Islamic University of Lebanon

Faculty of Arts and Human Sciences

Department of English

The Effect of the Social Environment on the Application of the Communicative Approach. A case Study of Iraqi Students

Thesis Submitted in Fulfillment of the Requirement for the Degree of

Master of Education in English Language teaching

Submitted By:

Yasir Salih Al-Azzawi

Under Supervision of:

Prof. Ali El-Husseini

Dec.2011

ACKNOWLEDGMENT

I would like to express my appreciation to my supervisor Dr. Ali El-Husseini for his insightful guidance and support. His help was essential in having me complete the thesis properly; otherwise I would not have done so.

I would like also express my sincere wishes to Dr. Adil Abdul Mahdi who awarded me the scholarship to obtain the master degree; hopefully I will take part in the scientific developement in Iraq.

I thank, too, my family for their patience when I have been away from them for a long period.

My uncle is the other person who has taken the responsibility for me to pursue the way of scientific progress.

ABSTRACT

The study has been conducted to investigate one of the most significant obstacles that impede the application of the recent approach in English language teaching in Iraq, the communicative approach to language teaching. The social restraints in Iraq imposed by the nature of the Iraqi social environment were the pivotal idea of the study. Hence, the study is about clarifying the extent to which this environment has affected the application of the communicative approach. The research made use of a contrastive study between two different social environments in Iraq, the city and the village to prove the existence of either the adverse or the beneficial effects. Besides, the study showed how

the Iraqi social environments had an influence on the teaching

method and tried to give the best recommendations which could

succeed in eliminating, at least, some of these restraints.

CONTENTS

CHAPTER ONE

SIGNIFICANCE AND BACKGROUND OF THE STUDY

Introduction

The English language is important as it could be a tool for linking the world, especially after the period of the 1950s where the world was coming 'a small village' and therefore the need for the communication was more necessary (David Prakash). English Learning in Iraq has always been a problematic and Iraqi educationists have been looking for the causes which hinder the process of both teaching and learning English and eventually, for the best solutions. The need for enhancing English language teaching was increased after 2003 when Iraq became an open country which needed to communicate with other counties after a long time of the isolation caused by the previous political regime. As a solution to overcome the problem, the Iraqi Ministry of Education decided to implement the

communicative approach to language teaching since 2003 believing that the communicative approach enables the student to communicate in the target language. As an axiom, any theory would not go without obstacles and difficulties when being practiced for the difference between the conception about the possibility of the theory implementation and what is really happening on the ground including all factors which can be either encouraging or discouraging. Then it would be inevitable that before starting the implementation of any theory to make a thorough study to investigate the ground where the theory will be applied on so as to lessen the impeding problems to the lowest level. Such an implication could be noticed with the application of the communicative approach in Iraq.

One of the important requirements of the approach is the democracy atmosphere which should exist in the CLT (Communicative Language Teaching) classroom. The importance of democracy in the CLT class is that students can be open in acquiring English language through their free self-expression (David

Dirkwen 5). The process of creating a democratic atmosphere in Iraqi schools is difficult and one of the most significant obstacles that presents itself concerning the theory and practice of CLT application. Such difficulty in Iraq lies in the nature of the Iraqi character and eventually the Iraqi society which is, to a considerable extent, violent and oppressive (Ali Witwit). The other requirement that CLT demands is using the target language in the class which could be problematic especially in rural areas in Iraq for purely social causes concerning the acceptance of a new phenomenon, the English language, considering that a language is associated with the culture of the society who speaks it (David Cooper 99). In this case, the teacher should use the target language in a way which is very close to native tongue. Therefore, it important that the teacher is acquainted with the culture of the target language and then, to familiarize himself with it including all moves, signs, and facial gestures being used by the target language society (Khalid Mohammed Al-Sagheer 2).

In addition to the above mentioned implications there are several socio-psychological factors that are considered relevant to the success of CLT application. Those factors are self-esteem, motivation, parents' education, family size, and foreign language anxiety (H. Douglas Brown 154). The relation between the students' motivation, self-esteem, and parents' education with English language learning in general and CLT application success in particular is direct while it is inverse with foreign language anxiety and the family size. The study will measure the factors in the Iraqi school supposing that motivation and self-esteem scores are lower in rural areas while anxiety score is higher; such results are discouraging for the application of the communicative approach. So, the study is about the application of the communicative approach itself and not about the results of the application due the fact that a theory result can never be assessed unless the theory is correctly applied. The study makes use of a contrastive study between the application in the city and in the village so as to prove two facts: the effect of the social environment on CLT application and that the city environment

is more beneficial for the application of the method. Therefore the study is about investigating the socio-psychological constraints which confine both the Iraqi teachers and students and prevent them from achieving the goal which is communicating in the target language in a free atmosphere.

Statement of the Problem

Factors such as democracy, self-esteem, motivation, and anxiety are considered crucial in the communicative approach class. Then, a socio-psychological problem exists in the Iraqi social environment and then affects the level of the above mentioned factors.

The Purpose of the Study

The purpose of this study is to have the Iraqi educationists aware of the nature of the Iraqi society and what in its nature can encompass to forms which may hinder the application process of the communicative approach rather than English

learning at all. So training the teachers only how to manage the CLT activities in the class is not enough. Instead, the teachers need to be acquainted with the existence of socio-psychological constraints which affect both teachers and students and how to prevail against theses so that success can be achieved.

Research Questions

The study is about addressing the following questions:

1. Can the social environment affect the application of the communicative approach? If yes, will the Iraqi environment have a negative or positive effect on the CLT application?

2. If the social environment affects this approach, what factors can be changed which, in turn, have a connection to English language teaching in general and the communicative approach in particular?

3. Are the educationists and teachers aware of such an effect or not?

4. When the Iraqi educationists take into consideration the social factor effect, how can they help the Iraqi teachers overcome such an obstacle?

Significance of the Study

The significance of the study lies in being the first field study in Iraq investigating the application of the communicative approach since the Iraqi Ministry of Education decided to implement the approach in 2003. As has been mentioned, the method has been implemented since 2003 immediately after US invasion of Iraq where all establishments of the Iraqi state had collapsed. The most important factor which affected the process of scientific research was the security situation. The situation was as dangerous as it would be an adventure for the researchers to move around in Iraq for the sake of collecting the data they needed in their studies. Such unstable situation made the educational process in general and English language learning in particular lack the necessary studies which could evaluate the application of the numerous new theories in many aspects of sciences which entered Iraq coinciding with the invasion. The

communicative approach was one of those methods which was managed by the Iraqi Ministry of Education to go along with the development in English language learning and eventually to enable the Iraqi students to communicate in the target language rather than memorizing a number of grammatical rules. Then one of the aims of the study is to encourage the researchers to resume the process of field studies that can figure out the causes which stand beyond the problem in English language learning in Iraq. The other aim of the study is to help educationists know the extent to which the method is successfully implemented and then take a considerable part in enhancing English language learning in Iraq.

Assumptions

The study could answer the research questions by the following assumptions:

1. The social environment should either affect the process of CLT application positively or negatively.

2. The Iraqi social environment should have a negative effect on CLT implementation with a considerable difference between CLT application in the city and in the village; the city environment should be more encouraging than one in the village.

3. The effect of the social environment should exist in several features:

   a. Both the teachers and the students in the city should be more democratic than their peers in the village. Then, such a phenomenon makes it easier to create a relatively free atmosphere in the class which is a necessary requirement for the CLT class.

   b. The scores of the socio-psychological factors of the students, which have been already mentioned, should be more encouraging in the city than in the village. The study assumes that the socio-psychological scores could be as follows:

i. The scores of self-esteem, motivation, and parents' education should be higher in the city than them in the village. Such scores can affect the achievement of the students; the higher scores the students show the more ability they will have to learn and apply the CLT successfully.

ii. The family size should be bigger in the village than in the city which affects, indirectly, the CLT application negatively.

iii. The factor FLCA (Foreign language class anxiety) should be higher in the village than in the city which makes the students readiness less than those in the city.

4. The Iraqi educationists should not be aware of such socio-psychological implication. Therefore, the CLT training classes that the teachers attend should not include any mention of the social issues.

Definitions of Key Terms

The study employed the following key terms that need to be defined:

CLT: refers to communicative language teaching which is the pivot of the study.

ELL: refers to English language learning which is not an aim itself in the study but it is relevant to it in the term that first, the CLT is a tool to teach English language assuming that it is an effective one and second, the factors involved in the study take place in both ELL and CLT though the study is concerned with application of CLT itself.

Self-esteem: stands for the psychological term used to refer to a person's evaluating of him or herself and to what extent he or she is successful and significant (E.J. Laine).

FLCA: refers to foreign language class anxiety which is a complex psychological phenomenon referring to the feeling of tension and nervousness being felt by the student in a second/foreign language classroom (Elaine k. Horwitz 125)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter discusses what has been written in the literature of related researches concerning the key issues involved in the study. The chapter begins with the communicative approach literature referring to the emergence of the approach and most important implications related to the research. Among those implications, are the socio-psychological factors which are relevant to ELL in general and, in turn, to the application of CLT since the approach is concerned with English language teaching. The chapter will limit itself to the factors which are involved in the study only; the ones which the study assumptions consider them problematic in the research. They are basically anxiety, motivation, and self-esteem. Then, there will be a definition of the social environment and what relation can have with personality of the individual so as to relate the effect of the

social environment to the students' success. The chapter will, then, take the Iraqi

social environment particularly and the implications which might have taken part

in creating the Iraqi personality and molding its society constitution and how it

affects on the students in the class. The chapter will show this aspect by referring

to what specialists have said about the relation between the society and the

individual traits and more specifically on the psychological factors such as self-

esteem, anxiety, motivation and so on after defining each factor and then, the

relation of the factors with the requirements of the communicative approach.

Language as a Social Culture

Language is not merely a number of vocabularies connected by a number of

grammatical rules founded by the people who speak that language. Rather, it is a

part of the culture of the society who speaks it. It reflects how the people think of

any phenomenon they see including all surrounding objects and then it affects the

behavior, in addition, as a reaction to the phenomenon. It is not a passive tool to

describe the already existing reality. Instead, it is an active instrument to forge

our conception about reality. A language reflects the social reality of the people speaking it. The variety in the languages comes from the difference in the social worlds caused by factors which are considered essential in society beliefs and conceptions of the objects. For this reason, language grammatical rules are affected by the same concept of the relation between culture and language (Cooper 99-102). In fact, many studies were done by linguists to see if different people from different language speaking countries think differently about the same situation. In one study, the participants were Japanese, Spanish, English, and German. They were showed a video clip and then they were asked to see their attitudes about the situation. The results proved that they thought differently about the same situation. The study showed that even bilingual people change their way of thinking when they start the other language (Lera Boroditsky). For a language is a part of the culture of the society speaking it, it is necessary to mention that the people acceptability to new culture is not alike. The term *culture shock* may refer to such a problem. The term refers to the feeling of

confusion and nervousness when one encounters a new culture. Usually the new

culture is faced when moving to another place where a lot of changes in several

features of life would exist (Neelu Rohmetra 6). It is stated that students are

facing the problem of culture shock that the teacher should play his role so as to

decrease the stress of the shock. It is stated that as one solution to decrease the

interference of cultures is teaching the culture of the target language people.

Teaching the culture of second/foreign language society has been necessary but

indispensible in English language teaching that without it the teaching process

would be incomplete (Bilal Genc & Edogan Bada 74). So teaching the culture of

the language of the society who speaks it is supposed to achieve the following

aims:

1. Showing the students the rationale of learning the target language and

   making the process meaningful.

2. Helping the students to have a better conception about the real life situation where abstract knowledge is not enough. Besides, the students can relate the vocabulary items they learn to objects and places properly.

3. Increasing the students' motivation in the class and making them curious to be involved in activities which allow them to practice the target language culture (ibid 75).

English as a Global communication Tool

In spite of the several ways of communication used by humans, language is still the most fundamental communicative one and considered the significant traits of human-beings (Neil Thompson 1). The need for communication was first within the boundaries of the same communities and societies. Now it has been a fact that the world has been or at least coming to be a small village and thus the communication is no more inside the communities. Instead, it is being done among societies all over the world (Thomson 184). English language is undoubtedly the most reliable language as a tool which links the world, especially

in this computer era (Raghu Sundaram). David Crystal confirms the concept

stating that the universality of English lies in that it is the language of diplomacy,

international business, tourism, education and technology. Such importance of

English led specialists to found several teaching methods beginning with grammar

translation approach and last with a band of methods where the communicative

approach is considered to be the effective one. It is worth mentioning that

educators have an agreement that there is no perfect method; each one has its

own flaws and shortcomings. The communicative approach has its significance for

its focus on the communicative competence, which is the final goal of any

teaching method in a direct way rather than a roundabout way of the previous

methods.

The Communicative Competence

Successful communication is the goal that goes alongside with the already

mentioned fact; communication is the social attribute of human life. To achieve

such a success in communication, the interlocutors need to be involved in many

communicative situations so as to be competent in order to convey ideas and exchange feelings. Communicative competence enables the interlocutors to use the language appropriately in a specific social context (Dell Hymes 281). So, James C. Stalker defines communicative competence as the part of language knowledge we use to achieve the process of utilization of the stored repertoire and make use of it at a pragmatic level (Stalker 1). Such a definition clarifies, in brief, the difference between the linguistic competence and the communicative competence where the last is the need of the learner to use language as massage medium rather than having a myriad of linguistic knowledge which itself does never mean but a theory with no practice. Such urgent need for the communicative competence was behind the emergence of the communicative language teaching (Khalil Hammash 86).

The Communicative Approach to Language Teaching

Regardless of the difference in the features and techniques of the English teaching methods, the aim of all methods, even sometimes impliedly, was still one; enabling the students to communicate in the target language. The cause of the emergence of the communicative approach in 1970s was that educators saw that the process of English language teaching was still questionable and might not meet the goal, communication in the target language. Their observation to the students and the teaching process showed the fact that linguistic competence is never enough to enable the students to use the language outside the class (Daiane Larsen freeman 121). To achieve the goal, educators saw it necessary to turn their efforts on the communicative competence rather than linguistic one. In other words, the focus now is on the language use in addition to the language usage (Henry G. Widdowson 126). In addition, Brown refers to the characteristics of the CLT as definitions for it is considered difficult to find a unified definition. The characteristics which he mentions are as follows:

1. The class focuses on all components and not only on grammatical rules.

2. Techniques are designed to engage learners in meaningful purposes.

3. Fluency should be given more importance than accuracy.

4. In the communicative classroom, students have to use the language productively in unrehearsed context. (241)

The above characteristics of the method can describe the nature of the classroom where the considerable difference to the classroom in the previous methods; a specific atmosphere would be offered in the class to let the students behave according to the characteristics mentioned. A person cannot be productive unless he feels free for the fact that productivity is associated with freedom (tareef sardast). In the same context, the approach attempts to have the students speak spontaneously and spontaneity cannot be found in the class where the teacher's manner in controlling the class is directive rather than being dominating. For this reason there was a relation between democracy in the CLT

class and the approach success. The particularity of the communicative approach is in its focus on the psychology of the students. The approach activities such as role play, work in group, games and so on aim, in addition to the basic goal which is having the students communicatively competent, at supporting the students' psychological state which in turn enhances their acquisition of the second/ foreign language (Ravi Bhushan 67). It is still the teacher's role and the manner he should handle the class in so as to let the approach activities go fluently and successfully.

Communicative Approach and Democracy

The significance of the teacher's democracy lies in the nature of CLT activities which need the teacher's role to be changed from the only information giver to a facilitator or an organizer (Ann Galloway 4). The application of the CLT activities will depend more on the students. Then, the class is now more a learner-centered than being teacher-centered as it was with the old methods. These activities are either role-play, work-in-group, work-in-pairs, or games. When the students apply

such activities there will be a kind of chaos and noise where the teacher should

familiarize himself with it (Zekariya Ozsefic 104). The classroom noise could be

attributed to the activeness and interest of the students when applying the CLT

activities. The free interaction between students is useful as they can acquire the

language items when working in group through negotiation (Jack C. Richards 5).

So the teacher is now has one option to make the process more successful which

is to be democratic and consider the role of the students and accepts his/her

relatively marginal role. A recent study was done to make a comparison between

a class which was led by a democratic teacher and another class led by a

dominant teacher. The study showed that the class with the democratic teacher

was higher in morale and better social interaction using phrases ''we'' rather than

''I''. The other class with the authoritarian leadership showed more aggression

and less interaction (Robert Havighurst & Neugarten Berniee 512). Al-Sagheer

refers to what he considered most important problem that impedes the

application of CLT items which is the official relation between the teacher and the

student. The official relation in the class prevents the students from being

productive while the student's productivity is considered a crucial requirement in

the CLT class (4).

CLT and Socio-psychological Factors

Socio-psychological factors have been considered important in English

language learning and in turn in the implementation of CLT. Asan Narayanan

refers to the significance that the socio-psychological factors have recently

attained for their crucial role in acquiring second/foreign language (Narayanan

485). The relation between the factors and CLT implementation can be both

direct and indirect. Studies relating to ELL have always included such factors and it

would be rare to find a book about ELL with no mention of the socio-psychological

factors. Regarding self-esteem for instance as one of those factors, the studies

proved that the higher self-esteemed the student is the more ready he acquires

the second/foreign language. In this state, and for the method is concerned in

ELL, the self-esteem factor would affect the CLT class in the term that the higher

the students' self-esteem have the more successful the CLT class will be. In addition, the main goal of the method is the communicative competence of the student and the latter entails several psychological factors to be successfully obtained (Do Seon Eur 209). Such an implication and others would exist with the other socio-psychological factors as they are going to be demonstrated.

CLT and the student's Motivation

The relation between the students' motivation and the application of CLT has two dimensions. The first is the relation between the students' motivation and ELL where the higher motivation the students have the faster and easier they can learn English. The second dimension is that the strategy of CLT aims at motivating the students to participate in the class by exposing them to activities which correspond with their needs and anticipations. Brown states that countless studies have confirmed the essential role of motivation in learning in general while in second language in particular motivation has acquired more attention (168). Before seeing more what of what linguists said about motivation and its

role in second language learning, it would be necessary to make a hint on the

available definitions of motivation. In J. M. Keller's view, ''motivation refers to

the choices people make as to what experiences or goals they will approach or

avoid, and the degree of effort they will exert in this respect '' (qtd. in Suzanne

Graham 98). In the behaviorists' view, B. F. skinner defines motivation as ''

motivation is the forces that account for the arousal, selection, direction, and

continuation of behavior '' (qtd. In Biehler & Snowman 399). The other view is the

constructivists such as Williams & Burden who define motivation as the individual

particular degree of doing something which is affected by his or her environment

and then the act would be unique (Marion Williams & Robert Burden 120). The

definitions of the three schools show that all schools share one point which is the

desire of the individual to do something regardless of the different aims that the

schools mentioned. In addition to the definition of motivation, it is worth

mentioning to refer to the kinds of motivation. There are two divisions of

motivation: intrinsic and extrinsic and the second division is integrative and

instrumental (Junko Matsuzaki 40). Concerning the motivation of the ELL

students, the difference between the intrinsic and extrinsic motivation is that the

first refers to the student's own desire to acquire the second/foreign language,

while the extrinsic one refers to the student's anticipation a reward such as a high

mark if he works hard in the class. The other dimensions of motivation are the

instrumental and the integrative. What is meant by instrumental is when the

student's aim of acquiring the language is, for example, getting a career while

with integrative motivation it is acquiring the language for a desire to

communicate with the language society (Saif Al-Ansari 72). Concerning the first

division, it is stated that both extrinsic and intrinsic motivation are necessary in

the ELL process taking into consideration the privilege of intrinsic motivation over

the extrinsic one for its positive role in reception and anxiety avoidance (D. H.

Schunk 237-238). In contrast, it is stated that extrinsic motivation, in addition to

being anxiety arousing, it could be addictive; if the student doesn't anticipate a

reward in a specific situation, he would not act well in the class for he/she is used

to getting rewards for his well doing (Brown 174). Almost the same could be said

about the two orientations, instrumental and integrative motivation, they are

both necessary but usually the students with integrative motivation whose desire

is to integrate with the target language society, are more active in the classroom

than those with instrumental motivation (Kathleen Baily 182). The relation

between CLT application and the students' motivation is described as that the

students' desire in CLT class and their ability to learn the second/ foreign language

comes from their intrinsic motivation to communicate with the people speaking

the language in addition to the extrinsic motivation represented by getting good

academic achievement (Galloway 1). In addition, it is stated that the teacher

should encourage the students' motivation and curiosity so as to be a successful

CLT teacher achieving the goal of enabling them to communicate in the target

language (Mikaela Bjorklund 65). Pupils of high motivation showed that they

saved planning time that they enabled the teacher to go on to other activities.

(Bjorklunnd 202)

CLT and Anxiety

The term anxiety has been used in linguistic studies where it is considered an effective factor in the acquisition of second/ foreign language (Zhao Na 22). It is said that it is still not easy to find one definition to anxiety. In a general view to anxiety, Charles Darwin describes anxiety as '' emotional reaction that is aroused when an organism feels physically under threat'' (Darwin 140). Anxiety could be defined also as '' a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic of nervous system (Ying Zheng 1). In addition to anxiety definitions, anxiety is said to be of two kinds: trait anxiety and state anxiety. Trait anxiety is the feeling of a person's permanent anxiety regardless of the situation he/she is in, while state anxiety refers to the feeling of nervousness or fear associated with a specific social situation (Na 23). Besides the classification of trait and state anxiety, it is stated that anxiety could be either facilitating or debilitating. Debilitating anxiety is associated with more complication with the problem solving task and causes more errors while

facilitative anxiety refers to the one which is associated with better problem solving (Katherine H. Moyer 6). The negative effect of anxiety on the performance of the learner lies in the fact that when an anxious student is asked to answer a specific question, his/her attention will be divided; thinking of the correct answer and at the same time thinks of the negative evaluation by others (Freyal Cubukcu 134). So in relating anxiety to ELL, the state debilitating anxiety is the relevant one and then, there are different definitions mentioning the role of anxiety in impeding the process of English language acquisition. Among these definitions is that anxiety is '' a universal phenomenon that inhibits students' achievement in ESL and EFL classrooms (John G. Duxbury 4). Anxiety in proportion to ELL, too, is defined as ''anxiety is indeed a cause of poor language learning in some individuals '' (Horwitz the Annual review of Applied Linguistics). During the past the past twenty years in particular a lot of researches were dedicated to anxiety as a potential psychological factor which can affect ELL. Such increase in the number of anxiety studies was attributed to the discovery of anxiety scale

founded by Macintyre, Gardner, Horwitz, and Young. The studies attempt to explore the relation between anxiety and ELL .Firstly, they found out that, the higher a student is anxious the less comprehension he/she can retain. Second, the state anxiety is almost the only aspect the studies focused on to distinguish the mutual relation between English learning and anxiety; otherwise, the trait anxiety is, as has been mentioned, not specific to language learning but it is a permanent personal characteristic whatever the situation is (Zsuzsa Toth 56). The impeding role of foreign language anxiety had the researchers work on finding the techniques and strategies in the learning process to reduce the level of anxiety in English classroom considering such attempts as the biggest challenging problems. As one of the solutions they suggested was the learner-centered. In this amount, the learner would be encouraged to be involved frequently in the situation he/she used to avoid for being anxiety arousing. Such a technique could be called vivo desensitization that is considered very effective way to get rid of anxiety (Louis Janda 28). The researchers stated that the teachers should understand the

nature and the sources of their students' anxiety so as, hopefully, to take the level

of anxiety down (Kota Ohata 2). Ohata refers to the priority to decreasing the

students' anxiety before implementing the strategy of learner's-centered which is

a CLT strategy. She states that students cannot play their role if they feel high

anxiety (ibid). Then, one of the aims of the communicative approach is reducing

the students' anxiety in the class by letting them feel free and interact with each

other and make them comfortable without stopping them for errors correction.

Such a task is related directly with the students' anxiety; the higher anxious the

students were the bigger burden on the teacher would be. Conversely, the less

anxiety the students have, the easier will be for the teacher to succeed in his/her

mission as a CLT teacher (Li Bi 31). Baily confirms the meaning suggesting that

anxiety is very necessary to be decreased, for it deprives the learners from making

use of his intelligence in communicating with his fellows both in the class and out

in the target language (173). Then, CLT as its interest in the psychology of the

student can play a major role in decreasing anxiety in classroom in case the teacher is aware of the factor and how to cope with it.

The Students' Self-esteem and CLT

Self-esteem is the other psychological factor which has been considered important in second/foreign language learning. Aside from the relation between self-esteem and ELL, Nathaniel Branden suggests that self-esteem is the most important personal trait that can take part in human personality building and the significant key to his behavior and it is the basic need for man that he should understand its nature and know how to maintain it (110). Self-esteem is defined as '' the overall evaluation of one's worth or value as a person '' (qtd in Sarah Mercer 15). Linguists see that Cooper Smith's definition is the most reliable one '' the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individual believe themselves to be capable, significant, successful and worth '' (smith 4-5). There are three levels of self-esteem: general,

situational, and task self-esteem. General self-esteem is usually stable in mature

adults where it is unchangeable. It is the evaluation of one's own worth over

several situations. The second level, situational self-esteem, is one's self-appraisal

in a specific situation. This level, which is called social self-esteem also, depends

on personal ability such as athletic ability where the social feedback increases

one's self-appraisal. The third level is the task self-esteem which is associated

with a particular task in a specific situation such as a specific skill in a kind of sport

(Elsa m. Lopez 366). Brown refers to the relevance of all the levels of self-esteem

to the oral production and language learning. He mentions the nature of the

relation between success in language learning and self-esteem saying '' this is

time to answer the classic chicken-or-egg question: Does high self-esteem cause

language success, or does language success cause high self-esteem? '' (155). The

question confirms the interdependent relation between language learning and

the students' self-esteem that a teacher should not focus only on his students'

linguistic performance but implementing strategies which can enhance their

personalities (ibid 157). The implementation of CLT without taking into consideration the students' instinct desire to be significant is considered destructive to the students' confidence in English use which is an essential point in ELL (Do Seon 209). This opinion shows well the nature of the relation between self-esteem and the approach application where CLT strategies are founded to support the psychology of the student including his self-esteem. At the same time the high self-esteemed student can perform well in the CLT class for the previously mentioned relation between the psychological factors and the communicative competence.   Then it is the self-esteem factor should also be taking into consideration when implementing CLT. In other words, the task of the teacher will be much easier when the students' self-esteem is high and vice versa.

Relation among the three factors

The three socio-psychological factors which have been considered necessary to take them into account do not exist and work separately. Instead, they affect each other in a way or another. The relation between anxiety and self-esteem is

indirect; the higher self-esteem the student is the less anxious he would be and vice versa. The implication of such relation is that it is already mentioned that a self-esteemed student does not care much his evaluation by his fellows at the same time it is stated that one of foreign language anxiety source is the fear of the student of his fellows' bad evaluation especially when acting in their presence. The same relation exists between anxiety and motivation where low anxiety students are highly motivated. They are not facing the psychological complex which prevents them from enjoying the company of their colleague. On the other hand, high anxiety students find it too difficult to place themselves among their fellows which makes them frustrated and eventually lose motivation (Cubukcu 133).

The social environment and the Individual

The term *environment* is being implemented in many aspects of life for its role in the community tendency toward the phenomenon. It is in a general sense the overall objects surrounding us and has effects on the organisms on the earth. It

includes air, soil, minerals, and climate. Environment can be classified into three parts. The natural environment refers to earth and air. The second one is the industrial environment which man makes such as cities, villages, factories, and all facilities founded by man. The last one is the social environment that refers to the group of laws and systems governing the interpersonal relationship of the individuals. What is relevant in this study is the social environment for its relation with the human behavior. The student is our specimen in the research to see the extent to which he and his behavior is affected by his environment. The social environment is usually defined as the sphere of relations which determines the interactions with others according to a group of cultural rules (Yonette F. Thomas).

The relation between the social environment and individual is relevant as psychologists produced numerous books and articles studying how the individual can be affected by the environment he grows in. Ali Al-wardi says in his book *a study in the nature of Iraqi society* that man is a result of his social circumstances

rather than being the result of his ancestry or his natural heredity (164).It is stated that man in all over the world is physically the same but a considerable difference would be seen in his behavior depending on where he is from, or to say where he grew up in (J. L. Birley 93). Janda mentions the psychologists' opinion concerning that a person is a prisoner of the social forces existing in the community he lives in (40). So a person's behavior is the result of the factors interacting with specific conditions; therefore, it's seen that many recent studies have focused on the nature of societies attributing their nature to a band of factors which constituted their nature taking into consideration that a person is the brick that a society is built on. In other words, studying the nature of a society entails two crucial admirations: the relation between the society and the individual and that the individual's personality would form the nature of the society. In other words, sociologists work psychologically on the individuals so as to understand the nature of the society as a whole for the reciprocal relation between the social environment and the individual.

The Nature of Iraqi Society

It is a bit strange how the nature of a society takes place in a study concerned with the application of the communicative approach to English language teaching especially of that Iraqis would surely have their own nature just like any society has, but the question is: do Iraqis have a special nature which is relevant to the study deserving to dedicate an article in this chapter? However, the study of Iraqi nature begun late when the father of Iraqi sociologists, Ali Al-Wardi, decided to dedicate his efforts on such a phenomenon which is worth stopping. The significance of studying such a society lies in the several traits existing in the Iraqi personality. These traits are surely human nature but in Iraqis they differ both quantitatively and qualitatively.

It would not be suitable to take in details all what those sociologists said about Iraqi society for, at least, two reasons: it would take a long time and numerous pages, and second, the study is never about the Iraqi society itself but about some traits in Iraqis which is concerned with the study.

The sociologists made an agreement about the most important characteristics in the Iraqi personality which is often deemed somehow dangerous. Now it is time to see the noticeable characteristics which can have a negative role in the educational process rather than English language learning and in more particular in CLT application.

Iraqi Violence and Domination in the Society

Describing the Iraqi society as violent and dominating may raise the question: is not violence a human nature? And such a question would be truly rational. Most of both sociologists and psychologists confirm that violence is a natural power in man for an innate propensity in him to satisfy his inner desires which make him try to control others. Ibn Khaldoon thinks that violence is a natural trend in human that makes him offend others. Nikolas Hobbs states that the needs of man cannot be completely satisfied and this makes him go violent hopefully get content with his needs (cited in Asmaa Jameel). The particularity of

the Iraqi violence lies in its continuity which has lasted for about five thousand

years. In addition, the Iraqi violence differs in its quantity and quality which makes

it incomparable. Besides, the Iraqi violence is not limited in the rulers of Iraq but

included the Iraqi people in addition (Baqir Yaseen 41-42). Ali Witwit comments

on this subject referring to the contradictory behavior of Iraqis after 2003. He

refers to the high percent of them who were involved in mean crimes such as

extreme violence and looting the public belongings at the same time they took

part in the Iraqi election with a very high percent while the circumstances were

very dangerous in addition to the fact that election was a completely new

phenomenon for them. Witwit adds that, unfortunately, violence has been the

prevailing trait in the Iraqi personality that it became very necessary to know the

causes of such violence (15). Yaseen attributes the Iraqi violence briefly to three

causes: frustration, deprivation, and failure. The source of such problems is that

Iraqis had been suffering for a long time from various forms of dangers and fears

such as the despotic rulers and the numerous natural disasters such as floods and

epidemic diseases in addition to the number of occupations to Iraq by foreigners.

It is an axiom that foreign capturers would humiliate the land holders just as if they were refugees. Yaseen considered those characteristics as negative and dangerous in the Iraqi personality that without facing such a fact Iraqis will keep moving in a vicious circle rather than becoming to the edge of collapse (29-32).

Democracy and Iraqis

Regarding to democracy in Iraq it would be necessary to look at it in two aspects: the theoretical and the practical. Before discussing democracy in Iraq, it would be useful to refer to the definitions of democracy and then take the relevant one to the research topic. Democracy in language means the government of people; people govern themselves regardless of the several techniques by which this meaning could be achieved (John Imeek). About the idiomatic meaning, a democratic country has meant not only the country where the government is elected by its people but it refers to all features associated

with democracy such as freedom, expressing one's self freely, and the flexibility in

any treatment which comes from understanding that no one can allege having the

absolute fact. So the theoretical literature of democracy states that it is almost

the antonym of violence (ibid). Democracy, as the relation between the society

and the individual has been demonstrated, is not merely a theory that can be

tried. Instead, it is a phenomenon related much to the nature of individuals that

they need first, to understand democracy and what can include such as listening

to others where the absolute fact is absent. And second, begin to familiarize

themselves with such a new style till it be a part of a person's characteristics

being applied everywhere in home, street, office, and all facilities he may be at. In

this state Iraqis are far from being democratic for it has been already mentioned

that an Iraqi is violent and dominant where these traits contradict with

democracy (Najieeb Al-Kuneizi). The question which may be raised is ''can Iraqis

be democratic or not? '' The answer may be laid in the practical aspect of

democracy in Iraq that the article was about discussing. It is well known that the

first time democracy was established, or at least an attempt of establishing

democracy, in Iraq was in 2003. The attempt came after a long time of governing

Iraq by totalitarian and despotic rulers. Iraqis were happy at the beginning of their

free life but very shortly they felt that they were missing the very long heritage of

absolute governors and one-opinion regime to the extent they could not enjoy

the aroma of freedom. Instead, they, unfortunately, went violent killing each

other considering even the term *democracy* a foreign project and should be

confronted. Such incidents refer to the primary unacceptability of Iraqis to the

new phenomenon of democracy (ibid). Now another question may be raised

which is '' is it impossible for Iraqis to be democratic ''. Actually, the answer is not

easy rather than being early to judge on one hand. On the other hand, and

successively what happened can refer to the change in Iraqi life and their way in

handling democracy. The view was very clear in the change of the politicians'

speech inside the parliament from threatening each other to addressing the other

extremes as '' our brothers '' (Yusuf Muhsin). So it is the change in the Iraqi

personality nature which is the pivot of the topic hopefully they will keep heading

towards the democratic life and feel the taste of it. So Iraqis have had the chance

of living in a way which is different to what they had been used to for a long time.

If Iraqis kept moving ahead towards establishing democracy, many aspects of

their life would be affected including the educational process rather than the ELL

in particular, especially that Iraq has been open and a part of the world after an

era of solitude.

Family Size and Children Education

Recent studies which were done in several areas in the world concerning the

conjoint between the family size and the children education illustrate that a

considerable correlation between children schooling attainment and their family

size. The obvious theoretical rationale for this relation is that parents have limited

time, money, and patience. Therefore, the studies showed that pupils with less

brothers and sisters were better in school than those having more siblings. E.

Black uses the financial term *trade-off* in the reference to the equation between

the two extremes of family size and children quality to prove that the smaller the

family is the better children and more educated their children could be (cited in

Sandra E. Black et al 671). The size of family in general is determined by various

causes but they are usually the social concepts. Qeis Al-Noori says that big family

is almost the characteristic of the primitive societies for more than one reason.

One of those reasons is that children are considered the fortune of both the

family and the tribe for strength. The other reason is that those societies usually

make use of agriculture to be a source of living where such a job needs a lot of

labours. This is regarding males. Concerning the females, their value comes from

the dowry a father can get when his daughter is proposed (55-56). In Iraq, the

2005 statistical survey system showed that the average of the family size in a city

was 6.3 7.8 in a village (Ministry of Planning The 2005 statistical survey). The

cause of the difference in the family size between the Iraqi city and the village is

apparently the nature of jobs in the village which is agriculture and animal rearing

which, as mentioned, needs labours in addition to what has remained from the

tribal heritage concerning the strength of the tribe. In this state, illiteracy is

expected more in the village than in the city for first, the family size is bigger and

the fact that most of the parents in villages are not educated which has a negative

influence on their children schooling achievement.

CHAPTER THREE

METHODOLOGY

Introduction

The study as has been stated is about investigating the potential social

restraints in Iraq that can impair the implementation of CLT in Iraqi schools. The

study assumes that Iraqi social environment in general and the Iraqi rural

environment in particular has some traits that can collide with the requirements

of CLT. So the chapter will show how the study could investigate the social

obstacles on the ground. According to one of the study assumption the most

important social restraints on the way of CLT application is the nature of the Iraqi

society which in itself is somehow discouraging for its non-democratic nature and

in turn contradicts with the method requirements. This issue was not included in

the field study directly, in the observation, for at least two reasons: first is that

the researcher could not find a way to measure the democracy in the class to make the correlation between the teachers' democracy and the application of the approach. Second, it would not be fair to judge the Iraqi society nature depending on a study of three months. Instead, the study made use of the several sociologists' studies that concerned themselves with such a topic for more creditability of the research. This doesn't mean that the researcher never noticed the effect, or to say the existence of the nature, in the class but it is a matter of fact, is that it was not possible to make statistical data concerning democracy of the teachers and the students' as well.

The other assumption of the study is that the teachers and especially in a village do not apply the approach appropriately for reasons where the social ones are the most important, it was suitable to make use of interviews with the teachers trying to know exactly the causes preventing them from managing the approach in general and speaking English in the class as well. The socio-

psychological factors which the study supposed that they exist differently in a village and in a city were investigated depending on the questionnaire tool.

The participants

The entire number of the students were involved in the study is 103 male students of 9th grade. The justification of taking the ninth grade is that they should have been learning according to the new method, CLT, since 2003 namely, for eight years. In other words, it would not be the first time they are been taught according to the approach and then, to see what is happening after these years. The schools were four: two in a city and two in a village in Dyala province. regarding choosing the schools in the city, it was not easy as to take any one in the city considering it as a city school for two reasons: first is the fact that has been almost a global phenomenon which is the immigration from a village to a city and then the data would not be accurate for the mixture of the students though they are in a city school. Therefore, the schools were chosen from areas where village people immigrants rarely inhabited them. The other reason is that

in Dyala province many villages are very close to the city that the same problem of mixture would exist. And this is the other implication which was taken into consideration when choosing the specific two schools where village students do not enroll in them. The source of the above information regarding the schools and their students are both from the researcher's knowledge for he had lived most of his life in Dyala and second, the school staff assured the information about where the students were from. The two city schools were in the centre of Dyala province in the city of Baquba and for the policy of a research the names of the schools were not mentioned. Instead, they were named as 3 and 4. The number of students in school 3 is forty and 19 in school 4.

About the number of the participating teachers, they were eight English teachers: four in the city and the same number in the village. Three of the teachers were females and the other five were males. All the teachers in the village schools lived in the same villages they worked at. Besides, all the teachers had bachelor degree at English language.

Choosing schools in the village was determined depending on what is conventionally known as villages; otherwise the definitions of sociologists to distinguish between the village and the city are various. For instance, they depended on criteria such as the population and the kind or the size of markets. But it would be an evident that a criterion that matches a specific society may not match other society and for this reason the village schools were chosen according to what Dyala people consider them villages and not even sub urban. The two villages were the schools lied in belong to a sub district belonging to the province which is about twenty five kilometers northeast of the province. The two village schools were named as 1 and 2. The number of the students of school number 1 is 26 while they are 19 in school number 2. Actually, the students of school number 2 are more than 19 but the matter fact that they are mixed; males and females then the females were excluded for the effect of gender which may influence the accuracy of the data but even though there will be an attempt to mention the advantage or disadvantage of mixed classes in the last chapter.

Access and Permission

All procedures and visits to the schools were not done unless the official permission had been acquired. A claim was submitted to Directorate General of Education in Dyala asking for the permission of visiting the four mentioned schools for the sake of data collection. The directorate in its turn approved of the document numbered 50613 on 19th Dec. 2010.

Instruments and Procedures

Though the study is only about the social effect on the CLT, it has various implications need to be investigated so as to prove/disprove the assumption. So the researcher used more than an instrument to achieve the goal where each tool matched the data in question. However, the tools which were used for data collection are observation, questionnaire, and interview. Last, it is stated that using more than one instrument in data collection gives more validity to the study and eventually validates the findings (Uwe Flick 230).

The Observation

The instrument of observation was the first tool of data collection. Before

starting the observation it was a pilot attempt to see what was actually happening

in the class. One assumption states that the application of CLT in the city is better

than it in the village. In this state there should be a need for a comparison scheme

showing the difference of the CLT activities between the city and the village. But

the pilot visit which was conducted to all schools showed that the approaches

being applied in the classroom were not the same. In the city it was the

communicative approach while it was still the old method in the village though

the curriculum is the same in both. In this state the comparison is no more

between the CLT success in the village and the city. Instead, it would be between

the kind of activities which show what approach was being implemented. For

example, using the native language in the class is a feature of the old method

while the target language must be used in the CLT class. However, a coded

scheme was used to determine which approach was being implemented (see

appendix I).The percent of the students' participation was included in the observation for a purpose which will be clarified in the next chapter. Knowing the percentage of the students' participation was not a complex process. The number of the volunteering students in proportion to the whole number of the students showed simply the participation percent. In brief, the observation focused on the teachers' action more than on the students'.

The Questionnaire

The questionnaire was managed to investigate the socio-psychological factors with a comparison between their scores in the city and in the village. For the creditability of the questionnaire, the items were not created by the researcher. Instead, he depended on reliable similar questionnaires administered by specialists in each specific field. The only modification the researcher did was omitting some items which were thought to be difficult to understand by the students. The other reason of omitting some test items is the time limit where without reducing the number of the tests, the study would not be possible

especially that teachers did not agree to give up their lessons for the sake of the

researcher's questionnaire for they wanted to finish the curriculum on time.

For assuring that the students would answer the tests accurately and frankly

especially that the nature of the tests were personal to a great deal, the students

were told not to mention their names on the test papers. Instead, they used

numbers; the same numbers with all tests. In addition, all tests were translated

orally into Arabic by the researcher and were explained well to make sure that the

students understood them all and eventually answered them according to what

they thought.

Self-esteem questionnaire

The questions of self-esteem factor were chosen from the *psychology book of

personality tests*. The author of the book is Louis Janda, the associate professor of

psychology at Dominion University (Janda 13). See appendix III

FLCA questionnaire

The work of Dr. Horwitz and Cope concerning the measurement of foreign language anxiety in the class tests were depended by the researcher to investigate the factor score (.Horwitz 129-130). The tests appear in appendix IV.

Motivation questionnaire

The motivation questions managed in the questionnaire are from international AMTB (Attitude/motivation test battery) founded by Richard C. Gardner the professor of psychology at Ontario university in Canada (Richard C. Gardner). The tests appear in appendix V

Teachers' Interviews

An important part of data collection was the interview with the teachers. The rationale of using interviews with teachers is to know facts which could not be observed such as feelings and psychological restraints. In the village the kind of the interview was semi-structured one which is qualitative and flexible which

enables the researcher to get the fact he is looking for in addition to the accuracy

of the information. A semi-structured interview refers to the open-ended

question of the interviewer addressed to the interviewee (see appendix II). The

questions in the city were closed-ended for the difference in the purpose. The

number of the teachers who were involved in the interviews was eight; four in the

city schools and the same number in the village, two teachers in each school. The

researcher prepared general questions some of which, rather than many of them,

were somehow irrelevant. The aim of such a technique is to make the nature of

the interview double-directional, giving and receiving that enables the interviewer

to know what question to be next. The interview lasted for from thirty to ninety

minutes. For the creditability of the teachers' answers as needed data,

communication was in the native language. Besides, it was noted that at the

beginning of the interviews many teachers began answering the questions in a

formal way just as if the researcher was in the position of an official supervisor

trying to assess the level of the teacher. Such a fact made the researcher surer

that his choice of the semi-structured interview was truly right for he could send them the message that he is but a researcher and he wanted to know the problems they were facing. The researcher could successfully convey the idea that the teachers began being more comfortable and telling what they felt rather than what they thought they should answer. In addition, the teachers were told that their names would be anonymous and that each teacher was referred to by a number. However, the aim of the interview in the city was somewhat different to the one in the village. In the city the communicative approach was applied and the atmosphere in the class was fairly encouraging. So the aim of the interview was to make sure of the teachers' feeling and what he thought of his students. In the village the aim was different where the approach was not being applied and a rather rigid environment existed in the class. The aim now is to know the causes behind the absence of both the method activities application and the free environment in addition to the absence of the target language use in the class. Finally, it would be suitable to mention the cause that made the researcher avoid

a focused group interview. According to the researcher's perspective, a focused group interview makes the teachers affect each other to the extent that they may answer in a way just to avoid being odd in that situation. Such an implication can have the accurate data, which the researcher is looking for, completely absent.

Data Analysis

Apparently the process of data analysis was not the same with all data. In other words, the way depended on in analyzing the data were collected by the questionnaire does not fit the data that were collected by observation or interview.

Questionnaire Data Analysis

The data analysis is as important as with it the collected information can be interpreted to a comparable form so as to make the needed correlation. The way

was used to analyze data which were collected by questionnaire was relying on

with all questionnaire items; motivation, anxiety, self-esteem.

The answer of the questionnaire test consisted of five options ranging from

strongly agree to strongly disagree where each had a specific value. But it would

be necessary to mention the conversion of the values for the negative reference

of a test. For instance, when a student answered the test '' I tremble when I know

that I am going to be called on in language class '' strongly agree, he would

deserve negative value, -2. This process of converting the values of negative

reference is necessary for the accuracy of analysis taking into consideration that

the tests included both negative and positive reference tests. However, following

are the values of a positive reference test answers: strongly agree = 2, agree = 1,

neutral =0, disagree = -1, and strongly disagree = -2. The opposite values would be

granted to the answers of a negative reference test. Then the values of all tests of

a student are summed up to see the final score.

Interviews analysis

As has been mentioned, the nature of the interview in the city is different to the one in the village. The analysis of the teachers' interviews depended on the teachers' answers to the questions which the researcher deemed them the key the research questions. If the answers in the specific environment (village or city) are similar, they would be referential and then considered by the researcher; otherwise they would not refer to an important fact. So proving any issue in question depended on the consensus of the teachers about the same idea. So, the nature of the teachers' answers made the researcher make use of showing the answers as anecdotes rather than relying on grounded theory. Grounded theory can be depended on when the answers include many significant units and categories while in this study, the researcher eliminated the teachers' answers which he saw them irrelevant.

Observation Analysis

The aim of the observation is to show the difference in the approach being applied in the city and in the village. In this state a table comparing activities in the city and in the village was adapted to make the data collection easier.

The kind of activities and features of both methods were depended on in the differentiating process to see which one is being implemented. Following is a sample of the table:

The activity	The value
using the target language	CLT
Using the native language	Old method
Role-play activity	CLT
Using translation	Old method
Work in group	CLT
Grammatical rules explanation elaborately in the native language	Old method
The teacher's role is facilitator	CLT
The teacher role is the only information giver	Old method

Free atmosphere in the class	CLT
Controlling students preventing them from free actions	Old method

CHAPTER FOUR

FINDINGS OF THE STUDY

The study aimed at investigating the effect of the social environment on the application of CLT. The social environment may include many factors and implications associated with almost all aspects of life. In this study, the effects of the social environment are only those ones which can take part in ELL process and CLT application. For this reason, specific psychological factors, which are known to have an effect in language learning, were investigated. So the study did not investigate the factors and their relation to success in the CLT application only for this is not the target of the study. The aim, as has just been mentioned, is whether the social environment has an effect on the scores of such factors or not. Additionally, if the social environment has an effect, what effects it can have and which environment is more encouraging for the CLT application?

To find out the answer to such questions it was useful to make a comparison between two different environments, the village and the city. The comparison was about discovering the difference in two considerations. The first one is the approach being applied though all intermediate schools in Iraq have to apply the CLT that the same curriculum is managed in Iraqi schools, and all teachers have been to a CLT training session. The second issue studied was the difference in the scores of the psychological factors and finally to see if the encouraging scores are associated with the success of the CLT.

It might be suitable here to mention the fact that the study was primarily about the difference in the CLT success between the city and the village supposing that the city environment is more encouraging. But the field study showed that CLT is never being implemented in village, while it is applied in the city regardless of the degree of application success. This fact did not affect the research topic much for the fact that the reasons which made the teachers manage the old method were still purely social. The only thing was affected and changed was that

the nature of the observation; from comparing the percentage of CLT activities being practiced to comparing the kind of activities and other features which determine which approach was being applied.

Observation Findings

The step of observation was the first one so as to determine the path of the research. In other words, the observation showed what happened actually in the class that the next steps came successively according to what had been observed. However, the observation showed facts that proved the study assumption, the difference between the village and the city environments effect on the language teaching process.

Activities in the Classroom

The CLT activities stand beyond the approach particularity. According to the theoretical literature those activities have at least two significant aims: improving the student's communicative competence and supporting the student's self-

confidence which in turn supports the first aim. In relation to the activities noticed in the classes there were several differences which showed that the teaching process in an English language classroom was largely dissimilar. As has been mentioned in chapter three, a coded scheme was managed to record activities in the classes in both the city and the village.

The findings showed well the difference between the activities in the village classes and the city classes. The city class activities are of the CLT while the village class activities are of the old method (Freeman 129). Following is a sample of what was observed in a city class in one session. The teacher divided the class into three groups, A B C as they sat in three lines which is the manner of any class in Iraq. The lesson was about the comparative and superlative degree. The teacher asked the students to tell him about their best dish. At once each group began discussing with each other to both decide their best dish and elect one of them to answer the question. This was about the superlative degree. About explaining the comparative degree the teacher implemented the role play technique that two

students acted in front of their fellows how to use the comparative: the first student said '' I am taller than you''. The other student responded '' yes I am shorter than you''. About three pairs demonstrated the same way. It is worth mentioning that the students who acted the role play were somehow hesitant; their faces were a little reddish. The other activity which was noticed in the classroom was working in pairs that eight students took part in the class. The activity was managed to use short conversation of a situation the students liked.

The above notes were just samples of what was observed in one class in one city school. About activities in the village classes, it was noticed, in one session too, that the teacher asked and a few students raised their hands to answer. Besides, the teacher translated a paragraph into the native language. Grammatical rules were explained in Arabic language without making use of any dramatization techniques such as role play or games. The students on their side did not show any activity but a few of them raised their hands to answer the teacher's questions. The answers were usually to be written on the blackboard.

The facts show clearly that the approaches being implemented in the city schools and in the village ones are considerably different which can, at least partially, answer the first question of the research '' does the social environment affect the application of the communicative approach? '' In other words, the first effect of the social environment is the absence of the approach in the village and its existence in the city. According to the study assumption, the cause of the difference in the kind of the approach implemented in the urban and rural areas is the social nature of both. The reasons that stand behind such a phenomenon will not be discussed here for they will be discussed and proven in the interview section since the cause cannot be observed.

The Use of the Target Language

According to the CLT, teachers should not use the native language in a classroom; only the target language to be used. The aim of using the target language is to familiarize the students with the target language and then think in

it and so, the teacher should use the target language throughout the lesson including instructions and explanation. In this state, the students find themselves surrounded by the target language which enhances their communicative competence (Yen-Hui Wang 127). The observation in the city showed that the teachers were adherent and successful in applying such conditions. They used the target language since they entered the classroom greeting their students till the end of the lesson with very little use of the native language. Besides, the students, too, used the target language whether when they answered the teacher's questions or anything they wanted to convey. The observation in the village showed a completely different fact. Almost the only use of the target language was when the teacher entered the classroom and greeted the students. Then after, he began talking in the native language whether in grammar explanation or in discussing any issue in question. When the teacher read a paragraph he translated each sentence rather than words so as to have the students

understand. The students on their side spoke the native language, also, except when they are asked about the meaning of a word.

The Teacher-Student Relationship

The nature of the relationship between the teacher and the student, in education in general and ELL in particular, is as important as many studies were dedicated for investigating the best kind of relation that can take part in the education process. In ELL the nature of the relation is more important to the extent of being the feature of the specific method. In brief, according to the old methods, the nature of the teacher-student relation is like the master-apprentice relation. In the recent method the teacher is a facilitator and organizer.

The observation in the city schools showed that the teacher was to an extent still information giver. He began the lesson by reminding the students with the last material and then moved to the next material with giving a good chance to his students to participate through answering the questions he addressed. Throughout the whole period was specified to the observation no student's

initiative was noted at all. The students' behavior was not but a response to the teacher's demands. The aforementioned facts refer to the ones observed in the two city school with no considerable difference appeared between them.

Regarding the observation in the village the same fact was noted concerning the master-apprentice relationship nature between the teacher and the students. The teacher gave information and asked questions to make the students respond and answer the question. The observation in the village was done with the two schools of course with no difference between them. The researcher wrote down the note so as to ask the teachers about the cause of such a fact. The teacher's answer took its part in answering the research question about the effect of the social environment on one of the features of the CLT especially when the teachers answered the researcher's question about the relationship as it is coming to be clarified in the interview section.

The Percentage of the Participating Students

The percentage of the students who participate in the class usually refers to the students' achievement and their language proficiency in addition to the psychological status of the students. The participation can refer to the students' motivation in the language class where the relation between the students' motivation and their linguistic proficiency is mutual that they support each other (Dafne Green 18). In this study, the percent of the participating students cannot have an accurate reference to the students' efficiency for the difference in the approach being applied. The participation percentage is basically adapted to refer to the psychological status of the student in the class. This psychological status would include several aspects, such as, their motivation in learning English and their attitude towards the English teacher. The factor of the students' motivation score will be shown in the questionnaire section. However, the percent of the students' participation in the city schools was 92% with no considerable difference between the two city schools. In the village, the average of the

students' participation percentage was 30% with some difference between the two schools; the percent in school 1 was a little higher. Though the difference was not considerable, the researcher attributed the difference to two reasons: first is that the teacher in school 2 was more decisive than the one in school 1. The second reason was that the teacher in school 2 was a female while in school 1 he was a male. The implication of the second reason is that in a village when the teacher is a female, neither the students nor the teacher would feel comfortable for the fact that the community in the village is more conservative.

Freedom in the Class

Giving freedom to the students is necessary for CLT since it aims at enabling the learner to speak the foreign language spontaneously. In other words, the learner would be creative in the CLT class and creativity is associated with freedom as it was demonstrated in chapter II. As an important note was seen in the city class was that the teacher looked somewhat friendly with his students; he smiled when talking to them and made some jokes. The students on their side

were somehow comfortable in the classroom that when a student needed

something from his classmates he turned and asked him. In addition, it was

noticed that the teacher needed some time to make the students ready to begin

the lesson; the students were as active as when the teacher entered the class he

needed to ask them to stop any activity at hands and open their books with

attention**.** The teacher in the village looked more decisive; rarely smiled or joked

with his students and as soon as he arrived at the class the students were calm

and disciplined.

Two samples of what the researcher observed may show clearly the

discouraging atmosphere in the village and that the freedom is almost absent. In

school 2 and a couple days prior to the arrival of the researcher a problem

happened. A student smiled in the classroom. The teacher was upset as after an

argument with the student she asked him to leave the classroom and not to

comeback till his parent come to the school to discuss what was considered to be

a problem. The other sample in school 1 is that one day and when the students

felt somehow more freedom they began talking and discussing with the teacher but at once the teacher stopped them asking them to keep silent. The researcher could recognize that it was the first time the teacher gave his students some freedom which as the researcher thought an attempt to show the visitor, the researcher, that the teacher is democratic but he could not continue.

The state of the freedom in the Iraqi schools as has been shown can, to some extent, prove the second assumption of the study which states that the Iraqi social environment in general and the rural one in particular is discouraging for the application of the CLT. Here an adequate question may arise which is why the Iraqi environment in general is considered to be discouraging while the student were free in the city? The answer is that the students in the city school had more freedom than those in the village but even in the city the freedom was not as enough as to let the students talk, behave, and do whatever they pleased. Two samples of situations happened in the city school may show the limited freedom in the class rather than in the school which is still better than in the village. In

school 3 a student was having his sandwich when the bell rang to enter the class. The student entered the class with the sandwich till the teacher arrived and saw him eating. The teacher did not only ask him to keep the sandwich aside and not to do it again. Instead, he blamed him and even told the school manager about it. The difference now between the village and the city that the student was not fired just like what happened in the village. In school 4 the same situation happened that when the teacher arrived at the classroom a student asked the teacher to allow him to finish his sandwich. The teacher immediately agreed with him asking him to hurry up.

The above situations showed well that the teachers behaved personally with the students' psychology which is very important issue. The teachers should be trained to know how to react to the students' behavior and not to do what they personally believe to do in a specific situation.

Interview with Teachers

The second step of the field study was the interview which may clarify the causes standing behind the specific behaviors which the researcher observed. So the interview questions were set according to what the researcher wanted to know about the specific phenomena. As has been mentioned, the kind of the interview was the semi-structured one with eight teachers; four teachers in the city and the same number in the village.

The use of the Native Language

The question which is concerned with the use of the native language was addressed to the interviewees in the village only for the fact that the city teachers used the target language. Following are the summary of the village teachers' answers concerning the use of the native language:

Teacher 1: I don't speak English language because if I did, the students would not be able to respond for their English is limited. In addition, it would be odd here to

speak English for the limited community of this village and especially I am from the same village.

Teacher 2: I am forced to use the native language since my students do not speak/understand English. Besides, it would be odd if I speak English in a small village like ours. I mean I am forced to avoid English language so as to avoid being odd in the village.

Teacher 3: I do not use the target language for I am sure that they would not understand if I spoke English especially in the village and they would be astonished for we live in a village where speaking English in the classroom is a kind of pedantry which I should avoid it.

Teacher 4: I cannot use the target language for I am teaching in the village which I live in. for instance, I remember well when I was teaching and said *ok*. The student reaction was that some of them laughed and others said *hey sir what's this? We are not familiar to hear like that*. So, I do not want to be in such a situation.

The above findings show well that all the teachers in the village school do not use the target language. In addition, the social environment was a considerable cause which caused the teachers manage the native language. Such findings added another proof to the study assumption concerning the effect of the social environment on one important feature of the CLT which is the use of the target language. The findings, as well, match the concerning literature about the readiness of the villagers to accept a new culture. The literature refers to the ability of the urban societies to the new culture while it is more difficult for the rural areas (Ali Al-Khucheban). The findings, as well, support the study assumption about the encouraging attitude of the city in the contrast of the discouraging one of the village concerning the CLT application.

Managing the Old Method

The observation showed that the approach being applied in the city was the CLT while it was the old method in the village. Such a note made the researcher ask the village teachers about the reason which made them implement the old

method while the curriculum is of the CLT. The question was addressed to the city

teachers also to make sure if they were implementing the method consciously.

The question which was addressed to the city teachers was a closed-ended

question while it was an open-ended one with the village teachers. The question

addressed to city teachers was '' do you apply the CLT? '' while the word *why* was

added to the village teachers. All The city teachers answered the question

positively namely, they applied the method. It is still the answers of the village

teachers. Before mentioning the answers, it would be necessary to tell that the

following answers came after an argument between the researcher and the

interviewees. In other words, the following answers are the gist of the village

teachers' answers:

Teacher 1: there are two reasons that make me use the old method. First, is that

the students are linguistically not competent enough. Second, is that according to

the CLT my role should be an organizer and let the students behave freely which

is not acceptable here in the village. If I did, I would be considered to have a weak personality.

Teacher 2: honestly, the requirements of the CLT are not feasible in a village like ours. The students' freedom in the classroom and my marginal role can affect my reputation in the village and for sure I am anxious to maintain it.

Teacher 3: the application of CLT is not possible in a community like this village for the fact that the village students' culture is somehow violent and violence makes them difficult to be controlled but by some violent way which contradicts with the CLT requirements.

Teacher 4: the old method is more suitable for our students as villagers than the CLT. According to the old method I can keep my position by controlling the class on the contrary of the CLT which provides that my role is only a coordinator where I would lose my respect by the students.

The third question of the research is if the Iraqi teachers and the educationists are aware of the social environment effect on the application of the CLT. The interview with the village teachers proved that the teachers and the educationists are not aware of it. Regarding the educationists' awareness the researcher asked all the interviewees about the CLT training class if the social and psychological implications were involved in the class. All the teachers answered *no*. so the study confirmed the implication of the theory and practice where the Iraqi ministry of education managed the approach without taking into consideration such an important factor shown by the study. The Iraqi teachers, too, were not aware of the same implication though they mentioned it in their answers. The matter of the fact is that the teachers did not mention the social effect as soon as they were asked about the reason which made them use the old method. Instead, they answered in a roundabout way referring to facts which existed both in the city and the village equally. The researcher kept asking with explaining the question till he got the answers which usually began with the word *honestly*. The use of the

word *honestly* refers to the fact that the teachers had not thought of the issue before in addition to be somehow embarrassing. The findings proved that it is necessary to have the teachers trained to cope with the socio-psychological factors especially those which exist in the limited societies like villages; otherwise, the result would be as it was found concerning the absence of the approach application in the village.

Teacher's Decisiveness with Students

Though the researcher did not find a way to measure the freedom of the teacher in the class, it was found by the observation that the students' freedom in the city was more than that in the village. The current step is to ask the teachers of both the city and the village about their way of controlling the class. As the literature showed, the freedom and the friendly relation between the students and the teacher can lead to the creativity of the students which is crucial in the CLT requirement to enable the students to communicate in the target language

spontaneously. Four questions were prepared by the researcher to ask the teachers about their relation with the students which are as follows:

1. Do you use physical abuse with your students as a way of punishment?

2. Do you use mental abuse words with your students as a way of punishment?

3. What would happen if you were friendly with your students?

4. How long do you need to control the class when you enter the class?

For the similarity of the answers exist in each environment, the answers do not need to be demonstrated individually. Instead, they will be shown as village teachers' and city teachers' answrs. Following are the answers of the village teachers:

Question 1 answer: yes, sometimes.

Question 2 answer: yes, sometimes.

Question 3answer: if I stay friendly with the students and never show any form of punishment, they would exceed the limits and would mistake my kindness for my weakness, then I would be considered a weak personality teacher.

Question 4 answer: I do not need any time because when I enter the class, the students would be already disciplined.

The answers of the city teachers:

Question 1 answer: never.

Question 2answer: never.

Question 3 answer: I am already friendly with my students and this friendliness enhances the students' motivation in the English class and gives me more respect.

Question 4 answer: I need about 1-2 minutes to have them calm and ready to start the lesson.

The teachers' answers indicated a considerable difference between the city and the village regarding the relation between the teacher and the student. The

relation is formed by the conception of the teachers about the personality

strength and the way of leadership. All the village teachers' answers referred to

their impression upon their respect by the students which, as they thought, can

be achieved by the rigid style of treating the students. The idea is not strange and

the researcher had expected such an impression for he lived in both the city and

the village and saw the difference between the two communities in general and

the source of the teacher's esteem in particular.

Students' Communicative Competence

The students' competence in speaking and listening was one of the important

obstacles on the use of applying the CLT in the village. At the same time the good

level of the students' communicative competence in the city coincided with the

application of the CLT. The interview with teachers had already shown that they

did not apply the method for the poor ability of the students. This fact guided the

researcher to a question to know more about the students' communicative ability

and then to know the difference between the city students' and the village ones.

The question was '' what percent of your students can speak English at the level which matches their grade? ''.

The answers came very surprising that all the teachers in the village mentioned that the percent of the English speaking students is 0%. The same surprising answer was in the city where all the teachers confirmed that the per cent in their classes is 100%. Such findings made the researcher very anxious to make an oral test to see the horrible difference by him but it was not possible since such a test needs at least three lessons for each class to test all the students' communicative competency where the teachers never agreed to give up three lessons. The findings led the researcher to ask the village teachers about the cause of the disastrous fact.

Teacher 1: the method which has been applied since the first grade is the old method but this is not the only cause. Surely there are more causes which I do not really know.

Teacher 2: the students have never used the target language since the primary stage till this grade because we still manage the old method but I am not sure why they cannot speak/understand English. I think that their motivation to learn English is very low.

Teacher 3: the poor students' competency is caused by the old method application since the primary stage in addition to the attitudes of the students towards the English language lesson; they dislike it.

Teacher 4: the students have not used English language for they have been learning according to the old method. But I assure that this reason is not the only one; most of the students' parents are not educated which affects their motivation and attitude towards the learning of English language.

The findings caused the researcher manage a questionnaire test to know the psychological status of the students in the English class lesson. The teachers' answers came to match the study assumption about the discouraging conditions in the village to learn English and applying the CLT in particular. The other

assumption the study supposed was that the psychological state of the students is not the same in the village and in the city which could be assessed by the questionnaire. It still worth mentioning that the researcher made use of the lessons which were dedicated to the questionnaire to talk to the students to record more than one fact which they will be discussed in the next section.

Student' Attitude towards English

The other question was addressed to the interviewees was about the students' attitude towards the English class. The aim of the question is to know the students' attitude towards the English class in the perspective of their teachers to see if the teachers are aware of such a point or not. However, the question was '' what is the attitude of your students towards the English class? '' The city teachers' answers were as follows:

Teacher 5: I think that either most or all of my students like English class.

Teacher 6: My students like the English class that I never saw them complain of it.

Teacher 7: In general, they like English class and some of them like it more than any class else.

Teacher 8: My students look comfortable when I enter the class; therefore, I think they like it.

The village teachers' answers were as follows:

Teacher 1: Most of the students do not like the English class and they feel as if they are prisoners and the teacher is the prison manager.

Teacher 2: Most of the students do not like it and probably they hope to get rid of it at all.

Teacher 3: Surely they dislike and usually complain. I think if they like it, they would do better in the classroom.

Teacher 4: My students complain the English subject a lot. They wish if it was possible to get rid of it.

The findings made the researcher anxious to set the motivation tests to know the extent to which the teachers' view matches the reality when asking the students themselves about their attitude towards English lesson.

Findings of the Questionnaire

The step of the questionnaire was the last of the field study after the classes were observed and the teachers were interviewed to be asked about what had been noticed. The questionnaire came to prove/disprove the study assumption stating that the students' motivation and self-esteem is lower in the village than their peers in the city especially due to the village teachers mentioning of the factor of the motivation in the interview step. The study, as well, assumed that the students' anxiety is higher in the village than in the city. The assumption came after a time of observing the people behavior comparing the city behavior to the village ones. The difference in the behavior is attributed by the researcher to the way which the people use in educating their children. The general notes refer to the fact that the people in the Iraqi village are inclined to be more violent than

those in the city taking into consideration that it was stated in chapter II that Iraqi

society is generally violent but there were no studies which compared the

violence in the city and the one in the village. However, the considerable

difference in violence between the village and the city could be attributed to the

nature of the jobs in both areas. In the city there are many jobs considered to be

civilian nature. In other words, jobs which need the use of mind in contrast to the

ones in the village; they need strong arms. It would be suitable to remind here

that the study is never concerned in the violence but in the socio-psychological

factors which exist with a considerable difference between the city and the village

affected by the difference in violence. So the current step is going to show the

findings of the questionnaire concerning the factors to see if the assumption is

proved or disproved

Students' Foreign Language Anxiety

Foreign language anxiety has been proven as a significant impeding factor on

the way of language learning where the higher the students' anxiety is the slower

their language learning they achieved (Rahil Mahyuddin 59). The field study

showed the following findings found by the questionnaire tests:

In the village schools the average score of the students' anxiety factor was -1.6

while in the city it was 10. Before discussing the very big difference between the

two scores it is necessary to mention that the existing numbers are converted to

match the trend of the graphs which will be shown shortly. In other word, the

higher the number which exists the lower anxiety it refers to. So the average of

the students' anxiety in the village is much higher than in the city. For more

clarification, the average of the students' anxiety in the village without conversion

is 1.6 while it is − 10 in the city schools. The scores existed in the two village

schools without a considerable difference just as it happened in the city. The

average of the school 1anxiety score is -0.1 and -1.5 in school 2. In the city schools

the same fact existed where the difference between the two schools was not

considerable; in school 3 the students' anxiety average was 9 while it was 11 in

school 4.

The following graph shows the scores of the students' anxiety in the four schools.
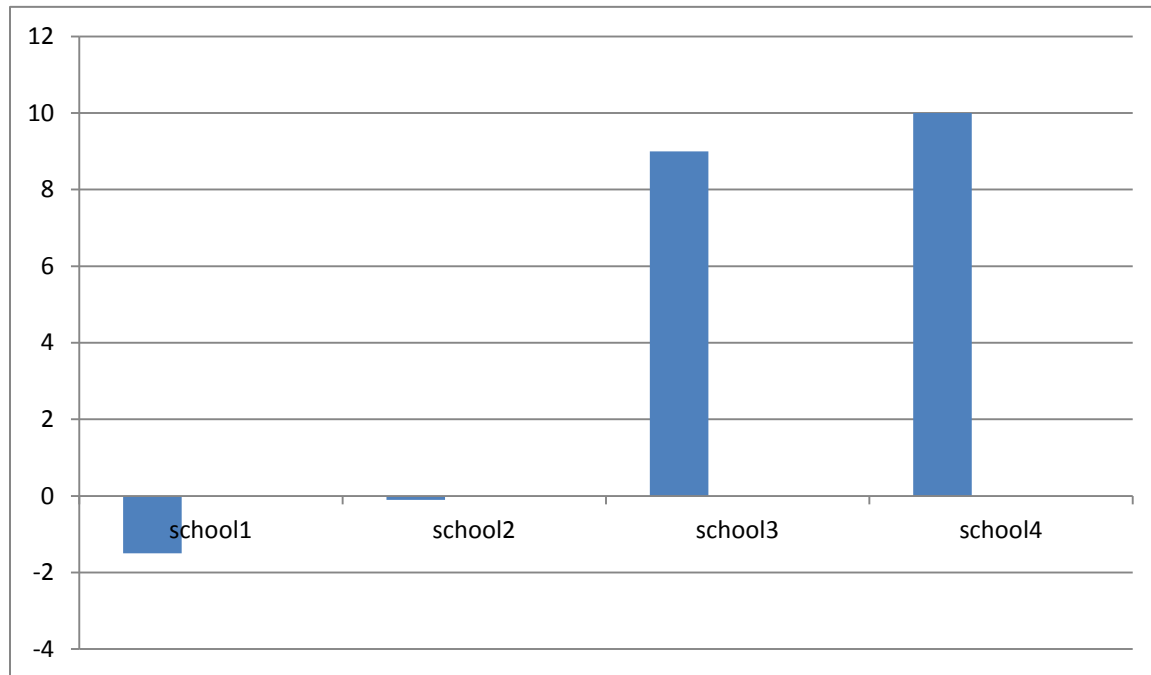
Graph1: scores of the students' anxiety in the four schools

The findings show a big difference that the researcher did not expect. The findings proved the second assumption stating that anxiety is higher in the village than in the city. It is still the reasons that stand behind the horrible anxiety scale in the village. Ohata summarizes the sources of anxiety referring to three factors:

1. Socio-psychological issues of language anxiety.

2. Learner/instructor beliefs about language learning.

3. Instructor-learner interaction/ classroom procedures.

(12).

Regarding the first point, the author states that competitiveness in the language classroom is a significant source of language anxiety (5). The people in the village, the Iraqi ones especially, are said to be competitive and envy each other more than in the city (Al-Wardi 90). This fact had been noticed by the researcher that he saw that the people of the village keep close at watch each other much more than in the city and this tendency according to Ohata results in high anxiety. The students and the teachers are both from the specific community; therefore, the anxiety in the language class comes from the anxiety which is caused by the process of closely watching each other. A student in the village would not dare to participate in the classroom lest he makes a mistake and the other students would make fun of him intentionally as a feature of envy. Such anxiety is surely debilitating which impedes the process of language learning (ibid).

The second point which refers to *the learner/teacher beliefs about language learning.* The students' beliefs about language learning were explained by the

teachers' interview where the village teachers stated that their students' attitude towards the learning of English is negative rather than their attitude towards the English speaking people. In the city the results were different that the teachers confirmed that their students did like English lesson. Such facts which were found on the ground match the theoretical implication stated by Ohata.

The third point regarding *the Instructor-learner interaction/ classroom procedures* is the else which appeared obviously during the stage of observation. The relationship between the teachers and the students was not the same in the village and in the city. The relationship in the city was better than in the village. Besides, the procedures were much different for the difference in the method being applied.

The above explanation of the three sources of anxiety stated by Ohata and what was found in the schools shows clearly the cause of the high anxiety level of the students in the village in comparison to their peers in the city. The use of the percentile scores is necessary to see the students' anxiety achievement regardless

of the comparison between the village and the city. in other words, to see if the

city students are anxious or not just like to see if the village students are high

anxious without comparing them to the city ones but depending on the percent

of the achievement. The best way that can show the percent of each school is the

following graph.
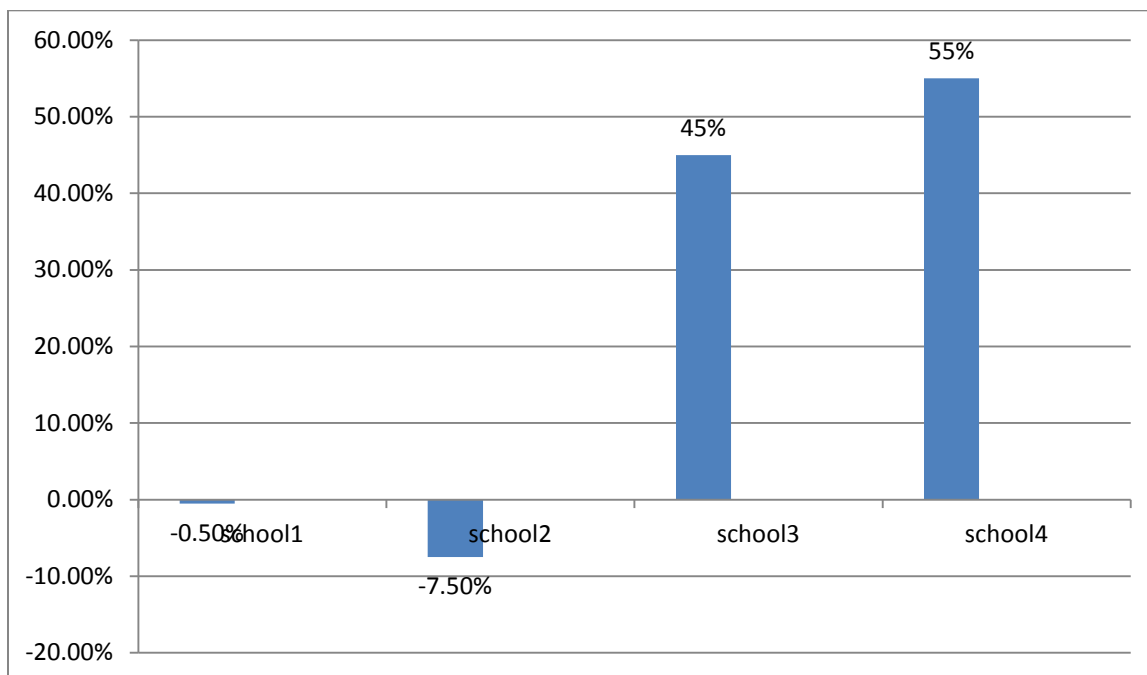
Graph 2: The percentile scores of the students' anxiety in the four schools

The graph shows that the village students' anxiety percentile score is truly

disastrous. At the same time the students in the city are much better than their

peers in the village but not to the extent that they are anxiety free. Such facts

prove the assumption of the study that the Iraqi social environment is somehow

discouraging and especially the village one.

Students' Motivation and Attitude towards English

The students' motivation to learn English language was mentioned by the

teachers in the interview stage. Here is the role of the questionnaire test to make

sure of the facts were said by the teachers concerning the low level of the village

students' motivation to learn English. The motivation tests consist of both the

students' motivation and their attitudes towards both the English language and

the English speaking society. The study assumes that the city students are more

motivated than the village ones. The findings showed that the average of the

students'' motivation in the village was 30.5 with no considerable difference in

the score between the two village schools. In the city schools the students'

motivation average was 44.55 with a little difference between the averages of the

two schools but it is not worth discussing. The following graph demonstrates better the comparison between the city and the village motivation averages.
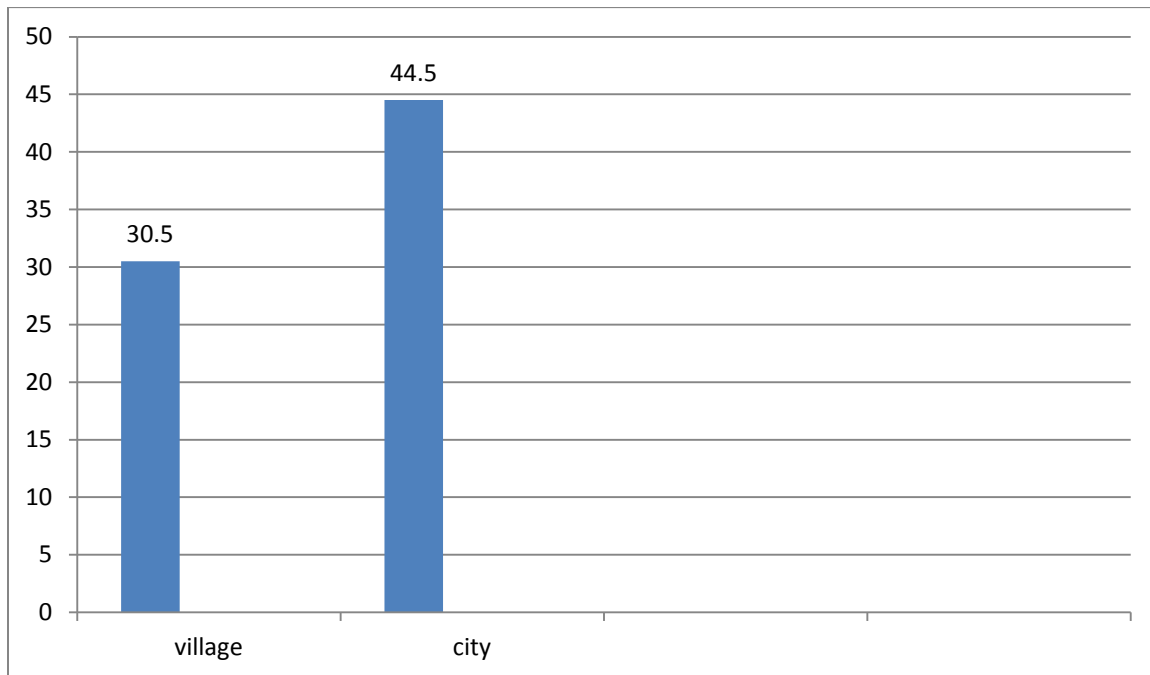
Graph 3: A motivation scale comparing the city schools to the village ones

The percentage is necessary here to show the scales of the city and the village without comparing them to one other. The benefit of the percentile scale is to know if the village students are low motivated or not. At the same time to know if the city students' motivation is high enough or they are low too but better than

the village students. The following graph shows the achievement of the city

schools and the village ones motivation percent. The percent here may need

some clarification to what it refers to. A student who achieves 100% is the one

who answers all the tests with full positive answers. So, the percent existing in the

graph refers to the average of the student' motivation according to their answers

to the tests.
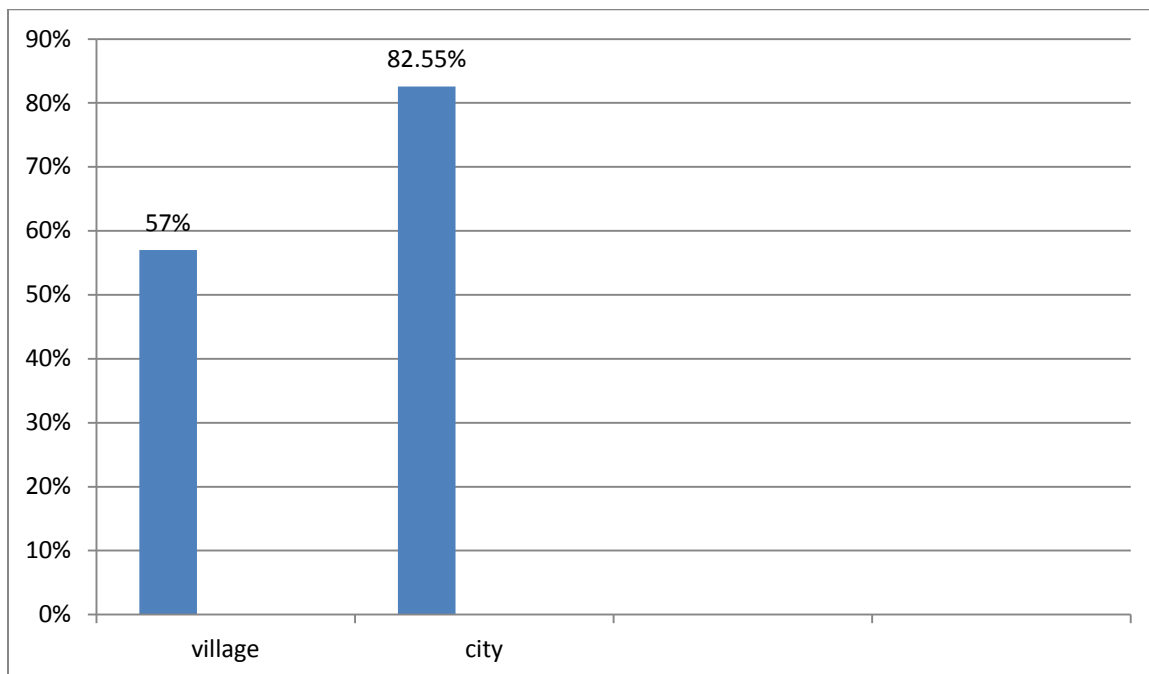
Graph 4: A percentile scale showing the difference between the village schools and the city

ones

The graph shows that the village students' motivation is low but is not like their scores in the anxiety tests; their level is barely acceptable. The city percent is good which refers to motivated students but is not very high. Regarding the source of the students' motivation, it is said to be difficult to point to one factor as to be the cause of the motivation. There are a lot of factors which can affect students' motivation but the way that the teacher relies on to control the class considered the most significant one (Andrew Littlejohn). According to such theoretical point of view, the observation could account for the difference in the motivation between the city and the village and the low motivation of the village students in particular. The way which the teachers used to control their classes were different in the city and in the village especially that the teachers confirmed what was seen in the class by the researcher. The low motivation of the village students came as an expected result for the way that the teacher managed which caused at least monotony rather than making the class like '' a prison '' as one of the teachers said about his students' attitude towards the English class.

Students' Self-esteem

The factor of self-esteem is the other one was tested to see if the study assumption is proved or not. The importance of testing the factor comes from the role that it plays in language learning and then, in the success of the CLT application where the higher self-esteem the students are the more successful the CLT class could be. However the score of the self-esteem factor in the village was an average of 5.8 and 11.5 in the city. The difference is as considerable as supports the study assumption which states that the village students are less self-esteemed than the city ones. The justification of the difference as the assumption states and as the field study showed lies in the way the students were raised in. the parents in the city are usually educated and rarely use force to control their children. In the village the way is considerably different; it is usually violent. The relation between violence and self-esteem is that low self-esteem problem begins usually in the early period of life when a person is often liable to violent criticism whether by his parents or his peers where his self-image comes to abnormality

(Carmen Lytle). So the reason that caused the village low self-esteemed students could be attributed to the way they were raised in which is usually violent. The cause of the violence in the village, as mentioned, is the nature of the jobs being practiced in the village which needs body over mind. In addition to the nature of jobs there are the tribal standards which focus much on concepts like power and courage. The following graph shows both the difference between the city and the village and the achievement of each individual so as to see if the percent of each individual is acceptable or not.
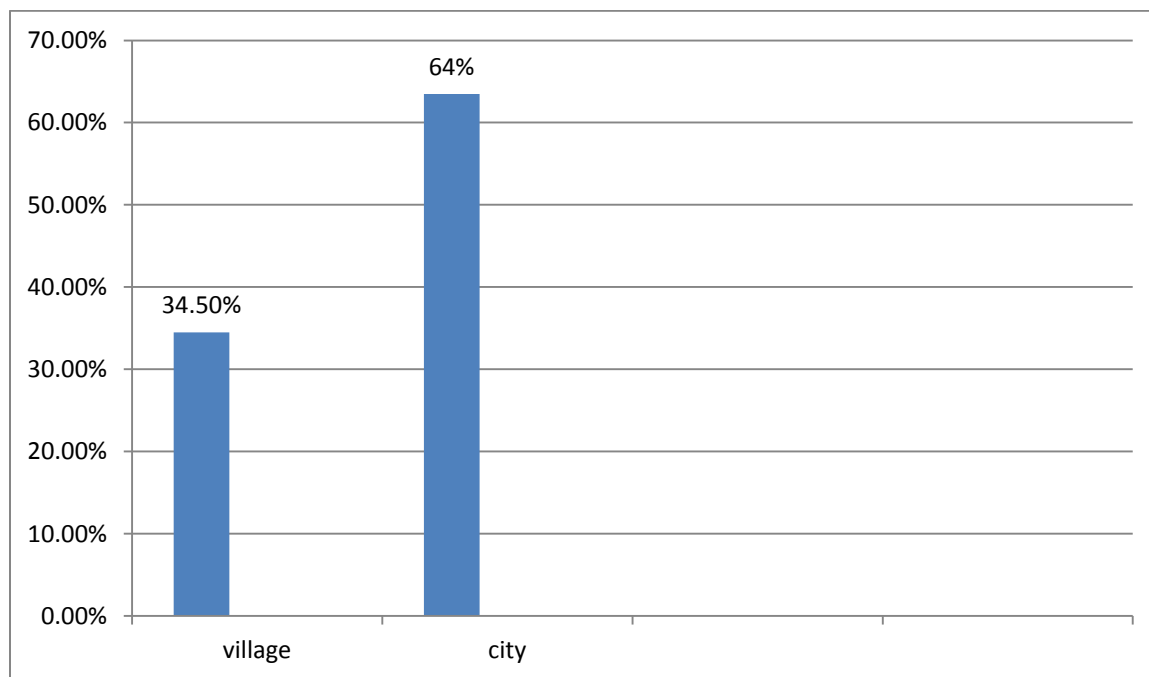
Graph 5: A percentile self-esteem scale of both the city and the village

The results shown in the graph refer to at least two facts. The first is the considerable difference between the city and the village which is stated by the assumption. The second is that the village students' self-esteem is not only low but need to be maintained the very soon. At the same time though the score of the city is acceptable but it should be better so as to assure both the psychological students' health and their success in the language learning.

Students' Parents Education

The education of the students' parents is mentioned both in the theoretical literature and by the teachers. The literature states that children of educated parents are better at their schooling achievement than those of uneducated parents. The parents' education is deemed as a fundamental factor in the children school success (Haveman, Robert and Barbara Wolfe 1854). The implication of the parents' education is that the family affects the way their children think in. An educated family supports their children with self-esteem and encourages them to build their personalities. On the contrary, uneducated families do not have

enough knowledge about the psychology of the child and then they usually affect

their children personality negatively to result in low self-esteem (Arnaud

Chevalier 4). The teachers of the village schools attributed the low proficiency

level of the students to the fact that their parents are not educated where they

do not evaluate the importance of the education and eventually they affect their

children attitudes towards the school. One teacher mentioned the violent parents

of his students as a cause of their shyness in the class. Almost all teachers

considered the low education level of the students' parents as the cause of their

low motivation in language learning. The study showed that the average of the

village parents' education is 5.15 and 10.3 in the city. Such a difference is

considerable and worth mentioning that can take part in the decrease of the

village students' achievement. The scale of the parents' education ranged from

illiterate as the minimum education level and PhD as the maximum education

level. The education levels were turned into numbers to get the statistical data as

follows:

Illiterate: 1   Elementary: 2   Intermediate: 3   Secondary: 4   Diploma: 5

Bachelor: 6   Master's degree: 7   PhD: 8

So the 100% parents' education is when both have PhD degree. The following

graph shows the percentile parents' education as to know the education level of

the students' parents in each area.
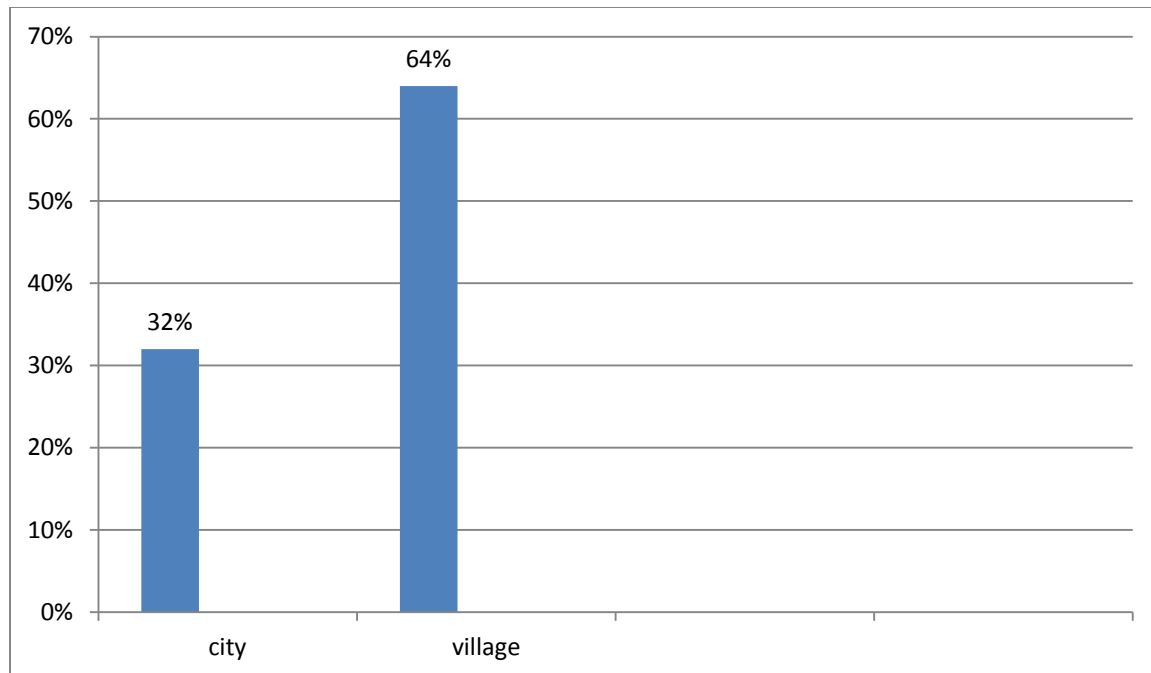
Graph 6: The percentage of the education in both city and village school

Students' Family Size

The student's family size is the other factor affecting the students' schooling achievement that the more a student has siblings the less schooling success he would attain (Vida Maralani). The family size in the village was considerably bigger than the family in the city. The effect of the factor lies in the students' motivation where the students of big families had less motivation to learn English language. The family size in school 1 was 8 with 31.5 motivation score. In school 2 the family size was 9.2 with 29.6 motivation score. In the city, school 3 family size was 6 with 40.4 motivation score and last, in school 4 the family size was 5.2 with 48.7 motivation score. The findings show the inverse relation between the family size and the students' motivation. The following graph shows clearly the matching trends of the family size and the students' motivation.
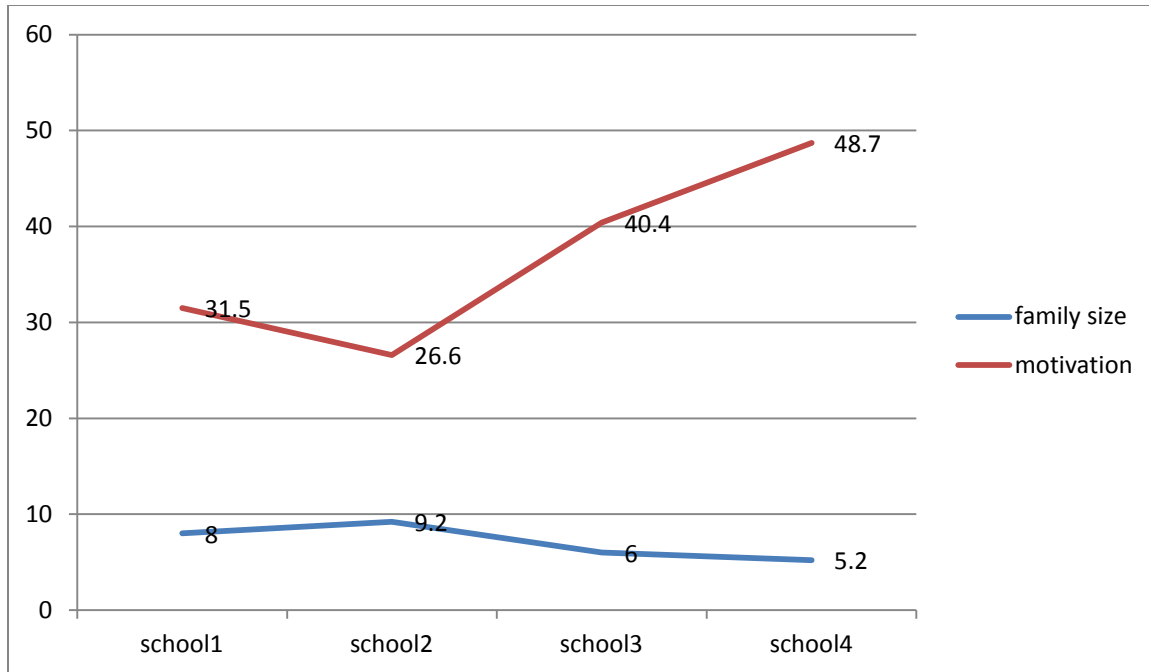
Graph 7: The relation between the family size and the students' motivation in the four schools

The Reaction to the Researcher

The reaction to the researcher whether by the school staff or by the students is

somehow useful to be mentioned for the difference that appeared in both the

city and the village schools. The usefulness of discussing the reaction which was

noticed in the schools is that it could refer to several matters. One of these

matters is to make the researchers pay close attention to such a phenomenon

and eventually, know how to overcome problems of such kinds. The other issue is to assess the communicative ability of the students through the explanation of the questionnaire tests. The first note was observed at the observation step is that when the researcher entered the classroom, he greeted the students. The reply of the students was not considerably different in the city and in the village. '' do you like English lesson? '', the next phrase the researcher said. The reply came with a huge difference where the city students replied all and somehow happily '' yes sir ''. The reply in the village was as poor as never expected; there was no reply at all. Since the step was an observation one, the researcher did not continue talking to the students. When the step of the questionnaire came, the researcher exploited the opportunity to talk more to the students to see the difference in the communicative ability through explaining the tests. Two significant notes were observed by the researcher through his interaction with the students during the questionnaire tests explanation and translation. The first note was that the researcher made sure that the students in the village cannot

speak/understand English while it was much different in the city where the students answered the researcher in the target language when they were asked by him. The other important note was that the students in the village acted in a different way in comparison to the way they acted in with their teachers during the observation step. The researcher tried to see if the village students can be motivated and like English language lesson or the problem was inherent and impossible to motivate them in addition to increasing their self esteem. At the same time it was an attempt to see if the students cannot be controlled but only by force as the teachers stated. Regarding to the students' interaction with the researcher they, first, looked at him with a surprising look and they began fast being happy and answered both the questionnaire tests and the other researcher questions. The researcher tried to identify the troublesome students especially in the school where a student was expelled from the classroom for his bad behavior as the teacher alleged. The researcher tried to make all students involved in the enjoyment of the new classroom environment with a focus on those troublesome

students. They were addressed by a band of respectable words that they looked if they felt more esteemed and never showed any odd behavior. Then, the bell rang and it was the students' share of rest. The researcher intentionally asked them if they like to take rest or to continue the questionnaire tests with additional questions which are usually personal to attract the students' attention. Almost all the students refused to have the rest asking the researcher to continue. Such a fact proved well that the negative village students' attitude towards the English class is not inherent and the teacher can overcome such an implication easily. The same kind of interaction was in the other village school. The students were as comfortable as when the researcher asked them about their opinion to play football but in the English language, they were happy and asked the researcher to kindly do it. Now it would be necessary to know why the students behaved differently and second, if the cause was that the researcher behaved in a way which made them behave so, what was the difference between the researcher and the teachers that affected their success in treating the students?

The point is that the researcher was not from the village where he could be free from the village restraints which were mentioned by the teachers in the interview section. The researcher could do according to what his theoretical knowledge stated. In other words, he was aware of the psychology of the students that he behaved intentionally to see the students' reaction towards the new way of treating the student. Involving all the students in the class is very important step to make those low proficiency students participate without any mention to their low proficiency level. In addition, working on the students' faith in themselves is one of several steps which of increasing the student' self-esteem (Darcy Andries). So, in spite of the low motivation of the students in the village and the high anxiety, the researcher could in a short time attract their attention and change their mind towards the English class. This fact does never mean that the teachers are insufficient. Instead, it refers to the social restraints which are not taken into consideration by the educationists.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

The chapter is going to summarize the implication of the study by relating the facts which were found on the ground through the field study to the research questions and assumptions. In addition, there will be a band of recommendations to solve the problems which impeded the application of the CLT in Iraqi villages depending on both the theoretical literature concerning the specific problem and what the village teachers and students seemed to need to overcome the social obstacles. Further studies and advices to the next researchers will be mentioned, too, especially that the researcher thinks that many studies need to be done to understand more the unexpected difference found between the village and the city at the aspect of school achievement rather than the application of the CLT.

Implication of the Study

The study investigated the effect of the social environment on the application

of the communicative approach to language teaching. The researcher had

supposed that the Iraqi social environment could have restraints which hinder the

successful implementation of the method. The researcher gave particularity to

the Iraqi village social environment as being more difficult to implement the

approach for several social causes. The findings of the study could be summarized

as the answers to the research questions. The answers were as follows:

1. The social environment was proven to have an apparent effect on the

   English language teaching/learning in general and the application of the CLT

   in particular whether positively or negatively.

2. The effect of the Iraqi social environment was, to an extent, encouraging in

   the city for the democratic personality of the teachers that can give the

   students the opportunity to be creative as the approach provides. The

   students in the city were in a psychological status that they took a

significant part in the success of the approach implementation. The students' anxiety level was much better than in the village in addition to their motivation and self-esteem level which were better also.

3. The effect in the Iraqi village social environment was truly discouraging. The teachers were tough with their students preventing them from behaving, at least somewhat, freely and then the atmosphere in the classroom is far from being suitable to implement the CLT. The students' psychological state was not as good as to help them act and participate to have the approach succeeded. The students' anxiety level was very high while both the motivation and self-esteem level were low.

4. The Iraqi educationists are not aware of the issue of the social environment effect that they have the teachers trained without any mention to the issue in question.

In addition, the family size and the parents' education showed a considerable relation to the students' motivation which in turn affects the students'

achievement for the important relation between motivation and schooling success. The relation was inverse between the family size and parents' education and the students' successful schooling. So it was seen that the city students were communicatively competent that they played their role in the approach implementation.

Recommended Solutions

According to the disastrous results appeared in the village, the Iraqi educationists need to do their best to overcome the problem; otherwise, such a level of the village students will never improve. Since the study showed that one of the most important causes was the social environment, the educationists should work on that aspect so as to, at least, lessen the effect of the social restraint. Though the problem existed much more in the village but it would be necessary to work on both the village and the city for the fact that the city is not completely free of the Iraqi social restraints; they are only less than in the village.

However, the following suggested solutions may take a good part to overcome

the problem:

1. The teachers' training class should include, in addition to learning how to

   use the CLT activities, how the teacher can understand the significance of

   the students' psychology and then how to help the students prevail their

   obstacles. The teachers need, too, to know how to control the class without

   any aggressive behavior such as beating, chiding, humiliating, or any kind of

   offensive ways. They need to know that such a behavior may help the

   teachers control the class but does not help the students learn English

   rather than any subject. The teacher need to be familiar with the new

   classroom environment which is free where noise can be expected during

   the students' activities and they should know that keeping the students

   silent does not refer to the teachers' strong personality. Any more, the

   successful teacher is the one who succeeds in activating his students and

   encourages them to participate in the classroom.

2. To achieve the above aim successfully, it is necessary to move teachers who work in the same villages they live in to other areas especially that the teachers themselves confirmed the fact that if they work in a village rather than the one they live in they would feel less social burdens. This step is as necessary as the first one wouldn't give the wanted results without the second one which is moving the teachers to other areas.

Suggestions for Further Research

The field study showed many facts more than the researcher was looking for. One of these facts is that the students' score in English lesson didn't match the extent of the CLT implementation. In school 3 the approach was implemented more than school 4, namely the number of the CLT activities was more than in school 4 and the students in school 3 were more familiar with the CLT than their peers in school 4. The average of the students' marks in school 4 was 97.5 while it was 79.5 in school 3. So I suggest a study to investigate the benefit of the CLT; investigate if the CLT is better than the old method or not. At the same time the

average of the students' marks in the village was 37.5. Such a huge difference

needs more studies focusing on the students' poor proficiency regardless of the

method being applied especially that, as has just mentioned, the CLT

implementation looked irrelevant to the students' proficiency as it was seen in

the city.

The other study I suggest is the effect of the mixed class, boys and girls, in

comparison to the non-mixed class. In the village, the class in school 2 was mixed.

The average of the students' scores was 46 while it was 26 in school 1 where the

class wasn't mixed. It would be worth mentioning that the English tests were kind

of unified since the Iraqi ministry of education provided the school with samples

of the tests the teachers should follow.

I suggest also making use of an experimental class to apply the modern method

of controlling the class where the teacher is tolerant letting his students behave

freely. If the experiment succeeded, the teachers would be encouraged to apply

the new method of managing the class.

I advise, also, to find a way to make use of a coded scheme to measure the extent of the teachers' democracy in the classroom where, as has been mentioned, the researcher couldn't find a way of making statistical data.

Limitation of the Study

The study had several limitations. The number of the participants was not enough for it was not possible to find more city schools in Dyala province. The study focused only on the application of the CLT and didn't investigate other aspects such as the teachers and the students' linguistic proficiency. The study is limited to include only boys as participants even in school 2 where the class was mixed, the girls were excluded. The study is conducted in only one province in Iraq and a specific town for the village schools.

WORKS CITED

Al-Ansari, Saif. '' Integrative and Instrumental Motivation as Factors Influencing

    Attained Levels of Proficiency in English ''. J. King Saud Univ. Vol. 5. 1993.

    http://digital.library.ksu.edu.

Al-Hamash, Kalil, and Hamid yousif. *Principles and Techniques of teaching*

    English. Baghdad: al-Hurria press, 1975

Al-Kuchebah, Ali. '' Our standards and Creating the Sociological Culture ''.

    Al-Riyadh. No. 14714. Oct. 6th 2008.

Al-Kuneizi, Najieeb. '' Ali Al-Wardi and the Nature of Iraqi Society ''. Al-Hiwar

    Al-Mutamaddin. No. 2933. Mar. 3rd 2010. http://www.ahewar.org

Al-Sagheer, Khalid Mohemmed '' The State of English learning ''. Al-Maarifa.

    No. 178. www.almarefh.org

Al-Wardi, Ali. *A Study in the Nature of Iraqi Society*. Baghdad: Al-A'ni prss,1965

Andires, Darcy. '' Building Students' Self-esteem ''. Sep. 1st 2006. www.elldu.com

Biehler and Snowman. *Psychology Applied to Teaching*. 10th ed. Boston:

Houghton Mifflin, 2003

Beily, Kathleen. *Focus on the Language Classroom: An Introductory to*

Classroom Research for Language Teachers. New York: Cambridge

University Press, 1991

Bi, Li. '' A brief Analysis bout the Function of the Communicative Approach ''.

US English Teaching. Vol. 3. No.9. Sep. 2006. Pp 29-31 www.linguist.org

Birley, J. L. ''the Effect of the Environment on the Individual''. Proc.

Roy. Soc. Med. Vol. 66 Jan. 19973

Bjorklund, Mikaela. *Conditions for EFL Learning and Professional Development*.

Filand: Abo Akademi university press, 1977

Black, Sandra E. et all. '' The effect of Family Size and Birth Order on Children's

Education ''. The quarterly Journal of Economics. May 2005. Pp 669-700.

http://www.econ.ucla.edu

Boroditsky, Lera. ''Lost in Translation ''. The wall street Journal. July 23rd 2010.

http://online.wsj.com

Branden, Nathaniel. *The psychology of self-esteem*. New York: Nash

Publishing Corporation, 1969

Brown, H. Douglas. *Principles of Language Learning and Teaching*.

United States of America: Longman press, 2007

Bhushan, Ravi. '' Communicative Language Teaching ''. Language in India. Vol.

10. No. 2. Feb. 2010. Pp 65-72. www.languageinindia.com

Chevalier, Arnaud. '' Parental Education and Child's Education: A Natural

   Experiment ''. IZA. 153. May 2004. http://ftp.iza.org

Cooper, David. *The Philosophy and the nature of language*. London: Longman,

   1973

Crystal, David. ''English- the international language''. The Cambridge

   Encyclopedia of the English Language. 1995 www.efldu.com

Cubukcu, Freyal. '' Foreign Language Anxiety ''. Iranian Journal of Language

   Studies. Vol. 1. No. 2. 2007. Pp 133-142. http://www.ijls.net

Green Dafne. '' Class Participation in a Teacher Training College: what is it and

   what Factors Influence it ''. ELTED. Vol.11 2008. Pp 15-26. www.elted.net

Darwin, Charles. *The expression of emotion in man and animals*. London: John

   Murray, 1872

Dirkwen, David. ''Rethinking English Pedagogy at Hope College in Taiwan''.

Conference in Melbourne, Australia, Nov. 28th 2004.

http://www.aare.edu.

Duxbury, John G. '' the Effects of Cooperative Learning on Foreign Language

Anxiety: A Comparative Study Taiwanese and American Universities.

International Journal of Instruction. Vol. 3 No. 1. Jan. 2010.www.e-iji.net

Eur, Do Seon, '' A Psychoanalytic Approach to Teaching English as a Foreign

Language ''. Journal for the Psychoanalysis of Culture and Society. Vol. 6

Issue: 2. 2001. http://wenku.baidu.com

Feeman, Diane Larsen. *Techniques and Principles in Language Teaching*. New

York: Oxford university press, 2003

Galloway, Ann. '' Communicative Language Teaching: An Introduction and

Sample Activities ''. Eric. June 1993. www.ericdigest.org

Gardner, Richard. '' Attitude/Motivation Test Battery: International AMTB

Research Project ''.

Genc, Bilal & Edogan Bada. '' Clture in Language Learning and Teaching ''. The

Reading Matrix. Vol. 5. No. 1. April 2005. Pp 73-84.

http://www.readingmatrix.com

Graham, Suzanne. *Effective Language Learning*. Great Britain: WBC,

1997.www. http://books.google.com.lb/books

Haveman, Robert and Barbara Wolfe. "The Determinants of Children

 Attainments: A Review of Methods and Findings", Journal of Economic

Literature. Vol. 33.No. 4. 1995. pp. 1829-1878.

Havighurst, Robert, and Neugarten. Bernice. *Society and Education.* 2nd Ed.

Boston. 1962

Horwitz, Elaine k. '' Language Anxiety and Achievement ''. Annual Review of

Applied Linguistics. Vol. 21. 2001. Pp 112-226. http://journals.cambridge.org

Horwitz, Elaine k. '' Foreign Language Classroom Anxiety ''. The Modern

Language Journal. Vol. 70. 1986. http//leighcherry.wikispaces.com

Hymes, Dell. *On Communicative Competence*. London: Penguin, 1972

Imeek, John. '' How do you define Democracy '' Global Socio-politics. Jan.3rd

2003. http://www.infernalramblings.com

Jameel, Asmaa. ''Violence in the Heritage of Sociology ''. Al-Nabaa. No. 84.

Oct. 2006. www.annabaa.org

Janda, Louis. *The Psychologists' Book of Personality Tests*. New York: John

Wiley, 2001

Laine, E.J.'Affective. ''Factors in Language Learning and Teaching: A Study of

   the ''filter''. Jyvaskyla Cross-language Studies. http://www.eric.ed.gov

Littlejohn, Andrew. '' Motivation: Where does it come from? Where does it

   go? ''. English Teaching Professional Journal. Issue 19. March 2001.

   http://www3.telus.net

Lopez Elsa m. '' Self-Consistency Theory of the Job Performance-Job

   Satisfaction Relationship ''. Academy of Management Journal. Vol. 25. No. 2.

   1982. Pp 335-348. http://ebiz.bm.nsysu.edu.tw

Lytle, Carmen. '' Low self-esteem and Domestic Violence ''. Jan. 9th

   2010.http://www.examiner.com

Mahyuddin, Rahil. '' Anxiety towards Learning of English among University

   Pertanian Students ''. Akademika. No. 45. July 1994.57-67.

Maralani, Vida. '' The Changing Relationship Between Family Size and

   Educational Attainment ''. Demography.Vol. 45. No. 3. Pp. 693-717.

   http://www.ncbi.nlm.nih

Matsuzaki, Junko. '' New framework of Intrinsic/Extrinsic and

   Integrative/Instrumental Motivation in Second Language Acquisition ''. The

   Kiai Journal of International Studies. No. 16. Dec. 16th 2005.www.u-kiai.ac.jp

Mercer, Sarah. *Towards an Understanding of Language Learner Self-concept*.

   London: Springer, 2011

Moyer, Katherine H. '' Debilitating and Facilitating Anxiety effects on

   Identification ''. Journal of Undergraduate Psychological Research. Vol. 3.

   2008. http://library.wcsu.edu

Muhsin, Yusuf. In the Memory of Al-Sabah 8th establishment. Al-Sabah. May

16th 2011. www.arabsedu.com

Narayanan, Asan. '' Factors Affecting English Learning at Tertiary level ''. Irnian

Journal for Language Studies. Vol. 2. No. 4. 2008. Pp 485-512.

http://www.ijls.net

Na, Zhao. '' A Study of High School Students' English Learning Anxiety ''. Asian

EFL Journal. Vol. 9. Issue 3. Spt. 2007. http://www.asian-efl-journal.com

Al-Noori, Qeis. *The nature of Human Society*. 2nd vol. Al-Najaf: Arts Press

in Najaf, 1972

Ohata, Kota. '' Potential Sources of Anxiety for Japanese Learners of English:

Preliminary Case Interviews with Five Japanese College Students in the U.S.

TESL-EJ. Vol. 9. NO. 3. DEC. 2005. Pp. 1-21. http://www.cc.kyoto-su.ac.jp

Ozsefik, zekariya. *The Use of the Communicative Language Teaching*. Urbana:

Illinois University, 2010. www.ideals.illinois.edu

Prakash, David. 'The importance of English language''. Sashing.com. Aug.

18th 2009. www.sashing.com

Richards, Jack C.*Communicative Language Teaching Today*. New York:

Cambridge University press, 2006

Rohmetra, Neelu . *Human Resource Development: Challenges and*

Opportunities . Anmol Press, 2005

Sardasts, Tareef. '' The Relation Between the Loss of Creativity and the Loss of

the Freedom ''. Al-hiwar al-mutamaddin. No. 2182. May 2nd 2008.

www.ahewar.org

Schunk, D. H. & Paul R. Pintrich. *Motivation in Education: Theory, Research,*

and Applications. London: Dorman Press, 2008

Seon, Do. '' A psychoanalytic Approach to teaching English as a Foreign

Language '' Psychoanalysis of Culture and Society. Vol. 6. Issue. 2. 2001.

http://wenku.baidu.com

Stalker, C. James. '' Communicative Competence, Pragmatic Functions, and

Accommodations ''. Applied Linguistics. Vol. 10. No. 2. 1989

Sundaram, Raghu. ''The Importance of the English language ''. Ezine articles.

Feb 17th 2006. www.ezinearticles.com

Thomson, Neil. *Communication and Language: A Handbook of theory and*

Practice. New York: Macmillan press, 2003

Toth, Zsuzsa. '' A Foreign Language Anxiety Scale for Hugarian Learners of

English ''. Wopalp. Vol.2 . 2008. Pp 55-78. http://langped.elte

Yaseen, Baqir. *The Personality of the Iraqi Individual*. Arbil: Aras Press, 2010

Yonette F. Thomas. ''The Social Environment, definitions, measures challenges''.

Nida Council Presentation. Fab. 7th 2007

Wang, Yen-Hui. '' Using Communicative Language Games in Teaching and

Learning English '' Journal of Engineering Technology and Education ''. Vol.

7. No. 1. March 2010. Pp 126-142

Widdowson, Henry G. *Teaching Language as Communication*. London: Oxford

University Press, 1978

Williams, Marion & Robert burden. *Psychology for Language Teachers: A Social*

Constructivist Approach. Cambridge: Cambridge University Press, 1997.

http://books.google.com.lb

Witwit, Dr. Ali. '' An Analytical Study of Most Important Traits Impeding the

Renaissance in Iraqis''. Aal AL-Hakim. Mar. 30th 2010.

http://www.alhakeem-iraq.net/index.php?id=64

Zheng, Ying. '' Anxiety and Second/Foreign Language Learning Revisited''.

Canadian Journal for New Scholars in Education. Vol. 1. Issue 1. July

2008. www.cjns-rcjce

[1] . the researcher did his best to avoid the involvement in political affairs for its irrelevance to the study and for keeping adherent to the policy of the research; therefore only a fast hint was mentioned concerning the accidents which show the psychological nature which in turn relevant to the study.

[2]. It is sure that such facts can never be generalized to all Iraqis; otherwise a lot of them were different; trying to enjoy the new life style away from managing violence as a tool for self-actualization.

Appendix I

Sample of a coded scheme used in the class observation to determine which

approach being applied

Date:

School code:

Teacher's code:

Class:

Subject:

Activity Or feature	Group work	Work in pairs	Role play	Target language	translation	repetition	Grammar explanation	native language
Period 1								
Period 2								
Period 3								
			total				Total	

Percent of a method existence:

Appendix II

Sample of teachers' interview

1. The code of the teacher.

2. How old are you?

3. Where were you born?

4. Where do you live?

5. What is the highest level of education you have?

6. How long you have been teaching English?

7. Have you attended a CLT class?

8. If yes, where and when and who was the coach in the CLT class?

9. Do you apply CLT in your class? If not, why?

10.   Do you speak English in the class? If not, why?

11.   Are you friendly with your students? If not, what would

    happen if you were friendly?

12.   How long do you need to get your students ready?

13.   Do you physical abuse with your students as a punishment?

14.   Do you use oral abuse as a punishment?

15.   How percent of your students speak English at the level

    which matches their grade?

Appendix III
The' self-esteem tests

1. I feel that people would *not* like me if they really knew me well.
2. I feel that others do things much better than I do.
3. I feel that I am an attractive person.
4. I feel confident in my ability to deal with other people.
5. I feel that I am likely to fail at things I do.
6. I feel that people really like to talk with me.
7. I feel that I am a very competent person.
8. When I am with other people I feel that they are glad I am with them.
9. I feel that I make a good impression on others.
10. I feel confident that I can begin new relationships if I want to.
11. I feel that I am ugly.
12. I feel that I am a boring person.
13. I feel very nervous when I am with strangers.
14. I feel confident in my ability to learn new things.
15. I feel good about myself.
16. I feel ashamed about myself.
17. I feel inferior to other people.
18. I feel that my friends find me interesting.
19. I feel that I have a good sense of humor.
20. I get angry at myself over the way I am.
21. I feel relaxed meeting new people.
22. I feel that other people are smarter than myself.
23. I do *not* like myself.
24. I feel confident in my ability to cope with difficult situations.
25. I feel that I am *not* very likable.
26. My friends value me a lot.
27. I am afraid I will appear stupid to others.
28. I feel that I am an okay person.
29. I feel that I can count on myself to manage things well.
30. I wish I could just disappear when I am around other people.

31. I feel embarrassed to let others hear my ideas.
32. I feel that I am a nice person.

Appendix IV

The foreign language anxiety tests

1. I never feel quite sure of myself when I am speaking in my foreign language class.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

2. I don't worry about making mistakes in language class.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

7. I keep thinking that the other students are better at languages than I am.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

8. I am usually at ease during tests in my language class.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

9. I start to panic when I have to speak without preparation in language class.
Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

10. I worry about the consequences of failing my foreign language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

12. In language class, I can get so nervous I forget things I know.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

13. It embarrasses me to volunteer answers in my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagre

15. I get upset when I don't understand what the teacher is correcting.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

17. I often feel like not going to my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

18. I feel confident when I speak in foreign language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

21. The more I study for a language test, the more con- fused I get.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

22. I don't feel pressure to prepare very well for language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

25. Language class moves so quickly I worry about getting left behind.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

27. I get nervous and confused when I am speaking in my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

28. When I'm on my way to language class, I feel very sure and relaxed.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

29. I get nervous when I don't understand every word the language teacher says.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in
advance.

Strongly agree   Agree   Neither agree nor disagree   Disagree Strongly disagree

Appendix V

The motivation tests

1. My motivation to learn English in order to communicate with English speaking people is:
WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG
2. My attitude toward English speaking people is:
UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE
3. My interest in foreign languages is:
VERY LOW ___1:___2:___3:___4:___5:___6:___7 VERY HIGH
4. My desire to learn English is:
WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG
5. My attitude toward learning English is:
UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE
6. My attitude toward my English teacher is:
UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE
7. My motivation to learn English for practical purposes (e.g., to get a good job) is:
WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG
8. I worry about speaking English outside of class:
VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH
9. My attitude toward my English course is:
UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE
10. I worry about speaking in my English class:
VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH
11. My motivation to learn English is:
VERY LOW ___1:___2:___3:___4:___5:___6:___7 VERY HIGH
12. My parents encourage me to learn English:
     VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH