredients of CLT are mentioned like; syllabus, teachers and students roles, tasks, in CLT, materials and activities in CLT

2.2. Summarizing Language Teaching Methods

Grammar Translation Method

Grammar Translation Method applied the study of Latin and Greek grammars to the study of foreign languages from the XVIIth to the XXth centuries. Also Latin has been studied for centuries and the need of understanding Latin texts was important. So that GTM is focuses on reading and writing rather than speaking and listening. Its prime objectives are on grammar rules, vocabulary, memorization . The usage of GTM in classroom environment is accepted by using mother tongue and translating the target language into mother tongue. In practice the characteristics of GTM are; a) Classes are taught in the mother tongue, with little active use of the target language. b) Much vocabulary is taught in the form of lists of isolated words c) Long elaborate explanations of the intricacies of grammar are given. d) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. e) Reading of difficult classical texts is begun early. f) Little attention is paid to the content of texts, which are treated as exercises

in grammatical analysis) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.) Little or no attention is given to pronunciation.(Prator & Celce-Murcia, 1979: 3)

The Direct Method

Direct Method introduced in France and Germany (it was officially approved in both countries at the turn of century), and it became widely known in the United States through its use by Sauveuer and Maximillian Berlitz in successful commercial language schools, In practice it stood for the following principles and procedures;

1. Classroom instruction was conducted exclusively in the target language
2. Only everyday vocabulary and sentences were taught
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. New teaching points were introduced orally
6. Concrete vocabulary was taught through demonstrations, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized. (Richards, J. C., & Rodgers, T. S. 1986 :12)

The Audio-Lingual Method

The Audio-lingual Method was developed through a U.S. Army programme devised after World War II to produce speakers proficient in the languages of friend and foes. So it was also called Army Method. The main stem of this method is habit formation and behaviorism. The emphasis was on memorization through pattern

drills and conversation practices rather than promoting communicative ability. These methods drill students in the use of grammatical sentence patterns. It was thought that the way to acquire the sentence patterns of the target language was through conditioning- helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their native language and form the new habits required to be target language speakers. Language teacher role is the model of the target language. By listening to how it is supposed to sound, students should be able to mimic the model (Larsen – Freeman, D. 2000 p:35)

The Silent Way

The Silent Way is devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts. Very broadly put , the learning hypothesis could be stated as follows;

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying physical objects.
3. Learning is facilitated by problem solving involving the material to be learned. (Richards, J. C., & Rodgers, T. S, 1986: 81)

Suggestopedia

Suggestopedia is a method which is based on a modern understanding of how the human brain works and how we learn most effectively. It was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov. According to Larsen-Freeman (2000: 73)

Desuggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus, to help them overcome the barriers to learning.

Suggestopedia include a rich sensory learning environment like; pictures, colors and especially music; a positive expectation of success and the use of a varied range of methods: dramatized texts, music, active participation in songs and games, etc. To prevent a relax atmosphere courses is conducted in a classroom which is bright and cheerful. Mainly students are studying with handouts containing long dialogs in the target language and next to having their translation into their mother tongue . Basically there is two part in the lesson active concert that students follow the dialogs Baroque music with the text been read very quietly. So before the practice students are hopefully brought to the optimum mental state without and obstacle in acquisition the material.

The Natural Approach

This method was developed by Krashen and Terrell (1983). It emphasized “Comprehensible Input”, distinguishing between ‘acquisition’ – a natural subconscious process, and ‘learning’ – a conscious process. They argued that learning cannot lead to acquisition. The focus is on meaning, not form (structure, grammar). The essence of language is meaning. Vocabulary not grammar is the heart of language. There are 2 ways of L2 language development: Acquisition a natural sub-conscious process; Learning a conscious process. Learning cannot lead to acquisition Activities allowing comprehensible input, about things in the here-and-now. Focus on meaning not form (Nunan, 1999 :194-195)

The Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher. (Richards, J. C., & Rodgers, T. S 2001: 73) TPR reflects a kind of grammar-based view of language even the activities in TPR dwell on listening comprehension related idea is that the acquisition of first language of a baby can be adapted to the adult learners for second language of foreign language. As Asher states; “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperatives by the instructor.(Asher , 1977: 4)

2.3. Communicative Language Teaching

Its origins are many; the dissatisfaction of the prior methods in language learning has necessitated the production of a new one by the help of the, linguists, instructors and language teachers who has also grown up with the loss of proper language use.

That's to say the failure of the Audio lingual Method and Grammar Translation Method to foster real communication skills caused language instruction specialists to search for more effective ways in language teaching. This search led to the development of the communicative approach in Britain in the 1970s. This approach which has since spread to many parts of the world, focuses on actively developing competence in understanding and communicating language. (Rebecca, L.)

The main reason is that in classroom environments students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Authentic language use and

classroom exchanges where students engaged in real communication with one another became quite popular. Thus Communicative language teaching has been an influential approach for at least two decades now. The term 'communicative' carries an obvious ring of truth: we "learn to communicate by communicating" (Larsen-Freeman, 1986: 131).

CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of language, but also the functions and purposes that a language serves in different communicative settings. (Lightbown and Spada, 1999: 172)

Briefly today's main comprehension of CLT can be seen to have stemmed from the views of Hymes (1972) proposing that knowing a language involved more than knowing a set of grammatical, lexical, and phonological rules. In order to use the language effectively learners need to develop *communicative competence* the ability to use the language they are learning appropriately in a given social encounter.

2.4. Communicative Competence

The communicative approach meaning also communicative language teaching in foreign language teaching starts from the theory of language as communication. So the goal of the language teaching is developed communicatively by the help of Hymes (1972) who referred its basic assumption as communicative competence: to represent the ability to use language in a social context, to observe sociolinguistic norms of appropriateness. It was the disagreement of Chomsky's definition of competence, competence in Chomskian view is considered as linguistic competence that the knowledge of the rules and these rules which make learners to produce grammatically correct sentences: "I will consider a language to be a set of sentences" Chomsky (1957 :13) Its that with finite number of rules it can be produced infinite number of sentences. So the generative grammar set its root. According to him (1965:3) ideal speaker-listener knows language perfectly in speech

community and unaffected by grammatically irrelevant conditions like memory limitations, distractions ...etc. In contrast, Hymes sees linguistic competence as a part of communicative competence- an umbrella concepts. According to Hymes the focus of language on rules knowledge, on the part of competence, as just linguistic competence, is sterile. Larsen-Freeman (1982: 108) states that by avoiding violation of any linguistic rules of the languages [one needs]:

to have knowledge of and be able to apply
morphological, phonological, lexical, syntactic, discourse,
paralinguistic, and non verbal rules.

Adding that, one also needs to know other things as well like; how to use these linguistic forms appropriately. It is that communicative competence theory in second language pedagogy is mainly based on expanding the scope about the linguistic knowledge; approaches centered on ability for communication with the language.

In Hymes view (1972: 281) acquiring communicative competence requires both the acquisition of knowledge and the ability of language use

1. whether (and to what degree) something is formally possible;
2. whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

On the other hand, other linguistic theory of communication -inevitably supporting CLT on account performing varied functions in language, is Halliday's functional account. He stated seven functions that language performs. Richards & Rogers classified them as (1986: 70-71):

- *the instrumental function*: using language to get things;

- *the regulatory function*: using language to control the behavior of others;
- *the interactional function*: using language to create interaction with others;
- *the personal function*: using language to express personal feelings and meanings;
- *the heuristic function*: using language to learn and discover;
- *the imaginative function*: using language to create a world of the imagination;
- *the representational function*: using language to communicate the information'

Savignon (2002b) notes that Hyme's concern with speech communities and the integration of language, communication, and culture was not unlike that of Firth and Halliday in the British linguistic tradition (see Halliday 1978). And she states that the Hyme's "communicative competence" can be seen as the equivalent of "Halliday's meaning potential" because similarly Hyme's focus was on the language as a social behavior. This is the act of using language in social context and need to be able to use the language with different purposes. So that Canale and Swain (1980: 6) adapted communicative competence in an interactive feature of grammatical and sociolinguistic competence. They argued that in adapting communicative approach to second language teaching, syllabus must integrate the grammatical and sociolinguistic competence. Canale and Swain (1980) describe communicative competence as integrated by four parts:

- *linguistic competence* the grammatical, lexical, semantic and phonological competence;
- *discourse competence* -the linguistic and meaning relationships within the discourse (cohesion, coherence, gesture...)
- *socio-linguistic competence* or the understanding of the functional aspects of communication (including role relationships, personal factors, social and cultural context...)

- *strategic competence*, referred to the coping strategies developed to solve the learning problems and to be autonomous.

The integration of the four components as a classroom model that is also integrated with the contexts as at the top was illustrated by Savignon (2002b: p8)

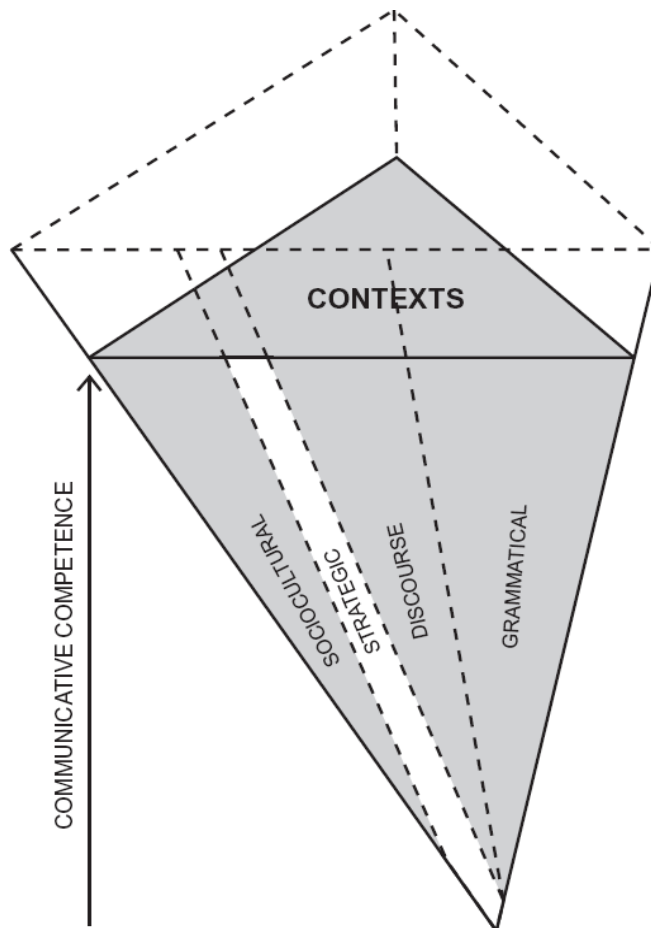


Figure 1.1. Components of communicative competence

2.4.1. Linguistic Competence

Linguistic competence is the ability of a speaker-hearer to speak and understand language in a grammatically correct manner. Using language forms accordingly: like suitable for time, forms of plurality.. etc. knowledge of sentence formation, syntactic patterns or rules, spelling pronunciation...etc are emphasized. Savignon (2002b) states make use of those features to interpret form and words. And she adds:

Grammatical competence is not linked to any single theory of grammar and does not include the ability to state rules of usage. One demonstrates grammatical competence not by stating a rule but by using a rule in the interpretation, expression, or negotiation of meaning.

2.4.2. Discourse competence

Discourse competence refers to two related, but distinct abilities. Textual discourse competence or spoken discourse competence. They refer to the ability of mastering both speaker/hearer and reader/writer concept. Refers to the ability to understand and construct monologues or written texts of different genres, such as poem, narratives, an e-mail, procedural texts, descriptions and others

Also it pay attention to the knowledge of the rules of speaking; how to begin or end the conversation, mastering what kind of topics to discuss which types of speech events. Savignon (2002b) defined discourse competence as:

..is concerned not with isolated words or phrases but with the interconnectedness of a series of utterances or written words or phrases to form a text, a meaningful whole. Identification of isolated sounds or words contributes the interpretation of overall meaning.

What other familiar concepts are cohesion and coherence. Cohesion captures devices like; lexical cohesion, references, ellipsis, conjunctions. To establish a global meaning, or a kind of topic, for a poem, a writing, an e-mail in shaping kind of cohesion in a text or conversation devices should concern with the semantic edifice in constructing text.

2.4.3 Sociolinguistic Competence

It is the ability to understand behavior from the standpoint of the members of a culture and to behave in a way that would be understood by the members of the culture in the intended way. So it is the ability again to interpret the

social meanings of the choice of linguistic varieties and using the language appropriately with its social meaning for communication.

Sauvignon (2002b) states a broader view of sociolinguistic competence, as sociocultural competence. She states sociocultural requires an understanding of the social context in which language is used: the roles of participants, the information they share, and the function of the interaction. Also Canale and Swain (1980) dealt with the similar point of view on sociolinguistic competence that utterances should be produced and understood appropriately in different sociolinguistic contexts depending on contextual factors, these contexts can be differentiate according to the status of the participant, purposes of the interaction like ones counted above.

It should make the user of the language to ask about how to express specific attitudes like: courtesy, authority, friendliness, respect when in need of and interpret these and familiar attitudes when another person expresses.

2.4.4. Strategic Competence

Strategic competence relates to the learner's ability to master verbal and non-verbal communication strategies. Even not being mastered about what is being told or read, learners; if have any, can postulate some strategies to get the message across. Especially in conversational events strategic competence plays a vital role to go on the communication and giving/taking the intended meaning. Canale (1983:10) explaining that these strategies may be in need in two main reasons: "to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more of the other areas of communicative competence, and to enhance the effectiveness of communication" Also Sauvignon (2002) explains these strategies as :

the coping strategies that we use in unfamiliar contexts, with constraints arising from imperfect knowledge of rules, or such impediments to their application as fatigue or distraction, are represented as strategic competence"

Even all these components of communicative competence are stated in separation they have not taken place in separation in real life context as it is explained. They are all in interaction and have influence of each other. According to Savignon (1997):

Whatever the relative importance of the various components at any given level of overall proficiency, one must keep in mind the interactive nature of their relationship. The whole of communicative competence is always something other than the simple sum of its parts.

2.5. Principles of CLT

Although CLT does not subscribe to any specific theory of language learning, the practices associated with it imply several underlying *theoretical principles*. Described as follows by Richards and Rodgers (1986 : 72)

- 1 *The communication principle*: Activities that involve real communication promote learning.
2. *The task principle*: Activities in which language is used for carrying out meaningful tasks promote learning.
3. *The meaningfulness principle*: Language that is meaningful to the learner supports the learning process.

Above items can be summarized as giving attention to the fruitfulness of CLT in –especially, *learning* process. To promote the learning process, besides tasks that should be approached as the reflection of meaningfulness of the real life –meaning language use – are in the very central act.

For not having been adhered to a particular theory or method but have formed its theories as being affected from the wide range of areas like educational psychology, second language acquisition, there is a good deal of consensus required qualities of CLT.

Wesche and Skehan (2002) describe as: (cited from: www.pearsonhighered.com)

- Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems.
- Use of authentic texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels.
- Approaches that are learner centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions (208)

Easy to see the learner centeredness for the sake of -somewhat, their own choice makes learners feel that they are going to take part of a language in aware of that is peculiar to their needs.

According to the Berns (1990:104) principles of CLT are summarized in the following way:

1. Language teaching is based on a view of language as communication; that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users as it is with first language users.

3. A learner's competence is considered in relative, not absolute, terms of correctness.
4. More than one variety of a language is recognized as a model for learning and teaching.
5. Culture is seen to play an instrumental role in shaping speakers' communicative competence
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving the ideational, the interpersonal, and the textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language, that is, they use language for a variety of purposes in all phases of learning. Learner expectations and attitudes have increasingly come to be recognized for their role in advancing or impeding curricular change.

Considering above items, they can be gone over as that the main purpose of the language should be using it meaningfully in a communicative way to achieve needs by performing it. Divergence in the language learning process of the learners and in their needs should be accepted. Even teachers know that in Turkey the curricular changes or priorities for language teaching are not contributed by the learners needs directly, the increasing demand of language teachers probably make some account in the preparation process of the curriculum.

Thinking that the needs as local surroundings as mostly –culture; like shopping, artistic customs...etc. need to be considered to be allocated to take place of learners' communicative competence thus the language turns into a useful means. Because as Larsen-Freeman states CLT, aims broadly to apply the theoretical

perspective of Communicative Approach by making communicative competence the goal of language and communication (Larsen-Freeman 2000: 122) According to the diversity both in the cultural items and individual discrepancies the methodology is regarded as eclectic to be more communicative with the help of learners participation of the process in giving shape of the curriculum.

Larsen-Freeman (1986: 128-131) counts some underlying principles of Communicative Approach:

1. Whenever possible, “authentic language”—language as it is used in real context—should be introduced.
2. Being able to figure out the speaker’s or writer’s intentions is part of being communicatively competent.
3. The target language is a vehicle for classroom communication, not just the object of study.
4. One function can have many different linguistic forms.
5. Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about cohesion and coherence.
6. Games are important because they have certain features in common with real communicative events—there is a purpose to the exchange. Having students work in small groups maximizes the amount of communicative practice they receive.
7. Students should be given an opportunity to express their ideas and opinions
8. Errors are tolerated and seen as a natural outcome of the development of communication skills.

9. One of the teacher's major responsibilities is to establish situations likely to promote communication.

10. Communicative interaction encourages cooperative relationships among students.

11. The social context of the communicative event is essential in giving meaning to the utterances.

12. Learning to use language forms appropriately is an important part of communicative competence.

13. The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.

14. In communicating, a speaker has a choice not only about what to say, but also how to say it.

15. The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.

Finocchiaro and Brumfit (1983: 91-93) give the principles of Communicative Approach comparison to the Audio-lingual Method.

Audio-lingual Method	Communicative Language Teaching
Attends to structure and form more than meaning.	Meaning is paramount.
Demands memorization of structure-based dialogs.	Dialogs, if used, center around communicative functions and are not normally memorized.
Language items are not necessarily contextualized.	Contextualization is a basic premise.
Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
Mastery, or "over-learning" is sought.	Effective communication is sought.
Drilling is a central technique.	Drilling may occur, but peripherally.
Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
Grammatical explanation is avoided.	Any device which helps the learners is accepted — varying according to their age, interest, etc.
Communicative activities only come after a long process of rigid drills and exercises	Attempts to communicate may be encouraged from the very beginning.
The use of the student's native language is forbidden.	Judicious use of native language is accepted where feasible.
Translation is forbidden at early levels	Translation may be used where students need or benefit from it.
Reading and writing are deferred till speech is mastered.	Reading and writing can start from the first day, if desired.
The target linguistic system will be learned through the overt teaching of the patterns of the system.	The target linguistic system will be learned best through the process of struggling to communicate.
Linguistic competence is the desired goal.	Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
Varieties of language are recognized but not emphasized.	Linguistic variation is a central concept in materials and methodology.
The sequence of units is determined solely by principles of linguistic complexity.	Sequencing is determined by any consideration of content, function, or meaning which maintains interest.
The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in any way that motivates them to work with the language.
"Language is habit" so errors must be prevented at all costs.	Language is created by the individual often through trial and error.
Accuracy, in terms of formal correctness, is a primary goal.	Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
Students are expected to interact with the language system, embodied in machines or controlled materials	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
The teacher is expected to specify the language that students are to use.	The teacher cannot know exactly what language the students will use.
Intrinsic motivation will spring from an interest in the structure of the language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

Table 1 comparison of the Audio-lingual and CLT

Besides the fundamental theoretical principles above, Higs and others (1984) paid attention to the principles for *practices* of CLT to obtain proficiency in language -as organizing principles of CLT- those derived from the theory as:

- Teacher acting as a facilitator
- Use of a real-life context for activities, e.g., role plays
- Integrating skills
- Use of authentic materials
- Personalizing activities
- Use of pair work
- Use of group work
- Negotiating by teacher and students about the curriculum
- Maximizing student-student interaction
- Maximizing student participation, i.e., more talking by students than by teacher, ensuring all students participate
- Use of task-based instruction
- Tailoring to learner styles or preferences
- Use of a variety of activities, to include alternatives to content questions
- Use of Information Gap activities
- Use of appropriate error correction techniques and other forms of feedback

Summarizing above items, briefly; the crucial points still exist in the hard of the realia and the elaborate participation of learners to this realia by making them to feel like using the language purposefully with intended accompanied curricula.

Furthermore using the language in the side of four skills, make them much participate, having tasks as in real life, scrutinizing their learning styles and using

activities accordingly- inevitably motivate learners to feel like being in an authentic atmosphere. That is the one of the core elements of CLT – the authenticity- because the language take place in this authenticity more meaningfully and purposefully so learners probably insight the need of this new language.

2.6. Summarizing Basic Features and Characteristics of CLT

CLT is a generic approach, and can seem non-specific at times in terms of how to actually go about using practices in the classroom in any sort of systematic way. There are many interpretations of what CLT actually means and involves.

So, it can be said that at the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow. (Richards and Rodgers 1986: 71):

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

That kind of point of view entails us to consider two fundamental principles, these are; enable students *understand* the language and make them *use* the language. Accordingly the underlying assumptions of CLT approach are that the core of the language learning is not existing learning grammatical rules but its function, its context, its meaning and its proper use.

So CLT calls for different and bold ideas of language teaching for language teachers. One of the major shifts is that language learning has become *student-*

centered. Lessons are planned in such a way that all the students can engage in interactive activities in group work and pair work activities which are employed to promote communication and getting the meaning across. Authentic and meaningful communication should be goal of classroom activities.

A summarized overview from the literature

Johnson (2004) considered three characteristics relevant to CLT:

1. CLT places greater importance on the role of message-focus in language practice;
2. It uses such techniques as *information transfer* and *information gap*;
3. It is part of a learning model, as opposed to an acquisition model.

Features and its classrooms, CLT -for the sake of its practices, were also concerned in the literature (Brown, 2000; Chastain, 1988; Larsen-Freeman, 1986; Richards & Rodgers, 2001). These features consist of:

1. An emphasis on language use rather than language knowledge;
2. Greater emphasis on fluency and appropriateness in the use of the target language rather than on structural correctness;
3. Minimal focus on form with corresponding low emphasis on error correction and explicit instruction on language rules or grammar;
4. Classroom tasks and exercises that depend on spontaneity and student trial-and error as well as negotiation of meaning among students and between students and teachers; use of authentic materials;
5. An environment that is interactive, not excessively formal which encourages risk taking and promotes student autonomy;

6. Teachers serving more as facilitators and participants rather than taking the traditional didactic role; and

7. Students being actively involved in interpretation, expression and negotiation of meaning.

Mangubhai et al. (2007) note that CLT involves extensive interaction in the second language between students and teachers and among students, and rests on a number of assumptions:

- Learning a second language can be facilitated through using the language for communication purposes.
- Communication of this kind should be both authentic and meaningful.
- A greater emphasis should be placed on language use rather than language knowledge.
- Learner autonomy in language use and learner risk-taking should be encouraged.
- Fluency and appropriacy in the use of the second language should take precedence over structural correctness. [cited from: (LOTE in Victorian Schools)]

Slipped out from the prior methods those summarized items is still drawing an attention for us to become aware of that the language is for communication and to provide this purpose it is needed to give consideration to language use in coded situations (from realia) with coded materials (from authentic) for making learners like they are having a daily experience as they do their own lives.

The characteristics of CLT are focused on the core of CLT to materialize

communicative competence. Nunan (1991) mentions five features to characterize CLT as follows:

1. An emphasis on learning to *communicate through interaction* in the target language.
2. The introduction of *authentic texts* into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on *the learning process itself*.
4. An enhancement of *the learner's own personal experiences* as important contributing elements to classroom learning.
5. An attempt to *link classroom language learning with language activation outside the classroom*.

Table 2. Extended characteristics of CLT by Mangubhai et al. (1998)

<ul style="list-style-type: none"> • Emphasis on language use rather than language knowledge • More attention is given to fluency and appropriacy than to structural correctness. • Classroom exercises depend upon spontaneity and trial and error by learners. • Promotes interpersonal rather than intrapersonal interactions. • Group and pair work are effective learning modes. These modes are most effectively rendered in small classes. • It uses authentic materials. • For the development of communicative ability there needs to be an integration of form-focused exercises with meaning-focused experience. • Emphasis on tasks that encourage the negotiation of meaning between students and between students and teachers with the goal of making input comprehensible to participants. • The teacher oscillates between the roles of facilitator and director transmitter. • The teacher sets an environment that is interactive and not excessive formal. • A commitment to using the target language as a medium of classroom communication. • It is learner centered. • Methodology is geared not only to competence but also to the expectations of those participating in the learning process. • Learners seem to focus best on grammar when it relates to their communicative needs and experiences. • Emphasis on successful communication, especially that which involves risk taking. • Emphasis on learner autonomy and choice of language, topic and so on. • A communicative classroom seeks to promote interpretation, expression and negotiation of meaning - implying learners are active. • Context is important in interpreting the meaning of a text (oral or written).

Conclusion of the six characteristics of CLT listed below provides a simple and direct description of CLT Brown (2001: 43)

1. In CLT, “Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.”

2. Learners’ motivations can be greatly encouraged through Language techniques designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunities to discover and follow their own styles of learning and thus develop appropriate strategies for autonomous learning. This helps students to become independent learners who are truly prepared to be manipulators of languages “out there” when they need to leave the classroom eventually (see Littlewood, 1981).

6. A communicative classroom should be learner-centered as contrasted to the teacher-centered classroom of the traditional methods. A learner-centered classroom employs techniques that account for learners’ different needs and styles,

give some control to the students, allow for student creativity and innovation and enhance students' sense of competence and self-worth

Finally it is clear to see that principles and both the characteristics and features of CLT mostly dwell upon some vital points these are; goal of the language is for appropriate communication- every activity is done with a *communicative intent* (Larsen-Freeman), using related techniques for preparing an real life situations in classroom, using authentic materials for providing the atmosphere, making students feel free to negotiate meaning, forsaking the teacher-centered tradition, and for approval for the closeness to the realia at times preparing concurrent or circumlocutory language use in small groups or pair work activities.

The principles, characteristics and basic features are going to simplified in to 25 items –containing 3 of Audio-lingual method, as in the shape of check list questionnaire (in appendices) to seek answers for the research questions.

2.7. Syllabus, Tasks and Activities in CLT

Traditionally, the field of curriculum development has been divided into syllabus design, methodology, and evaluation (Tyler 1949). Syllabus design has to do with selecting and sequencing content, methodology with selecting and sequencing appropriate learning experiences, and evaluation with appraising learners and determining the effectiveness of the curriculum as a whole (cited from Nunan 1999).

Although syllabus is meant to be found on communicative functions until coming to the syllabus designs for the demand of CLT, traditional ingredients of syllabuses had been dealing with the forms or grammatical focus activities in units. Correspondingly Stratton (1977) states that the syllabus must contain units like “Demand”, “Ask”, “Request”, not ones like “Present Simple Tense” or “Present Continuous Tense”. Distinct from that kind, syllabus seemingly should deal with the

functional, functional-notional views of language. So starting in 1970s the preliminary demands under the need of language learning for itinerant workers' occupational purposes ,in Europe, made experts to work up to formulate a functional or communicative definition of language that put forth roots the communicative syllabus. Wilkins, who was the leading of these studies was trying focus of the communicative use of language, - notional and functional. Notion as a term refers to the meanings and also concepts for communication (i.e. time, duration, location), function as a term -on the other hand, refers to the purposes and usages (i.e. suggesting, complaining, describing something, requesting information, expressing agreement) Wilkins (1976) revised his studies in his book Notional Syllabus and summarize functions for this syllabus as:

1. Judgment and evaluation (approving, disapproving)
2. Suasion (persuading, commanding)
3. Argument (agreeing, denying)
4. Rational inquiry and exposition (inferring, comparing)
5. Personal emotions(enjoyment, sorrow)
6. Emotion relations (greetings, flattery)

No sooner with the emergence of CLT -shaping a kind of syllabus - learners were no longer considered as passive recipients of knowledge; they were viewed as active participants who are involved in various stages of teaching and learning. On the other hand, teachers, started to adopt the role of *facilitator of communication* instead of being the *source* of information, and materials were designed in such a way that they would promote the real-life uses of the language, which the learners are likely to experience in an authentic communication situation.

In traditional language teaching, syllabus design issues (what students learn), and methodology (how they learn), were decided with reference to the classroom rather than with reference to learners' real communicative needs in actual situations in the world outside. As a result, learners often had difficulty using what they have learned beyond the classroom. With grammar-translation and audio-lingual drills, it was often difficult for learners to make the

conceptual leap from the classroom to genuine communication outside the classroom.(Nunan,1999)

So it can be exemplified as considering the traditional designs we no longer see the content to be learned by students like; want learners to know how to contrast the simple past and present perfect tenses or the methodology as a route like; learners to do a set of substitution drills involving present perfect and simple past, but we see learners as to be able to give an informal oral or written presentation on a subject of their choice.

Comparison to traditional syllabuses that are simply specifying the mastery of grammar and vocabulary knowledge –today; in order to develop learners’ communicative competence, it is argued that the syllabus should identify and attract attention to the following aspects:

1. as detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language. For example, using English in the hotel industry, or for travel.
2. some idea of the setting in which they will want to use the target language. For example in an office, or in a store
3. the socially defined role the learners will assume in the target language, as well as the role of their interlocutors. For example as a traveler, as a salesperson talking to clients, or as a student in a school setting.
4. the communicative events in which the learners will participate; everyday situations, vocational or professional situations, academic situations, and so on. For example making telephone calls, engaging in casual conversation, or taking part in a meeting.

5. the language functions involved in those events, or what the learner will be able to do with or through the language. For example making introductions, giving explanations, or describing plans.
6. the notions or concepts involved, or what the learner will need to be able to talk about. For example leisure, finance, history, religion.
7. the skills involved in the “knitting together” of discourse: discourse and rhetorical skills. For example story telling, giving an effective business presentation.
8. the variety or varieties of the target language will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.
9. the grammar content that will be needed
10. the lexical content or vocabulary that will be needed. (van Ek, J. & L.G. Alexander, 1980)

Some of the given examples that are inferred from the syllabus type above can be seen not appropriate for the level of primary or secondary students or teacher may grumble about. But the tasks or activities derived from CLT syllabus belong to teachers and their classroom needs –for real communication, and also teachers are welcomed with the genuine ones by keeping the appropriateness. Freedom of preparing a task and an activity depends upon teachers’ point of views devoted to cycling in a CLT syllabus. Tasks can be anything authentic ;

..examples of tasks include painting fence, dressing a child, filling out a form, buying a pair of shoes, borrowing a library book, typing a letter, sorting letters, finding a street

destination and helping someone across a road. In Other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between.(Long 1985 : 85)

They are the hundred and one things occurred or we think that they may occur in the future so that they are communicative and learners need to encountered such an authenticity to give some shape to their communicative competence. The authenticity of the materials in tasks is important for learners to acquire the use of target language while employing the language. As in Nunan's view of pedagogical tasks (transformed forms of authentic tasks)

- classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning (1999:25)

Giving an example the target task may about the weather forecast and the listener is going to give a decision to wear a rain-coat or may be he is going to go swimming. The transformed form of this sample target task may be the true false activities about the weather forecast or the questions about what to take with you while going out in this weather.

On the other hand with a broader concept in communicative curriculum according to the Savignon (2002) CLT puts the focus on the *learner* and she proposes five components for the curriculum;

1 *Language arts* includes those elements that teachers often do best; it may be all they have been taught to do including exercises used in mother tongue to focus attention on formal accuracy.

2 *Language for a purpose* is the use of language for real communication goals.

3 *Personal English language* use relates to the learners' emerging identity in English.

4 *Theatre arts* means to teach in a way that can provide learners with the tool they need to act in new language such as to interpret, express, and negotiate meaning.

5 *Beyond the classroom* refers to the need to prepare learners to use the language they learn in the world outside the classrooms.

Accordingly the needs of defining learner's place, in language learning process -in transformation of the materials and tasks and especially syllabuses from the traditional views to the contemporary approaches, necessitate new expansions.

At the syllabus planning stage, unfortunately, it is the only institution or the teacher that make all the decisions about what will be taught and when it will be taught. These decisions will be made with little or no reference to the actual or potential communicative needs of the learner. In a learner-centered-classroom, on the other hand, the selection and sequencing of content will be made with reference to the sorts of uses to which the learner will want to put the language outside of the classroom(Nunan,1993)

Starting from the point of view about the learners' positions in language classrooms -in CLT framework, learner-centered approaches is in the main axis. According to Nunan; *even* in the curricular processes -as Savignon above- learners have their significance;

While the learner-centered curriculum will contain similar elements and processes to traditional curricula, a key difference will be that information by and from learners will be built into every phase of the curriculum process. Curriculum development becomes a collaborative effort between teachers and learners, since learners will be involved in decisions on content selection, methodology and evaluation (1989:19).

It can not be wrong to conclude that CLT promotes learner-centered methodology because both the designing of the syllabuses that are based on the requirement of real-life needs and communicative roles and the practices – the tasks and materials have a significant importance in learning process. That is supported by Nunan's view (1989 : 132) of in explanation of good communicative classroom:

- derive input from authentic sources
- involve learners in problem-solving activities in which they are required to negotiate meaning
- incorporate tasks which relate to learners' real-life communicative needs
- allow learners choices in what, how and when to learn
- allow learners to rehearse, in class, real-world language tasks
- require learners and teachers to adopt a range of roles, and use language in a variety of settings in and out of the classroom
- expose learners to the language as system
- encourage learners to develop skills in learning how to learn
- integrate the four macro skills
- provide controlled practice in enabling micro skills (reading, listening, speaking and writing)
- involve learners in creative language use

In the summary of communicative classroom above by Nunan it is the compulsory duty of teachers to provide a kind of realia by some given tasks supported by role plays [a reporter announcing the high performance of Turkish national football team in the championship i.e.] with authentic materials(presentations, comments or negotiations on texts in written or orally and spontaneously] Breen and Candlin (1980) emphasis that teachers are organizers of all these activities and as a result greater demands of work have made on them as they see communicative classrooms like serving as an 'arena' of interactions of

language tasks. Also they represent that “the communicative classroom can become the meeting place for realistically motivated communication-as-learning, communication about learning and meta-communication by adding classroom no longer needs to be seen as a pale representation of some outside communication reality. That’s to say communicative classroom should take its part as it is in real life -like the reality is happening in it, context with its participants-learners. So for this existing loss of preparing classrooms with comprehensible inputs, using an authentic or modified ones for classroom settings are both under the demand from language teachers. Here is an example of developing a pedagogical task.

Table 3. Sample steps for developing a pedagogical task by Nunan (1991)

Procedure	Example	Rationale
1. Identify target task	Giving personal information in job interview	To give learners the opportunity to develop language skills relevant to their real world needs
2. Provide model	Students listen to and extract key information from authentic/ stimulated interview	To provide learners the opportunity to listen to and analyze ways in which native speakers or users of the target language carry out the target task
3. Identify enabling skills	Manipulation drill to practice wh-questions with do-insertion	To provide learners with explicit instruction and guided practice in those grammatical elements needed to perform the target task
4- Devise pedagogic task	Interview simulation using role cards	To provide learners the opportunity to mobilize their emerging language skills through rehearsal

TESOL QUARTERLY

While surrounding language teaching environment in CLT methodology it is expressed that the fundamental agreed concept is make learners to use language for communication -by developing their communicative competence. To achieve these real life communication activities in language classrooms –tasks- are the

important issues for learners to take part in realia and for teachers to analyze the needs of their learners according to their outcomes. As people we have interactions in communication and we get the *meaning* from this real interaction as Krashen (1982) states the way acquiring of language through comprehensible input while in interaction with language the focus is not on form but on the message. So that how much the activities in tasks and tasks themselves are familiar and meaningful the appropriate learning can take place as desired.

Ellis defines tasks (2003:16) [pedagogical tasks: they are the transformed forms of authentic/target tasks in real life] as:

A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other skills and also various cognitive process

Making some sense for the tasks –especially communicative tasks, it is better to see that the tasks which are transformed from real life situations are most probably cause learners to feel like they had the situation or having it now or will be encountering in the future somewhere. That actually makes them see this resemblance and prepare themselves for the language which is potentially useful in their lives. Because as Skehan (1998) summarize a task activity a) meaning is primary, b) learners are not given other people’s meanings to regurgitate, (c) there is some sort of relationship to comparable real-world activities. Tasks also empower language teachers whether the learners have problems in conveying the task by giving attention to the outcomes. So the *significance* -derived from that type of developed tasks or materials- attributed to language by learners inevitably improves. Because it becomes as real as their own languages. As supporting this view there is a definition of pedagogical task (Richards, et al. 1986:289)

Tasks may or may not involve the production of language. For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative.... Since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake (cited from Nunan, 2004:2)

As it is mentioned above it is not difficult to see how much communicative tasks used in classroom environment the language use surely takes place beyond the classroom usage and states its real milieu ;'real life context'. Also according to Willis (1999: 36) exemplifies the communicative task as goal oriented and having specific outcome so that the emphasis is on exchanging the meanings but not producing specific language forms. On the other hand Savignon (2002) emphasizes:

By encouraging learners to ask for information, to seek clarification, to see circumlocution and whatever other linguistic or nonlinguistic resources they could muster to negotiate meaning, to stick to the communication task at hand teachers were in variably leading learners to take risks, to venture beyond memorized patterns.

In a communicative activity of course, learners dealing with the forms in terms of accuracy but they have not got the exact attention because they are mobilizing their linguistic competence in the activity.

Needles to say the rich and comprehensible input that goes under in several types of activities for developing language skills communicatively has no way to replicate with anything. As Doughty and Long (2003: 61) emphasis rich input entails realistic samples of discourse and surrounding native speaker and non-native speaker accomplishments of target language.

The authenticity that we have been encountering in our life and interweaving with it while speaking to someone or reading something...etc is also

showing that picking up the meaning that is loaded in the messages or giving a loaded one in a *particular* context to a *anyone* have surrounded us and a great deal for us because as human beings we have grown together with it. So as it is mentioned, tasks that can be anything from life also include any authentic materials as well. Gebhrard (1996) gives some examples for the authentic materials.

1. Authentic Listening; viewing Materials - TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2. Authentic Visual Materials; slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps

3. Authentic Printed Materials; newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

4. Realia (_Real world/objects) used in EFL/ESL Classrooms; coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

So we come to some main perspectives for the authentic materials as; first of all they provide exposure to real language, they support more creative views in teaching language, also provide cultural point of views from the target language. As they help to understand learners to see the target language in its own culture, even it is not a problem if classroom materials that are totally derived from authentic materials according to Widdowson (1987) they can be texts or any other forms of input, as long as they facilitate the learning process.

Such a chance for language teachers able to bring any authentic material that she thinks suitable for the needs or the goals of the lesson give great expansion to contextualize the language and for the language lesson to be fulfilled with target language that really used in its living world. According to Berns (1984: 5) language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak). These are the cases that can be covered by authenticity of the language.

Additionally one of the main goals of CLT is to develop the fluency of the learners. Fluency is a natural language use when a speaker engages in a conversation for example speaker maintains the interaction in communication case despite the limitations of her communication competence. On the other hand while fluency is gaining by developing meaningful activities and use of communication strategies accuracy is dealing with the correctness of language use. Differences between fluency and accuracy activities can be summarized as: (Richards-)

Table 4 Fluency and Accuracy activities

Activities Focusing on fluency	Activities focusing on accuracy
Reflect natural use of language	Reflect classroom use of language
Focus on achieving communication	Focus on the formation of correct examples of language
Require meaningful language use	Practice language out of context
Require the use of communication strategies	Practice small samples of language
Produce language that may not be predictable	Do not require meaningful communication
Seek the link language use to context	Choice of language is controlled

All the activities that foster both fluency and accuracy should serve the communication aspect of the language. So in selecting the type of the activities teacher should attract attention to its function Littlewood (1981) groups the activities according to their pre-communicative functions and communicative functions.

Structural and quasi-communicative activities versus functional communicative activities and social interaction activities.

Information gap activities

Information gap activities or the notion of information gap is an important aspect of CLT. This refers to the fact that people in real communication normally communicate each other to get the information that they don't know. This is known as information gap. So activities that gathered with information gap in them help learners go beyond practice of language forms and use more communicative resources to possess the information. The following examples of exercises make use of information gap principle (Richards-)

- 1- Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A- picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.
- 2- Students practice a role-play in pairs. One student is given the information she/he needs to pay the part of a clerk in the railway station information booth and has information train departure, prices etc. The other need to obtain information on departure times, prices etc. They role play the interaction without looking at each other's cue cards.

Jig-saw activities

These are also based on information gap principles. Typically the class is divided into groups and each group has part of information. To complete the activity whole each group need to share information by communicating meaningfully and

also by the time they take part in a meaningful communication practice. Sample Jigsaw activities (Richards-)

1. The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes note on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B and C. they now role-play the discussion using the information obtained.

2. The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

Other activities in CLT

Many activities have been used in CLT, among which are as;

Task-completion activities: puzzles, games, map-reading and other types in class tasks that focus is on completing the task by the help of one's language use

Information gathering activities: learners use their language resources to collect information by conducting surveys, by doing interviews and searches 44

Opinion sharing activities: activities in which students compare opinions values beliefs...etc. listing the qualities of being honest person i.e.

Information-transfer activities: activities that need to take information from one form and represent it in a different form. Reading or listening instructions how to get one street to another and later on they draw a map step by step or they may be given a map or draw and demanded to present it in writing or orally.

Role plays: activities in which students are assigned roles and demanded to have use of their language capacity accordingly, by being given information or some clues

2.8. Teacher and Learner Roles in CLT

The process of communication is more important than the mastery of forms of language in Communicative Language Teaching. So this leads to different types of roles for learners compared to traditional methods. Rodgers (2001) gives the roles of the learners and teachers in comparison with other methods

Table 5: teaching methods and teacher & learner roles

TEACHING METHODS AND TEACHER & LEARNER ROLES		
Method	Teacher Roles	Learner Roles
Situational Language Teaching	Context Setter Error Corrector	Imitator Memorizer
Audio-lingualism	Language Modeler Drill Leader	Pattern Practicer Accuracy Enthusiast
<i>Communicative Language Teaching</i>	<i>Needs Analyst</i> <i>Task Designer</i>	<i>Improviser</i> <i>Negotiator</i>
Total Physical Response	Commander Action Monitor	Order Taker Performer
The Natural Approach	Actor Props User	Guesser Immerser
Suggestopedia	Auto-hypnotist Authority Figure	Relaxer True-Believer

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In this vein learners have different roles which are not traditional and play more responsibility for learners. As being a negotiator learners have to be in interaction both with peers and also tasks as well. Being improviser makes them feel

responsible to scrutinize the meaning or the intended negotiation simultaneously.

According to the Breen and Candlin roles of the learner

....as negotiator-between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way..(cited Richards & Rodgers 1987 p98)

Easy to see CLT classroom is different than others; learners are primarily expected to interact with each other rather than teacher and also not individualistic but corporative approach.

So many roles are assumed for the teacher in CLT, According to Rodgers (2001) comparing the roles of the teachers in other method teachers are need analysts and task designers. According to Larsen-Freeman (2000) teacher facilitates communication and in this role one of his major responsibility is to establish situations likely to promote communication.

During the activities he act as and adviser, gives answers to students' questions and also monitor the learners' performance. So he might have notes for the errors according to the performance of the learners and also at a later time for the more accuracy-based activities to elicit the errors. Breen and Candlin (cited Richards & Rodgers 1987: 98) describe teachers roles as:

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

experience of the nature of learning and organizational capacities. (1980: 99)

Breen and Candlin views should be understood as the demand of teachers keep pace with the improvements in the field as researchers and learners, the tie of being an organizer of resources or as resource himself should be keep in mind as to prepare the classroom activities and communicative class environment

2.9. The Related Studies in Turkey and Abroad

In today's language teaching perspective it is hard to say or believe that the language teaching is thought away from communicative view. This view brings us to see the actual performers communicative language teaching are the teachers themselves. Whether to analyze teachers' views of CLT and at the same time their abilities or appropriateness in implementations have been discussed and searched and they are still questioning via surveys. One of is in the expending circle, in Iran, is Seyyed Ayatollah Razmjoo A. Mehdi Riazi's (2006)work that was published in Journal of Language and Learning titling Is Communicative Language Teaching Practical in the Expanding Circle? They tried to to explore high school and institute teachers' attitudes toward the CLT and about how they materialize and substantiate their attitudes. And the conclusion is that even the implementation is quasi-CLT teachers' attitudes are positive.

Another important one is from Francis Mangubhai's and others' study for the LOTE teachers (in 1998) in titling primary Lote teachers' understandings and beliefs about communicative language teaching. They set out to investigate teachers' understandings and beliefs about CLT and determine the similarities and differences between this set of understandings and those expressed in research literature. At the very first phase of their study they indicated that some areas in which teachers' understanding and beliefs about aspects of CLT may differ from those who are writing about CLT and language acquisition from theoretical and research

perspectives. In some cases research outcomes have not filtered down or if they have, they have not been incorporated into teachers' belief systems. Some of this might occur because of teachers' skepticism about research findings and the frequent inability of researchers to speak to teachers in a language that they can relate to.

The other study is L.Chau, C.Chung's study (1987) at the very closed of the theory CLT The purpose of this study and the title is to investigate Diploma in Education graduates' attitude towards CLT in Hong Kong secondary schools. They concluded in the study that on the whole, teachers' attitude towards communicative language teaching is related to its actual being carried out. But the survey granted the strengths of CLT.

In turkey there is a similar and honorable study by S. Mehmet Bal (2006) in turkey titling Teachers' perceptions of communicative language teaching (clt) in Turkish efl setting theory vs. practices. Again in his study he states that teachers perceptions of CLT conflicts in their classroom implementations.

2.10. Conclusion

Communicative language teaching has its strength from the demand of able to use language in real context communicatively, purposefully and appropriately. To support these demands it sets its context by being fed from a wide point of view and eclectic methodology. So the teachers should have no excuses for the implementation for CLT with proper preparation of tasks and activities of the intended lessons. It is the methodology that is the closest to best no matter what the conditions that's the flexibility of CLT will give way to teachers and learners.

CHAPTER III

METHODOLOGY

3.1. Introduction

The aim of this study is to explore whether senior and junior language teachers are cognizant the theoretical background of communicative language teaching and to look for the discrepancies of these two groups of language teachers' awareness on CLT theory. This chapter is divided into for main sections. Section 3.2. mentions the research design and the instruments used in data collection. Section 3.3. describes participants. Section 3.4. describes the procedures to be followed in conducting the questionnaire. At last section 3.5. presents the analytical procedures of the data.

3.2. Research Design and Instrument

This current study is a quantitative one. A questionnaire that is prepared in a check-list type, were used in order to collect data. Also an interview were done In this section it is going to be given information about how the questionnaires designed and used for the data collection

Questionnaire

The theory of CLT is quite broad. To limit this, thus some information about the principles and the characteristics drown in the literature review section were simplified and prepared a kind of check-list questionnaire. Two different items of Audio-Lingual method were put into the 25 items of CLT for teachers to be considered.

Validity of the questionnaires, and for the comprehensibility of the items in the check-list questionnaires qualified teachers', and instructors' in ELT department opinions were asked. Questionnaires, given directly to participants, are the most commonly used instruments to gather information about CLT. The questionnaires can be fruitful in those situations, since they are easier to conduct (Brown, 1995). The check-list questionnaire given to the senior and junior language teachers is in the intension of seeking their awareness of CLT theory. The original type of the check-list questionnaire taken from the study of the Susana Yembise by permission from the Dean Of Graduate Faculty of Simon Fraser University. Some type of modification was conducted on the check-list questionnaire.

Out of two, all the items were simplified and paraphrased also it was tried -for the check-list questionnaire, to deal with each assumption of CLT theory under the umbrella of the characteristics and principles of it.

Interviews

The interviews were conducted in same periods of the questionnaires both two groups of the teachers were given an interview in order to be able to see their opinions and their existing awareness state of CLT theory. It has 5 questions related to some definition, components, keywords, and the usage of CLT... No prior information was provided with the participating teachers in order to able them response the questions with their current knowledge. Questions are;

1. What is Communicative Language Teaching?
2. Do you know communicative competence and what are their components?
3. What kind of activities used in CLT? 50
4. What are the roles of teacher and learner in CLT setting?
5. What are the needs and what caused the compulsion of CLT apart from prior methods?

3.3. Participants

This study was conducted among senior and junior English language teachers who are working in Darıca / Karamürsel Kocaeli. The -check list questionnaire was given to 14 language teachers - and also the interview was conducted, 7 were senior language teachers and 7 were junior language teachers - who are working in primary and high schools, from two different districts in Kocaeli. The teachers were assured, about the study, of the confidentiality of their results and that neither they nor the school was being scrutinized or judged but to serve as an analysis of the teachers' awareness of CLT theory.

3.4. Data Collection Procedure

Between April and May 2008 both the senior and junior language teachers were selected to conduct the study and by permission from the each school's administration and acceptance by the teachers, the check-list questionnaires were given and teachers were asked for filling the check-list questionnaire in a period of reasonable time without giving any information about the survey before to see their current awareness about the principles and characteristics of CLT, meaning the theory of it. Also the interviews were conducted in the parallel period.

3.5. Data Analysis Strategies

The items that were chosen by two groups of the teachers in the instrument was analyzed by using The Statistical Packages for Social Sciences (SPSS 15) and the general views from the interviews were represented.

DATA ANALYSIS

4.1. Introduction

The analysis of the collected data indicates that the senior language teachers are not exactly cognizant about the theoretical framework of CLT. In most items in check-list questionnaire they show a tendency of traditional approaches not to the principles and characteristics of communicative approach. On the other hand junior language teachers mostly in check-list questionnaire items show well formed tendency on principles and characteristics of communicative approach. This indicates the level of their awareness on CLT. Also, while seeking their awareness of CLT theory the interviews gave results supporting the questionnaire. Each of the items is going to be discussed according to the agreed level of the groups of language teachers and with the principles and characteristics of the that the items stemmed from.

4.2. Findings about the research questions

The research questions in this study are :

- Are the senior and junior language teachers cognizant of the CLT theory?
- Are there any discrepancies between senior and junior teachers' perceptions about the theory behind CLT?

Each of the items is discussed in this section for the sake of seeking answers to the research questions in detail. The data analysis indicates –for the 1 research question- that the senior language teachers' awareness on communicative approach / CLT is not adequate, they are not cognizant on the theory of CLT on the other hand junior language teachers have great cognizant level of communicative language teaching in a remarkable proportion. On the other hand the differences – for the 2

research question- that observed in the view of the knowledge of the CLT is distinct for each group. Junior language teachers are more close to the approach of communicative language teaching its ingredients settings and components on the other hand senior language teacher are in need to be spent time for about what is CLT and the purposes of it. All the distinct points and the level of the awareness are discussed one by one for each item in this section.

On the other hand the questions prepared for the interviews, just to see the awareness and to some extend the knowledge of CLT theory- showed that the senior language teachers have a common view of communication but they have not got consistent or clarifying explanations for its roots, aims, techniques or activities used in CLT. Moreover, observed in most of the senior language teachers that they are not familiar with the terms like; competence or the components of communicative competence. In some talks most of them were not able to establish a conversation about discourse competence or strategic competence even for sociolinguistic competence.

The interviews thought as an accompanying case with the check list for drawing most reliable conclusion. For the results of the questionnaire interviews have a great accordance.

Table 6. Genders of the junior and senior language teachers in the survey

GENDER					GENDER						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	f	4	3,3	57,1	57,1	Valid	f	2	1,6	28,6	28,6
	m	3	2,5	42,9	100,0		m	5	4,0	71,4	100,0
	Total	7	5,8	100,0			Total	7	5,6	100,0	
Missing	System	113	94,2			Missing	System	117	94,4		
Total		120	100,0			Total		124	100,0		

The tables show the distribution of the language teachers according to their gender. 4 of 7 junior language teachers are female and 3 are male. 2 of 7 senior teacher are female 5 are male.

Table 7. Types of the schools senior and junior language teachers have worked

SCHOOL					SCHOOL						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ps-ss	6	5,0	85,7	85,7	Valid	ps-ss	1	,8	14,3	14,3
	ps-hs	1	,8	14,3	100,0		ss-hs	3	2,4	42,9	57,1
	Total	7	5,8	100,0			ps-ss-hs	3	2,4	42,9	100,0
Missing	System	113	94,2			Missing	Total	7	5,6	100,0	
Total		120	100,0			Total	System	117	94,4		
						Total		124	100,0		

In the tables:

ps: stands for 'primary schools'

ss: stands for 'secondary schools'

hs: stands for 'high schools'

The tables show that 6 of 7 junior language teacher just have worked in primary and secondary schools and the 1 of 7 has worked in primary school and high school. On the other hand 1 of 7 senior language teacher has worked in primary school and secondary school, 3 of 7 have worked secondary school and highschool, 3 of 7 have work in primary school, secondary school and high school. These distrubitions indicates that senior language teachers in the survey are more experienced in case of the variety of schools types they have worked.

Table 8. Years that junior and senior language teachers experience in teaching

YEAR					YEAR						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	7	5,8	100,0	100,0	Valid	10-15	2	1,6	28,6	28,6
Missing	System	113	94,2				15+	5	4,0	71,4	100,0
Total		120	100,0			Missing	Total	7	5,6	100,0	
						Total	System	117	94,4		
						Total		124	100,0		

The tables indicate taht the 7 of 7 junior language teachers have experience in teaching less then 5 years. On the other hand 2 of 7 senior language teachers have teaching experience beetween 10 to 15 years and 5 of 7 senior teachers have over 15 years experience in teaching.

Through out the analysis of the items in SPSS;

s-a: stands for the "stands for thes stronly agree"

a: stands for the "agree"

d: stands for the "disagree"

s-d: stands for the "strongly disagree"

c-j: stands for the ""can not judge"

Table 9 Agreed level for item 1 of junior and senior language teachers

I1						I1					
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	7	5,6	50,0	50,0	Valid	a	7	5,6	100,0	100,0
	d	7	5,6	50,0	100,0	Missing	System	117	94,4		
	Total	14	11,3	100,0		Total		124	100,0		
Missing	System	110	88,7								
Total		124	100,0								

This item stands for the the grammatical correctness as the most important criteria to judge the learner's performance and achievement. This item can be just seen as an achievement partially on the accurate outcomes of the learners integrated along with the others like; grammatically accurate utterances in well formed discourse in a particular social context as an example. Looking the tables above for the first item junior language teachers.

Table 10 Agreed level for item 2 of junior and senior language teachers

I2					I2						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	s.a	7	5,8	100,0	100,0	Valid	a	3	2,4	42,9	42,9
							d	4	3,2	57,1	100,0
Missing	System	113	94,2				Total	7	5,6	100,0	
Total		120	100,0			Missing	System	117	94,4		
						Total		124	100,0		

This item is focusing on the pair work and group work activities rather and individual activities. This is the one of the main core element in communicative classrooms because we all know that by this way students negotiate meaning with their friends feel themselves free in group-works it is the –especially information gap activities, that students perform in some given tasks for meaningfulness. Considering the data for his item % 100 of junior language teachers show a great strongly agreed level on the other hand % 42 of the senior language teachers show agreed level and % 57.1 of senior language teachers show disagreed level for this type of activities. This item shows that junior language teachers have the awareness of the group and pair work activities as more fruitful in communicative perspective and more effective.

This shows their beliefs and knowledge of communicative approach on the other hand half of the senior language teachers have this tendency of agreement for this statement.

Table 11 Agreed level for item 3 of junior and senior language teachers

I3					I3						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	7	5,8	100,0	100,0	Valid	d	7	5,6	100,0	100,0
Missing	System	113	94,2			Missing	System	117	94,4		
Total		120	100,0			Total		124	100,0		

In the questionnaire check list item 3 stands for the suggestion of the learners for content and the activities for the lessons. 7 of 7 junior language teachers agreed (a) to this statement. On the other hand 7 of 7 senior language teachers disagreed (d)with this item.

This item is the characterization of the syllabus and circular approach of CLT as it is mentioned before from the Nunan's (1989) point of view, it is related with the learner centerdness in communicative approach and the collaborative effort between teachers and learners and their involvement occurs the content selection methodology and also evaluation. In this vein all of the senior language teachers show their disagreement and that they are not aware of the learner-centered cirricula or syllabuses or the classrooms stemmed from these.

Table 12 Agreed level for item 4 of junior and senior language teachers

I4					I4						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	7	5,8	100,0	100,0	Valid	d	3	2,4	42,9	42,9
Missing	System	113	94,2			s.d		4	3,2	57,1	100,0
Total		120	100,0			Total		7	5,6	100,0	
						Missing	System	117	94,4		
						Total		124	100,0		

This item stands for the role of the teacher as stating teacher is an no authority

and instructor. By instructor we mean the source the teacher who *just* teaches, who tries to instruct as traditional ones. In considering this item junior language teachers show agreement with this statement %100 junior language teacher show agreed level on the other hand- but not surprisingly I think, senior language teachers show disagreement for this statement. % 42.9 show disagreements and % 57.1 show strongly disagreed level for this statement. On the other hand in literature as we mentioned before the main role of the teacher in communicative approach is not the authority nor the instructor but the adviser, facilitator, analyst, observer.

Table 13 Agreed level for item 5 of junior and senior language teachers

15					15				
	Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid d	7	5,8	100,0	100,0	Valid a	7	5,6	100,0	100,0
Missing System	113	94,2			Missing System	117	94,4		
Total	120	100,0			Total	124	100,0		

This item has a statement that the knowledge of the rules of the language completely is well enough for learners. Considering the data % 100 of the junior language teachers show disagreement for this item, on the other hand % 100 of the senior language teachers show agreement for this item. This brings us to remind the idea of Chomskyan figures on linguistic competence but in literature of the communicative language linguists and researchers have had an agreement that the linguistic competence is not adequate for the language use. We had better remember the Hymes communicative competence and Canale and Swain's exposition of four components of communicative competence. Here senior language teacher see enough for language to have its knowledge of all the rules. But the Linguistic knowledge can not be a lofty component alone apart from the sociolinguistic discourse and strategic knowledge of the language to for mastery.

Table 14 Agreed level for item 6 of junior and senior language teachers

16					16						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	s.a	2	1,7	28,6	28,6	Valid	c.j	7	5,6	100,0	100,0
	a	5	4,2	71,4	100,0	Missing	System	117	94,4		
	Total	7	5,8	100,0		Total		124	100,0		
Missing	System	113	94,2								
Total		120	100,0								

This item stands for the linguistic variation in material development and methodology. 2 of 7 junior language teachers indicate strongly agreed (s.a) level and 5 of 7 indicates agreed (a) level for this item. 7 of 7 senior language teacher indicate that they have no judgment about this item. But in communication purposes outside the classroom teachers should keep in mind that both in spoken and written English there is a great deal of linguistic variation . In Finocchiaro and Brumfit's (1983) comparison of Audio-lingual and communicative language teaching method linguistic variation stays in the very middle of materials and methodology. The exposure of different types of language usages –meaning variations of language; both spoken and written genres is the exact reflection of the communication matter. For this principle senior language teachers have no idea that is also a disclosure of their non-awareness of this principle.

Table 15 Agreed level for item 7 of junior and senior language teachers

17					17						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	s.a	1	,8	14,3	14,3	Valid	a	3	2,4	42,9	42,9
	a	6	5,0	85,7	100,0		c.j	4	3,2	57,1	100,0
	Total	7	5,8	100,0			Total	7	5,6	100,0	
Missing	System	113	94,2			Missing	System	117	94,4		
Total		120	100,0			Total		124	100,0		

This item stands for the learning of the target linguistic system by struggling to communicate. For this item % 14.3 of junior language teachers show strongly agreed level and % 85 of them states agreed level. % 42.9 of the senior language teachers states agrees level.

This item stands for the one of the most significant principles of communicative approach. It is that the contextualizing; putting words or phrases in the a meaningful context not be memorized but to be internalized. Here is the word definition from Wikipedia; contextualizing is a word first used in sociolinguistics to refer to the use of language and discourse to signal relevant aspects of an interactional or communicative situation. That is what 7 of 7 senior teachers have no judgment of contextualization. On the other hand 1 of 7 junior language teacher show a strongly agreed level (sa) 6 of 7 junior teachers state agreed (a) level.

As Savignon (2002b) states for the discourse competence that the matter of it is not placing element in isolated words or phrases but the interconnectedness of series of utterances or written words, this interconnectedness can only be provided for a word or phrase.. by sprinkling them to a whole meaningful content for redounding the discourse competence of learners. Teaching vocabulary or forms in list of isolation is the matter of traditional methods at the basic premise like in GTM (Prator & Celce-Murcia, 1979). We can say that senior language teachers have no idea about contextualizing comparing to junior language teachers.

Table 18 Agreed level for item 10 of junior and senior language teachers

I10					I10				
	Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	7	5,8	100,0	100,0	Valid a	7	5,6	100,0	100,0
Missing System	113	94,2			Missing System	117	94,4		
Total	120	100,0			Total	124	100,0		

This item is dealing with the using of the mother tongue under any necessity. Both two groups of the language teachers show agreement on this statement. Mother tongue use is not for translation from language to target language or vice versa for the classroom goals but to be benefit from it under any circumstances when it is necessary for the learners.

Table 19 Agreed level for item 11 of junior and senior language teachers

I11					I11						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	s.a	3	2,5	42,9	42,9	Valid	a	2	1,6	28,6	28,6
	a	4	3,3	57,1	100,0		d	3	2,4	42,9	71,4
	Total	7	5,8	100,0			c.j	2	1,6	28,6	100,0
Missing	System	113	94,2				Total	7	5,6	100,0	
Total		120	100,0			Missing	System	117	94,4		
						Total		124	100,0		

This item stands for the roles of teacher as an advisor and facilitator. 3 of 7 junior language teachers indicate their strongly agreed levels and 4 of 7 of them indicates agreed level. Looking at the side of the senior language teachers just 2 of 7 show agreed level but 3 of 7 indicate disagreed level and 2 of 7 have no idea for a judgment for the role of teacher in communicative approach theoretical framework. In the theory and also the practice of the CLT it is obvious that the teacher facilitates communication and in this role one of his major responsibility is to establish situations likely to promote communication (Larsen-Freeman 2000). Teacher role of facilitator is the premise for communicative classroom that is distinction early traditional methods as teacher being as authority Candlin (1980) also states one of the two main roles of the teacher to facilitate communication process between all participants in the classroom

Table 20 Agreed level for item 12 of junior and senior language teachers

I12					I12						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	s.a	5	4,2	71,4	71,4	Valid	a	3	2,4	42,9	42,9
	a	2	1,7	28,6	100,0		c.j	4	3,2	57,1	100,0
	Total	7	5,8	100,0			Total	7	5,6	100,0	
Missing	System	113	94,2			Missing	System	117	94,4		
Total		120	100,0			Total		124	100,0		

This item is dealing with the meaning about the primary intention is on meaning. Considering the data % 71 of junior language teachers show strongly agreed level and % 28 of them states agreed level. On the other hand % 42 of the senior language teachers show agreed level and % 57 have no judgment on this so easy and

mostly common understanding of communicative approach. The meaning is essential in communicative language teaching, everything in its ingredients and components dealt with the meaningfulness as well. Considering these item it can be said that both two groups have the right understanding except from the one who gave no judgment.

Table 21 Agreed level for item 13 of junior and senior language teachers

I13					I13				
	Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid d	7	5,8	100,0	100,0	Valid a	7	5,6	100,0	100,0
Missing System	113	94,2			Missing System	117	94,4		
Total	120	100,0			Total	124	100,0		

This item stands for the syllabuses indicating that they must contain grammatical aspects of what to be learned. For this item 7 of 7 junior language teachers show a disagreement on the other hand 7 of 7 senior language teachers show agreement for this item. But as we know that the instead of the grammatical aspects to be stated in a syllabus in communicative approach the notions and the functions should be contained accordingly. Senior language teachers accepted this item as in traditional syllabus designs. But these traditional syllabuses that are dealing with the grammatical aspects give no pace for he functions and the notions of the language and it is the question in these syllabuses that how language teacher is going to arrange the tasks and activities according to this syllabuses what will be the goal, the tasks or the grammar used in it?

Table 22 Agreed level for item 14 of junior and senior language teachers

I14					I14				
	Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid s.a	5	4,2	71,4	71,4	Valid a	2	1,6	28,6	28,6
Valid a	2	1,7	28,6	100,0	Valid c.j	5	4,0	71,4	100,0
Total	7	5,8	100,0		Total	7	5,6	100,0	
Missing System	113	94,2			Missing System	117	94,4		
Total	120	100,0			Total	124	100,0		

This item stands for the authentic materials –like tasks; that can be used are in need of EFL classrooms. The authenticity is also one of the major premise of communicative approach. For this item 5 Of 7 junior language teachers shoe strongly agreed level and 2 of 7 indicate agreed level on the other hand 2 of the senior language teachers state agreed level and 5 of 7 senior language teachers have no idea at total. In this vein just % 28.6 of the senior language teacher have opinions about the realm that everything outside able to be used as authentic. We are in need of putting the input authentic the reason is to make learners to manipulate the language outside the classroom. Adding that literature is full of with the authenticity suggestions Larsen-Freeman (1986) states whenever possible authentic language as it is used in real context—should be introduced (Larsen –Freeman 1986) On the other hand according to Long (1985) tasks can be anything; it is meant the hundred and one things people do in everyday life. Here the junior language teachers show more consistent tendency as all comparing to the senior language teachers.

Table 23 Agreed level for item 15 of junior and senior language teachers

I15					I15					
		Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	d	1	,8	14,3	14,3	Valid	d	7	5,6	100,0
	s-d	6	5,0	85,7	100,0	Missing	System	117	94,4	
	Total	7	5,8	100,0		Total	124	100,0		
Missing	System	113	94,2							
Total		120	100,0							

This item stands for the four macro skills to *not* be taught in integration. For this item both two groups of language teacher state satisfactory agreed level. % 85 of the junior language teachers show strongly disagreed level and % 15 of them shoe disagreed level , the % 100 of the senior language teachers show disagreed level just The integration of for skills in communication environments also the sub-skills without avoiding grammar as well possibly makes language to be seen as a whole by

the side of learners. Higs (1984) makes suggestion of the integration of the skills for the organizing principles of CLT.

Table 24 Agreed level for item 16 of junior and senior language teachers

116					116						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	s-d	7	5,8	100,0	100,0	Valid	a	5	4,0	71,4	71,4
Missing	System	113	94,2				c.j	2	1,6	28,6	100,0
Total		120	100,0				Total	7	5,6	100,0	
						Missing	System	117	94,4		
						Total		124	100,0		

This item refers to the syllabus design and the methodology to refer to the classroom needs. Junior language teachers show % 100 strongly disagreed level for the statement. On the other hand %71 of the senior language teachers indicate agreement for this statement. Just two of the senior language teachers have no judgment on this statement. It is a well known criteria that the communicative approach and the eclectic methodology of it is dealing with the language use outside classroom in real life context because the main aim is the proper communication. The syllabuses and methodology just for the classroom needs can not be judged as accurate for CLT. In this item both two groups of the teachers show agreement for the main purpose of the communicative approach except from 2 in senior language teachers.

Table 25 Agreed level for item 17 of junior and senior language teachers

17						117					
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	s.a	1	,8	14,3	14,3	Valid	c.j	7	5,6	100,0	100,0
	a	6	5,0	85,7	100,0	Missing	System	117	94,4		
	Total	7	5,8	100,0		Total		124	100,0		
Missing	System	113	94,2								
Total		120	100,0								

This item is dealing with the fluency and accuracy as a complimentary principles. For this item 1 of 7 junior language teacher shows a strongly agreed level and 6 of 7 junior language teacher shows agreed level. On the other hand senior language teachers have no judgment for this item. AS we know the main two

intended item to be acquired in communicative approach is fluency and accuracy for the meaningful language use.

Table 26 Agreed level for item 18 of junior and senior language teachers

118					118				
	Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid d	7	5,8	100,0	100,0	Valid a	4	3,2	57,1	57,1
Missing System	113	94,2			c.j	3	2,4	42,9	100,0
Total	120	100,0			Total	7	5,6	100,0	
					Missing System	117	94,4		
					Total	124	100,0		

This item stands for seeking the awareness of communicative competence; declaring that the classroom goals are focused on the linguistic competence. For this item % 100 of the junior language teachers show a consistent tendency by indicating a disagreed level. On the other hand % 57.1 of senior language teachers show agreed level and %42.9 have no judgement about this item. Eventhough junior language teachers disagreed there should be a strongly disagreed level with this item. Because in communicative classrooms the linguistic competence can not be thought as the premiss goal for the lesson.

It may be the goal of a specific lessons as in integration with other competence facilitating activities but we can not put forward a general proposition for the communicative classroom goals. Also according to the Nunan (1989) supporting this view in communicative classrooms teacher should drive inputs from authentic materials with communicative activities and integrate the four macro skills. In this item it is clear that the senior language teachers at least half of them do not agree with communicative goal that means they are not aware of the goals of the communicative classroom.

Table 27 Agreed level for item 19 of junior and senior language teachers

119					119				
	Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid d	7	5,8	100,0	100,0	Valid a	3	2,4	42,9	42,9
Missing System	113	94,2			c.j	4	3,2	57,1	100,0
Total	120	100,0			Total	7	5,6	100,0	
					Missing System	117	94,4		
					Total	124	100,0		

This item is dealing with the understanding of the communicative competence on considering the accurate and fluent speaking. % 100 of the junior language teachers show disagreement with this statement on the other hand 3 of 7 senior language teachers agreed this item and 4 of 7 have no judgment. Considering the item communicative competence can not be understood as just dealing with accurate and fluent speaking by looking its name as *communicative*. Communication does not mean speaking but the mostly roles, strategies ability to implement a discourse in fluent and accurate ways.

These are the components of the communicative competence to be known and internalized. This item shows that the senior language teachers are in loss in the knowledge of communicative competence.

Table 28 Agreed level for item 20 of junior and senior language teachers

120

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid d	5	4,2	71,4	71,4
s-d	2	1,7	28,6	100,0
Total	7	5,8	100,0	
Missing System	113	94,2		
Total	120	100,0		

120

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	7	5,6	100,0	100,0
Missing System	117	94,4		
Total	124	100,0		

This item stands for the importance of the structural correctness meaning more than accuracy mostly depend on the exact correctness in the use of grammar & 100 of the senior language teacher agreed with this comparing the structural correctness with fluency. On the other hand % 71.4 of junior language teachers disagree with this item and % 28.6 show strongly disagreed level for this statement. As Brumfit (1983) states Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context. Although Brown (2000) states that fluency and appropriateness should be emphasized in the use of the target language rather than on structural correctness as the characteristic of communicative approach.

Table 29 Agreed level for item 21 of junior and senior language teachers

I21					I21						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	d	4	3,3	57,1	57,1	Valid	a	7	5,6	100,0	100,0
	s-d	3	2,5	42,9	100,0	Missing	System	117	94,4		
	Total	7	5,8	100,0		Total		124	100,0		
Missing	System	113	94,2								
Total		120	100,0								

This item stands reference to the Audio-lingual method, behaving language as a habit so that it can be acquired mostly through repetition and drills as Larsen-Freeman states; the main stem of Audio-lingual method is habit formation and behaviorism. The emphasis was on memorization through pattern drills and conversation practices rather than promoting communicative ability. Looking for the tables junior language teachers' %57.1 for this item states disagree level and % 42.9 states strongly disagreed level. On the other hand % 100 of the senior language teachers show agreed level as a principle or characteristics of CLT. That shows that they are not aware of CLT, and seemingly they are still behaving like the traditional approaches are existing in CLT.

Table 30 Agreed level for item 22 of junior and senior language teachers

I22					I22						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	d	5	4,2	71,4	71,4	Valid	s.a	2	1,6	28,6	28,6
	s-d	2	1,7	28,6	100,0		a	5	4,0	71,4	100,0
	Total	7	5,8	100,0			Total	7	5,6	100,0	
Missing	System	113	94,2			Missing	System	117	94,4		
Total		120	100,0			Total		124	100,0		

This item stands for the knowledge vocabulary and linguistic knowledge as the main element as language learning. In communicative approach Vocabulary and linguistic knowledge first of all are seen integrated to other competences and skills as partial element for the whole language.

So they can be accepted as the main element of for the language learning accordingly Lightbrown and Spada (1999) CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of language, but also the functions and purposes that a language serves in different communicative settings.

Considering the data for this item 5 of 7 junior language teachers show disagreed level and 2 of 7 indicates strongly agreed level. On the other hand 5 of 7 senior language teachers show agreed level and 2 of of 7 shows strongly agreed level. This also shows that senior language teachers attributed a significant value for the vocabulary and linguistic knowledge as a main element in contrast junior language teachers show a distinction.

Table 31 .Agreed level for item 23 of junior and senior language teachers

123					123				
	Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	d	7	5,8	100,0	Valid	a	5	4,0	71,4
Missing	System	113	94,2			d	2	1,6	28,6
Total		120	100,0			Total	7	5,6	100,0
					Missing	System	117	94,4	
					Total		124	100,0	

This item stands for the seeing language as a system of rules rather than expression of meaning. This item can be seen as an one of the basi premise of the communicative approach. In the view of communicative approach meaningfulness in contextualisation is the core of CLT accordingly Rşchards and Rodgers (1986) also indicate: -while accounting the principles of CLT, *The meaningfulness principle*: Language that is meaningful to the learner supports the learning process. Considering the data 7 of 7 junior language teachers show disagreed level consistently on the other hand 5 of 7 language teachers show agreement with this item seeing language as a system of rules and 2 of 7 senior language teachers show disagreement for this item.

Table 32 Agreed level for item 24 of junior and senior language teachers

I24					I24						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a	7	5,8	100,0	100,0	Valid	d	7	5,6	100,0	100,0
Missing	System	113	94,2			Missing	System	117	94,4		
Total		120	100,0			Total		124	100,0		

This item stands for the characteristics of CLT about the reading and writing that can start from the very beginning. Audio-lingual give emphasis on especially speech contrasting CLT giving focus on all skills. So that if desired reading and writing can start from the beginning is stated by Brumfit (1983) considering the data for this item 7 of 7 junior language teachers show agreed level for this statement on the other hand 7 of 7 language teachers show disagreed level. This is strange because it seems that senior language teachers are not in favor of as writing and reading at the beginning stage.

Table 33 Agreed level for item 25 of junior and senior language teachers

I25					I25						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	d	7	5,8	100,0	100,0	Valid	a	3	2,4	42,9	42,9
Missing	System	113	94,2				c.j	4	3,2	57,1	100,0
Total		120	100,0				Total	7	5,6	100,0	
						Missing	System	117	94,4		
						Total		124	100,0		

This item stands for the sequence of the units that are determined solely by principles of linguistic complexity. This statement probably can be applicable for the ALM on the other hand in communicative approach Sequencing is determined by any consideration of content, function, or meaning which maintains interest of the learners and also the communicative classroom. Because the rather than complexity or given importance to the complexity the content and the meaningfulness is important also the syllabus may not be in a linear order to be sequenced that is why the tasks for example play a significant instrumental role in syllabus. Considering data for this item 7 of 7 junior language teachers show disagreement for this item on

the other hand 3 of 7 senior language teachers show agreement and 4 of 7 seven can not give a judgment for this item. For this item roughly it can be said that the senior language teachers still see the difficulty level of grammar and its complexity very important

CHAPTER V

CONCLUSION

5.1. Summary of the Study

The focus of this study was on comparing the junior and senior language teachers' awareness of communicative language teaching. For that reason 14 language teachers were chosen 7 of senior language teachers and 7 of junior language teachers. This study is based on a check-list type questionnaire that 25 items in it that each is selected with a great consideration for including the principles and characteristics of CLT. The items can also be categorized dealing with the roles of the learners in CLT. about the syllabus of the CLT, classrooms in CLT, components of CLT for communicative competence, roles of the teachers in CLT, purposes of CLT.

For the analysis of the items from the “strongly agreed” level to the “strongly disagreed” level and the part “can not judge” considered as a scale to be understood the junior and senior language teachers' perceptions and awareness of the CLT as a whole. For the analysis of the items statistical techniques used with SPSS 15.

5.2. Discussion of the findings

Throughout the study it is aimed to be searched the two groups of teachers awareness of the theoretical view of the communicative language teaching. When stating the theoretical view of the CLT, it was aimed to be scrutinized whether teacher have knowledge about the background developments of CLT and what it is comprised of. Reason for that kind of survey from my point of view and the

necessity from my stance is that I have been working as a language teacher , - a junior, one and in every setting in schools I have worked in meetings in in-service-trainings and also seminar we have discussions with disagreement of the way language teaching and purpose of the language teaching with senior language teachers. That's not all –especially, in school settings in evaluating the learners' performance I and some of my colleagues have similar discussions.

In fact findings are not so surprising; the reason for the remarkable level of adequacy of junior language teachers' of CLT background knowledge may be the very recent graduate levels and their interests of language teaching on contrary some of the senior language teachers graduate level are so far and different from junior ones like graduated from Teachers High Schools or Education Institutes. But the case cannot stand by pointing the issue considering the graduate departments or levels. The main idea can be concealed in the interest o language teachers on language teaching. On that case senior language teachers -according to this survey, are in loss of the background knowledge of CLT. Seemingly why they are not cognizant to communicative approach –is understood from their agreed level in the check-list questionnaire- from my point of view is reserved on their beliefs of language teaching that they have brought throughout the years. The firmly attached beliefs and the examples from their own learning experiences as well, make them keep away from changing their attitudes.

To make the view of communicative perspective surpassed in overwhelming the odd beliefs or to arrange these beliefs to the developments of the field accordingly the most suitable way may be considered the *fruitful* and also *productive* in-service-training activities

5.3. Suggestions for Researchers

During my study there are some points that are need to be concerned in the further researches This study can just be a phase of a gradually developed scholarly

study for the beliefs and in the final step practices of CLT in terms of comparing senior and junior language teachers. For this kind of study a very large scale of data and participants in their classroom settings can be surveyed with both controlled group of learners and teachers to fulfill a kind of honorable research

5.4. Conclusion

The result of this study revealed that there was a great difference in comparing the junior and senior language teachers' awareness of CLT theoretical background. Junior language teachers are seemingly more qualified in their understandings of communicative language teaching –in comparison to seniors, their within principles, characteristics, features and ingredients like; classroom goals, tasks, and also the components of CLT; communicative competence and teacher roles.

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APPENDIX A

Questionnaire

1. Name: _____

2. How many year have you been teaching
0 - 5 5-10 10-15 15- ... 3. Type of school you have worked
primary school secondary school high school

Summarized Principles and Characteristics	Strongly agree	Agree	Disagree	Strongly disagree	Cannot judge
1- Grammatical correctness is the most important criteria to judge the learner's performance and achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2- Pair work and group work activities are essential than individual studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3- Learners suggest the content and activities of the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4- The teacher is no an "authority" and "instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5- Knowledge of all the rules of a language completely is well enough for learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6- Linguistic variation is in the central concept in material development and methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7- The target linguistic system is learned best by struggling to communicate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8- Pronunciation should be as native like-as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9- The fundamental premise is contextualization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. When necessary the use of mother tongue is accepted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11- Teacher acts as a advisor / facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12- The primary importance is meaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13- Syllabus must contain the grammatical aspects of what is to be learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14- Anything from the real world –like tasks, need to be used in EFL settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15- Four macro skills must not be taught in integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16- Syllabus design issues and methodology should refer to the classroom needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17- Fluency and accuracy are complementary principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 Classroom goals are focused on linguistic competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19- Communicative competence just deals with accurate and fluent speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20-Structural correctness is more important than fluency and appropriateness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21-"Language is habit" so errors must be prevented at all costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22- Vocabulary and linguistic knowledge is main element for language learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23- Language is a system of rules rather a expression of meaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24- Reading and writing can start from the first day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Gelen Kutusu | X

☆ **ÇAĞRI** Kime: driver [ayrıntılan görüntüle](#) 10 Mar [Yanıtla](#) ▼

Dear Professor,

I am an English Language Teacher and having my MA degree in ELT in Turkey. For my thesis I would like to use a partial adaptation of a questionnaire from the thesis of "Yohana Susana Yembise" who was a graduate student in your faculty. She stated that the even the partial usage of her study is under the permission of the Dean of the Graduate studies for scholarly purposes. For the respect of that kind of study in your university to use that kind of adaptation I have been waiting your reply..

Yours faitfully
 --
 Çağrı ÇİMEN

[Yanıtla](#) [Yönlendir](#)

☆ **ÇAĞRI** Dear Professor, I am an English Language Teacher and having my

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Gelen Kutusu | X

☆ **ÇAĞRI** Dear Professor, I am an English Language Teacher and having my

☆ **ÇAĞRI** Dear Professor thank you for your reply. I haven't riched Ms. Yembis

☆ **driver@sfu.ca** Kime: bana [ayrıntılan görüntüle](#) 12 Mar [Yanıtla](#) ▼

Dear Çağrı ÇİMEN,
 if you cannot find Ms. Yembisse, then you have my permission to use a modified version of her questionnaire. Please make sure that you credit Ms. Yembisse's thesis when you discuss the survey.

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