

**Kurds EFL teachers' awareness of Globalization of English Language
Learning in Higher Education in Kurdistan / Iraq
Dr. Nada Jabbar Abbas / Instructor (SU Kurdistan / Iraq)**

أهتمام ووعي أساتذة اللغة الانكليزية الكرد بعولمة تعلم اللغة الانكليزية في مجال التعليم العالي في

كردستان العراق

د. ندى جبار عباس

كلية التربية/ جامعة صلاح الدين-أربيل

Abstract

This descriptive research aimed at investigating Kurdish teachers' awareness of Globalization of English Language Learning in Higher Education in Kurdistan /Iraq. The current research abstract participated in a workshop in the **2nd International Leading Teachers Summit** organized by International Leading Educators Association with the partnership of İstanbul Medeniyet University, National Ministry of Education General Directorate of Teacher Training and Development and Activities Association between 15 - 17 July 2016 in Skopje, Macedonia. The overall plan of the research evolved out of a verified options questionnaire which was distributed on senior and junior language teachers from two educational institutions in SU/ Kurdistan / Iraq that was College of Education and College of Languages / Depts. of English .This questionnaire form surveyed a number of issues including: the changing profile of methods of teaching of SU after 2003, the changing nature of English curricula and the increasing need for adaptable, highly qualified researchers and active language teachers. Each of these issues was connected to the impact of globalization the education sector. The total participants were (20) language teachers which were selected randomly among a group of (50) senior & junior teachers of English in the two colleges in Salahaddin University for the studying year 2015-2016.T-test formula used to analyze the results of the collected data and the percentage formula was used for the frequencies of the teachers responses. Statistical results revealed that English teachers in both colleges agreed that seniors must incorporate a variety of text types and different up-dated strategies of globalized language teaching .They also must be connected to online teaching programs with different language teachers all over the world. Moreover, they all agreed that the responsibility must be shared between both the students and the teachers; the later must participate in authentic globalized texts that might be beneficial for them. Both teachers and students must regularly participate in workshops regulated by teaching g and learning exerts. Eventually the researcher recommended and suggested a group of new ideas for further research for the sake of developing trends of teaching English as a foreign language

KEYWORDS: globalization of English; Attitudes, perspectives and competencies of English language teachers.

المخلص

يهدف هذا البحث الوصفي الى التحقق من وعي مدرسي اللغة الانكليزية لعولمة تدريس وتعليم اللغة الانكليزية في التعليم العالي في جامعة صلاح الدين في كردستان العراق.ولقد ساهم ملخص البحث الاتي في ورشة عمل في القمة الثانية للقادة التدريسيين الذي عقد في تركيا وتم تنظيمه من قبل الرابطة العالمية للقادة المتعلمين بالاشتراك مع جامعة مدينيات في اسطنبول ووزارة التربية التركية والديرية العامة لتدريب المدرسين مابين 15-17 تموز الماضي 2016في مقدونيا .ولقد استندت فكرة البحث على اداة هي عبارة عن استمارة الاستبانة لاراء المدرسين والتي تم توزيعها على عينة البحث من المدرسين الكفوئين والمدرسين الجدد. في كلية التربية وكلية اللغات في جامعة صلاح الدين .ولقد قامت استمارة الاستبانة بمسح لاراء الاساتذة حول عدد من القضايا التعليمية المرتبطة بهدف البحث.وتلك القضايا هي :الملف المتغير لطرائق التدريس في الجامعة بعد عام

2003 ، الطبيعة المتغيرة لمناج البحث والحاجة الى باحثين ومدرسين ذو كفاءة عالية . وكل قضية من هذه القضايا متعلقة بدراسة اثر العولمة على قطاع التعليم الخاص بهذه المجالات. يبلغ اجمالي عينة البحث 50 مدرس ومدرسة في كلا قسمي اللغة الانكليزية في الكليتين حيث تم اختيار عشرين منهم عشوائيا للعام الدراسي 2015-2016. تم استخدام الاختبار التائي لتحليل استجابات المدرسين كما تم استخدام صيغة النسبة المئوية والمتوسط الحسابي لتحليل تكرار الاستجابات اظهرت النتائج الاحصائية اتفاق الاساتذة في كلا الكليتين على ضرورة مشاركة المدرسين مع الطلبة مسؤولية توجيه التعليم نحو عولمة النصوص التعليمية التي يتم تدريسها كم اتفقوا على ضرورة حضور المدرسين والطلبة ورشات عمل تعليمية وتقنية لتوسيع مداركاتهم حول اهمية عولمة التعليم العالي في الاقليم. واخيرا وبناءا على تحليل النتائج قدمت الباحثة عدد من التوصيات والمقترحات للبحث المستقبلي

الكلمات المفتاحية : عولمة اللغة الانكليزية، آراء، قابليات، وجهات نظر، مدرسو اللغة الإنكليزية.

1.The Problem &Significance

Foreign language pragmatics are always focusing on the functional use of language while teachers look for texts that are more reflective and develop students speaking skills outside the classroom. Accordingly, Harmer (2001:200) thinks that, despite the curriculum, only authentic learning materials will 'genuinely' develop English four language skills. Therefore, if students are presented with authentic materials which may not concentrate on the grammatical rules and structures just to cope with the need to pass an exam, this will more support their language background. This also will shift their attention from consolidation of examinations to a more globalized conception of language learning. Furthermore, there were many colleagues who argue that the use of authentic language materials helps bridge the gap between classroom knowledge and students' ability to participate in everyday situations. This can be done through a more developed group of EFL teachers .This research intends to investigate and understand Kurds EFL teachers' attitudes toward globalization of language learning in higher education in Kurdistan/Iraq. The following study tried to be significant in exploring the EFL Kurds language Teachers attitudes towards:

- 1- the use of more globalized and updates methods of language teaching after 2003.
- 2-it also sheds light on how they perceive the influence of globalized curricula on students speaking performance and proficiency.
- 3-the research sheds light on the teachers' attitudes and opinions towards the necessity for more globalized minded and on-going research active teachers to cope with the new material and methods of English as a foreign Language teaching and learning.

1.1 Aims of the study

The study aimed at investigating EFL Kurds College teachers' attitudes toward:

- 1-the changing nature of English curricula.
- 2- the changing profile of methods of teaching of SU after 2003.
- 3 the increasing need for highly qualified and research - active language teachers.

1.2.Limits of the study

This study was limited to 20 EFL university teachers' attitudes in:

- 1-/SU 1-Department of English, College of Education
- 2- Department of English, College of Languages /SU
- 3- Academic year, 2015-2016 in Kurdistan/Iraq

1.3.Research Questions

- 1-What types of background, training and experience do English Teaching staff in the sample of higher education need?
- 2-What are their attitudes towards language materials, curricula and teaching methodologies?
- 3-how can EL teacher be a highly active –researcher and a professional teacher at the same time?

2. Literature Review

2.1. What is Global Education?

Since the appearance of "global education" in scholarly and popular educational writings in the 1960s, there was no definite clear definition for the term. In 1981, the National Council for the Social Studies (NCSS) described global education as "efforts to cultivate in young people a perspective of the world which emphasized the interconnections among cultures, species, and the planet." The purpose of such efforts was "to develop a knowledgeable and skillful, attitudes that help them to live effectively in a world that contains limited material sources and a world that lack cultural understanding and increasing interdependence teaching and learning institutions are attempting to enter the global educational marketplace but the major barrier is that English Language proficiency and the decision makers excessive trial to develop a good proficient language teachers. This can be one of the major problems of teaching globalization. Globalization refers to the expanding connectivity, participation, and independence of, social, technological, cultural, and political aspects of the local activities. In an increasingly globalized society, individuals need the power to communicate across cultural and national boundaries to be part of the citizens of the world as they accessed to new technologies that afford them unlimited ways to interpret, appropriate, and negotiate texts in multiple languages. These global interactions necessitate an examination of cultural assumptions and beliefs that frame intercultural communications. As English language teachers & educators, our goal is to equip students with global knowledge and help them to be aware of how globalization positions their languages, identities, communities, and futures. Consequently, teachers of English need to have a clear vision about the subject of English within the contexts of global mass mediation, and intercultural communications (i.e., communication which employs different cultural modes of expressions).

2.2. Globalization and English Education

English teachers are always in need to explore how globalization is (re)shaping and (re)defining literature, language, composition, and mass media in the following ways; Literature lately became so broad in terms of names authors listed under this discipline, audiences, themes, and styles of representations. Readers have expanded choices of identities, discourses, communities, and modes of interpretation. When the globe increasingly became accessible because of instant communications, the corpus of print literature also expanded because of the number of the literary works either being written in English or translated into English. The consequence is that in some departments of English the privilege is granted to the courses of world printed literature which enlist British and American literature global authors. On the other hand, as Weaver states that "*the Non-print literature--television and motion pictures--is an invaluable literary asset in providing viewers with a sense of likelihood about the physical and social worlds of the characters. For a given historical period, geographic setting, or futuristic world, television and film can realistically depict the eating habits, clothing, and means of transportation, class system, work habits, societal concerns, religious practices, and family life in the context*". (Weaver, 1996, P: 66) However, *Non-printed literature* is not revealing the artistic phase of the conceptual; meaning as the printed literature does. The inner souls of the chapters and the psychological rising thoughts influence the reader in more emotional way than the other digital type of literature. In short, English teachers and their students both should recognize the strengths and weaknesses of both non-print and print literature in providing a sense of the inner worlds of individuals (Weaver, 1996).

Global language teaching will depend on the English teachers' ability to generate critical dialogues among students from different cultural places inside and outside the classroom. Through such dialogue, English teachers might foster great respect among their students for international authors. Language is changing the role of English in global contexts, resulting in uses and forms that are divergent in standard. Communicators have multiple English which is used for rhetorical purposes within and across cultural US researchers and teachers of English

have been stating for over thirty years that the formal teaching of grammar isolated or split from the teaching of writing is simply not effective (Weaver, 1996), in a globalized world of language teaching this statement becomes more for granted than ever. There is no one English, but students are overindulgent in a world English(s) through which they could communicate (Canagarajah, 2006). These worlds of English(s) can be divided into many types according to the culture or nation in which the student is speaking which results a kind of congregation with that nation's native language Using learning Technology or digital communication is not only bringing world English(s) into daily communication but it is also aiding in developing a "standard English." Rapidly written messages, text messaging, and other technological devices of communication are creating new writing practices of the Standard English for the sake of fostering, more effective communication. While we may effectively argue that teaching Standard English remains significant for in-class formal communication, it is also reasonable to claim that English is becoming more complex than ever, and our students will need to be flexible and efficient users of huge corpus of information of discourses that isolated drill-oriented grammar lessons. Imaginary critical Thinking became much more important in the last thirty years. Students must not only create controlling statements and brainstorming points, but must reflect their argument and then frame this argument to take advantage of the given ideas by any means of information, whether it is a website, a blog, a wiki, a video essay or documentary, or even a traditional written document. Here technology expanded the worlds of composition in this sense; it has also dramatically changed the rhetorical context for writing in schools. Students now have access to many global audiences through web publishing, increasing their value for qualified compositions beyond the context of school assignment and single teacher audience.

2.3. Some global Teaching Pedagogies

Teaching though critical thinking activities plays central role in developing critical thinking skills. As the world becomes more complicated and increasingly challenging, our students must be prepared to enter this universe as competent, creative, thoughtful, and reflective readers and communicators. In order to prepare them effectively, we must make changes to curricula that traditionally view knowledge making and communication as, text-based, and individual student orientation a perspective that was only appropriate before the recent evolution of communicative technologies. To prepare active students to be effective world citizens that make thoughtful decisions and solve global problems, we must first help them to develop good synthesizing and analyzing skills. The classroom teacher who applies this wide definition of global education and identified its aims appropriately is faced with a huge challenge of deciding and selecting best practices and appropriate materials. Enlarging students' perspectives must not to be like any haphazard process, but materials offered must be planed according to the specifications of global education so as to introduce a global realistic pedagogy. Bearing this idea in mind, the following questions are recommended to teachers to be considered when they evaluate any global teaching resource (material or program) that meets the objectives of globalization of language teaching:

- 1-Does it integrate the effective use of IT and Internet resources as a tool?
- 2-Is it parallel to the local and national curriculum and assessment standards?
- 3-Does it engage and multi- disciplinary teaching strategies, including science, social studies, history, the arts and humanities
- 4-Does it include character and ethical behavior related questions?
- 5-Does it accommodate the contradicted levels of comprehension and understanding abilities of the involved students?
- 6-Does the courses provide professional opportunities of career development teachers?
- 7-Does it encourages students to understand and consider other people perspectives?

There are many tempting teaching products and materials on the market that can be scientifically used in applying the principles of global education. Good answers to these

evaluative questions above should help to emphasize the idea global education and its appropriateness in our public schools.

3. Research Methodology

3.1. Population and Sample

The total population of the research consists of (50) senior & junior teachers of English in both ,College of Education and College of Languages / Salahaddin University (SU) in Kurdistan Region/Iraq . Among the population of the research (20) teachers were randomly selected to form the sample of the research and to resemble the research participants in both colleges.

3.2. The Research Instrument

To investigate the teachers' awareness and attitudes towards globalization of language teaching, different-items questionnaire was constructed by the researcher and distributed on the participants of the study to form the main instrument of the research The questionnaire form was divided into three sections, section (A) includes items (1-7) which are considered as introductory section about the teachers major teaching subjects, years of teaching , their ethnicity ,and some other items about the type of educational policy their institutions follow to evaluate the teachers profession. Section (B) includes the items (8-12) includes items questioning the teachers' mother tongues as it has great effects on their level of affecting the process of learning a foreign language .It also inquires the frequency of visiting foreign countries or other English speaking countries. Section (C) includes (6) items measured by this questionnaire and represented by the items (1-46) see table (2)

This questionnaire was designed to collect the teachers' attitudes towards the new trends and globalized methods and curricula of English Language teaching. (Mc Colly, 1970:156). The researcher followed different sources to construct the questionnaire such as related books, journals and EFL magazines .they review different sources in the field of evaluation and measurement and review previous sources and literary texts for the sake of constructing an adequate and scientific research instrument.

3.3. Face Validity of the questionnaire.

Ebel (1972:78) claims that face validity is secured if the items seem to be adequate in measuring what is intended to be measured. In order to ensure good face validity of the questionnaire, the first copy has been exposed to a number of experts in the fields of EFL teaching as shown in table (1) below.

Table (1) the Academic Ranks, Names, and Locations of the Jury Member

No.	Name	Academic Rank	College
1-	Dr .Fatin Khairy Al-Rifai	<i>Prof. (Ph. D</i>	College of Education (ibn-Rushed)Baghdad
2-	Dr. Esmail Fahmi	<i>Prof. (Ph. D)</i>	College of Languages / Salahaddin University.
3-	Dr. Dhuha Attalla	<i>Assist. Prof. (Ph. D)</i>	College of basic Education / Univ. of Mustansiria /Baghdad
4-	Dr. Mohammed Al-Jabari	<i>Assist. Prof. (Ph. D)</i>	College of Education /Salahaddin University.

The jurors were requested to evaluate the items of the questionnaire and decided if they are suitable for the purpose of the research or not. Accordingly, some items have been deleted and others have been added. The final form of the teachers' questionnaire consists of (33) items distributed among three sections. After deciding the best items to be included, the questionnaire was administered on (20) senior & junior teachers of English language in two departments of English in College of the Education and College of languages at University of Salahaddin(SU)/ Kurdistan region / Iraq.

3.4.Data Analysis & Discussion

The following tables show the statistical analysis of teachers' responses to the questionnaire form , the three domains were calculated according to the percentages of the frequencies a, means and significance.

Table 1-The questionnaire 1st domain

No.	Items	Frq.	%	Mean	Sig.
1-	Above five years of Proficiency and years of teaching in the current Institution.	15	75	0.2	0.05
2-	Major applied linguistics specialty.	3	15	0.5	0.05
3-	studying or living outside the country	4	16	0.4	0.05
4-	Courses after graduation as part of your proficiency	15	75	0.5	0.05
5-	Requirements after Graduation English Language Proficiency Benchmark	20	100	0.5	0.05

Table 2-The questionnaire 2nd domain

No.	items	Frq	%	Mean	Sig.
1-	Teachers mother tongues and ethnicity its effect on language speaking	17	72	2.89	0.05
2-	Visiting English speaking countries.	19	95	3.67	0.05
3-	Visiting foreign countries and being in touch with foreign communities other than English	19	95	3.67	0.05
4-	Times and duration of visiting English speaking communities.	14	56	2.25	0.05

Table 3-The questionnaire 3rd domain

No.	Items	Frq	%	Mean	Sig
-1	latest international language tests teachers attended	6	31	1.25	0.05
2-	Teachers rating their own English language proficiency as upper- intermediate.	17	86	3.44	0.05
3-	Teachers' qualifications of speaking other languages than English.	19	95	3.67	0.05
4-	teachers post-graduate degrees	0	0	0	0.05
5-	They teach for the purpose of having a better understanding of life in countries where English is spoken as an international language	9	47	1.89	0.05
6-	They studied English to complete a degree in English rather than other subjects.	18	90	3.66	0.05
7-	Teaching for the Need of a future career	18	94	3.70	0.05
8-	Need to communicate when the teacher travels to other countries	11	56	2.25	0.05
9-	Need to become a better educated person	14	76	3.00	0.05
10-	People will respect me more if I can speak English well	13	52	2.66	0.05
11-	Teachers used Text books only in their teaching activities	15	75	0.2	0.05
12-	They used Oral drill practices.	5	29	3.67	0.05
13-	Written drill practices used in evaluating students globalized language competences.	5	29	3.67	0.05
-14	They used Vocabulary-based games in teaching intercultural dimension	6	30	1.25	0.05
15-	They used Group discussion involving problem-solving	11	56	2.25	0.05
16-	Asking students to tell a story based on a sequence of pictures	10	50	2.12	0.05
17-	Reading and/or writing film or television program reviews	3	13	0.50	0.05
18-	Asking students to make debates about globalized issues.	5	25	1.00	0.05
19-	Teachers are usually Socializing with native speakers of English outside the classroom	7	35	1.29	0.05
20-	They are Watching TV or films in English	15	75	2.90	0.05

21-	Part of teachers philosophy they believed that it is important to explain linguistic points explicitly in Kurdish or translate sentences into Kurdish so that students can understand	16	86	3.44	0.05
22-	They believe that students will be more motivated if their teaching mainly focuses on listening and speaking in English	11	56	2.25	0.05
23-	They believe that students can learn better if the focus is on cultural meaning while learning grammar is less important	8	40		
24-	They believe that students' English will improve naturally if the teacher speaks English all or most of the time in class.	10	50	2.12	
20	The believe that The Web can put learners in contact with up-to-date information about the English language, especially through the use of online dictionaries, usage guide, etc.?	15	75	3.00	
21	They used the Internet in English-language teaching in early stages and it will grow continuously & simultaneously?	16	76	4.00	
22-	With the rapid changes brought about by globalization and technological development, teachers of ESOL need to understand that they are entering, or have already entered the biggest language/linguistic revolution ever?	10	50	2.00	

to analyse the results of the questionnaire in connection to the aims of the research, the following was concluded:

1- investigating the changing nature of English curricula.

'T- Test' formula was applied in order to analyze teachers' attitudes toward the type of the language curricula in higher education and its effect on teaching globalization. Results indicated that there were statistically no significant differences at $\alpha \leq 0.05$ between the two Colleges teachers' attitude toward globalization of teaching curricula i.e. teachers of College of education and teachers of College of languages in university of Salahaddin. The calculated T-value is (1.372), which is less than the T-tabulated (2.110) at (0.05) level of significance and (5) degree of freedom, as shown in table (3)

Table (4)

The Result of T- Test for the Teachers' Attitude towards Teaching Curricula

Variable	Number	mean	standard deviation	T- Value		Level of significance
				calculated	Tabulated	
<i>the changing nature of English curricula</i>	20	17.733	42.94	1.372	2.110	Non-

Results Related to the second aim:

2- The changing profile of methods of teaching of SU after 2003.

'T- Test' formula was applied to analyze teachers' attitudes towards the importance of the changing profile of methods of teaching English as a foreign language of university of Salahaddin after 2003. The changing program and the new teaching systems had a great effect on their methods of teaching which were upgraded after being in touch with different educational western and European teaching systems. Results indicated that there were statistically no significant differences at $\alpha \leq 0.05$ between the two Colleges teachers' attitude toward the changing profile of methods of teaching of SU after 2003 i.e. teachers of College of education and teachers of College of languages in university of Salahaddin. The calculated T-value is (1.56), which was less than the T-tabulated (2.110) at (0.05) level of significance and (5) degree of freedom, as shown in table (4)

Table (5)

The Result of T- Test for the Teachers' Attitude towards The changing profile of methods of teaching of SU after 2003

Variable	Number	mean	standard deviation	T- Value		Level of significance
				calculated	Tabulated	
<i>The changing profile of methods of teaching of SU after 2003</i>	20	18.743	42.94	1.56	2.110	Non-

Results Related to the third aim:

3 the increasing need for highly qualified and research - active language teachers.

'T- Test' formula was also applied to analyze teachers' attitudes towards the increasing need for highly qualified and research - active language teachers and its effect on developing different globalized methods of language teaching and research programs. . Results indicated that there were no statistically significant differences at $\alpha \leq 0.05$ between the two Colleges teachers' attitude toward the increasing need for highly qualified and research - active language teachers i.e. teachers of College of education and teachers of College of languages in university of Salahddin. The calculated T-value is (3.372), which is higher than the T-tabulated (2.110) at (0.05) level of significance and (5) degree of freedom, as shown in table (5)

Table (6)

The Result of T- Test for the Teachers' Attitude towards the increasing need for highly qualified and research - active language teachers

Variable	Number	mean	standard deviation	T- Value		Level of significance
				calculated	Tabulated	
<i>the increasing need for highly qualified and research - active language teachers 3</i>	20	17.733	42.94	3.372	2.110	Non-

After the researcher summarized the data analysis above, the following can be discussed about each aim of the research:

- 1-concerning *the first aim of the research*, it was found that the participants of the research showed no significant statistical differences between teachers of English in both colleges as they both agreed that the update or globalized methods of teaching needs more updated teaching curricula. Teachers All agreed that the teaching materials must be more adaptable to the students' interactional needs. They insisted that the teaching plans must not include blind curricula that do not put into consecration the learners needs. Using globalized texts is more powerful than the classical or traditional texts. Globalized materials encourage students' knowledge building. Traditional education does not require the learners to decide what they want to learn or do not want to learn. Some teachers teaching philosophies were against the idea of giving the learners the complete pathway to cooperate on their full inside the class as they consider it time wasting in some literary courses.
- 2- When coming to *the second aim of the research* which is related to the changing profile of methods of teaching of SU after 2003, the researcher concluded that, to change the old classical profile of language teaching, the university was trying to meet the professional requirements of language teachers therefore, it had a very important experience to work in partnership with university of Cincinnati (Ohio) in United States of America after 2009 and on. As the government participates in enhancing the national higher education systems in Kurdistan. The university prepared a professional system of high education in which there was a big shift from teaching into learning through developing project-based approaches of language teaching. This approach was highly connected to the globalization of language

teaching as it depended mainly on the use of the internet to get the students to be in touch with other language learners all over the world. Teachers nowadays are participating in different language conferences, workshops and in-training development courses inside and outside Kurdistan. This can be clearly seen in the teachers' responses of the questionnaire items that measure the second aim of the study.

- 3- The new shift of the university language teaching systems necessitated the need for the increasing need for highly qualified and research-active language teachers. The participants of the research had different attitudes concerning this point. Related to the discussion of the second aim above, this means that after 2009 most of the language teachers in both colleges of the research became highly qualified and as most of them are participating into regular workshops, this helped them to be active researchers in all the aspects of EFL teaching. The statistics indicated through their responses that they find it very significant to be in connection with other teachers through co-researching with teachers from outside Kurdistan through language webinars and development programs. Teachers didn't consider how long each teacher has been teaching rather than the qualification and how they evaluate globalization of language teaching that each teacher had regardless of the years of teaching. This because following the globalized methods of teaching and teaching materials best enhances students' language achievements.

3.5. Results Conclusions & Recommendations

To sum up, teachers use different curricula based on a combination of their teaching experience and their real preferences and philosophies. In fact, teachers showed an ideal interest in having very well administered courses of developing globalized methods of teaching. They also emphasized the idea that successful language class should use a combination of both authentic globalized teaching texts and methods especially in higher education as the learners are more advanced language learners. However, a t-test analysis didn't show a statistically significant difference between teachers of both Colleges attitudes toward the covered areas in this study. They had strong positive attitudes towards the impact of globalization of language teaching is clearly presented in their teaching philosophies. The concept of globalization of the teaching material and the methods of teaching in classroom provides students with opportunities to get exposed to and practice a language that naturally occurs outside the classroom. However, the impact of globalized methods of teaching on language performance at various levels had shown improvement in language performance as a result of exposure to authentic linguistic situations in the classroom. Based on the concluded results, the researcher introduces the following recommendations:

- 1- Language teachers must be and involved in continuous research taking program for the entire EFL teacher to develop very well globalized connections with teachers from different parts of the world.
2. Teachers were also recommended to incorporate a variety of text types and different up-dated topics especially in the reading class, such as daily world news, psychological topics, health, fashion, sports, etc.,
- 3-The teachers were recommended to have students participate in the selection of authentic globalized texts that might be beneficial to learners. Therefore, EFL teachers should consider giving language learners the chance to decide their learning needs and have a word to choose some authentic texts to incorporate into their reading classes.
- 4- It was also recommended that teacher must involve in regulated and continuous global workshops for further teaching development
- 5- Globalized materials might also be integrated in both vocabulary and grammar classes, where students can increase their knowledge of vocabulary items and grammatical structures as they occur in their original contexts not dealing with them as isolated entities.

References

- *Canagarajah, A. S. (2006c). Changing communicative needs revised assessment objectives: Testing Eng. as an International Language. Language Assessment. Quarterly, 3, 229–242
- *David & Debora (2002) Globalization and Language Teaching, Great Britain, ST. Edmundsbury Press. London
- *Douglas Brown (2007) Teaching by Principles: An Interactive Approach to Language Pedagogy, "3rd Edition .U.S.A
- *Eble, R.L. (1972) Essentials of Educational Measurement. Englewood Cliffs N.J: Prentice – Hall, Inc.
- *Giddens, Anthony. (2000).Runaway World: How Globalization Is Reshaping Our Lives .New York: Routledge.
- *Harmer.(2001).The Practice of English Language Teaching.London Longman
- *Hongtao Jing. (2013) Global Awareness: Foreign Language Teachers' Beliefs and Practices. Waseda University, Japan*
- *Mc. Colly, W. (1970) "What Does Educational Research Say About the Judging of Writing Ability?" The Journal of Educational Research, 6(14).
- *Roland Robertson (1992). Globalization: Social Theory and Global Culture., SAGE Ltd, London.
- *Robert L. Ebel (1972) Essentials of educational measurement, Prentice-Hal, University of California, U.S.A
- *Weaver, C (1996) Globalization and English Education: In Teaching grammar in context. Portsmouth, NH: Boynton/Cook.

Appendix**Teachers' Questionnaire****Preliminary**

Dear English Language Teacher,

The following questionnaire surveying number of issues including: the changing profile of methods of teaching of SU after 2003, the changing nature of English curricula, and the increasing need for qualified and research - active language teachers.

Please answer all the questions as much as possible.

Answer spontaneously –don't linger over your answers.

You will probably be able to complete the questionnaire in 20 minutes.

Section A (Please give adequate answers)

1. Sex ----- A) Male B) Female
2. How many years, including this year, have you been teaching English in your current Institution?
A) 1 years B) 3 years C) 8 years D) more than 10 years
3. Please insert your major teaching subject and the grade
Major: _____
Grade: _____
4. If you are not a Kurd, please indicate your ethnicity -----
6. Are you required to take any further English courses after graduation as part of your proficiency requirements?
Yes No

7. Does your institution have after Graduation English Language Proficiency Benchmark which you are required to achieve?

Yes No

Section B (Please give appropriate answers)

1- What is your mother's language or languages?

A) Sorani Kurdish B) Badini Kurdish C) Arabic D) Turkish E) Others

2- Have you ever been to an English speaking country?

Yes No

If YES, please continue to Question 3. If NO, please go to Question (1) in section C.

3-How many times have you visited an English-speaking country?

A) Never B) only once C) between 2 and 5 times D) more than 5 times

4- how long in total have you spent in an English-speaking country?

A) less than 1 week B) between 1 week and 1 month C) between 1 month and 1 year D) more than 1 year

Section C (Please give adequate answers)

1. Have you taken any English proficiency test?

Yes No

If YES, please continue to next Question. If NO, please go to Question 3.

2-Please tick the appropriate examination/ test and write your grade/ mark in the column next to it:

Examination/ Test

IELTS-----

TOEIC-----

TOEFL Paper-based-----

Computer-based-----

Other(s) -----

3- Have you already achieved the Graduation English Language Proficiency Benchmark required by your institution for the last three years? Please circle the appropriate answer.

A) Yes B) No C) There's no such requirement

4-How would you rate your English proficiency?

A) Elementary B) intermediate C) advanced D) near-native speaker

5-Have you studied any languages other than English?

Yes No

6-Are you studying (or planning to study) any languages in addition to English as part of your current degree?

Yes No

7- What are your *main reasons* for studying English as part of your degree? **Please**

Tick Reasons

*I have to study English to complete a degree but the other subjects interest me more than *English

*I want to do postgraduate study in an English-speaking country

*I want to get to know people who speak English

*I will need it for my future career

*I want to travel to other countries

*I want to become a better educated person

*I liked my English teacher at school

*I want to have a better understanding of life in countries where English is spoken English is an international language

*My parents wanted me to study English

- *I think people will respect me more if I can speak English well
- *I hope to meet a greater variety of people in my life
- *I would like to live in a country where English is spoken
- *Other reason (please specify)

8-Which of the following activities would you use in your English classes? (Please tick more than one option if appropriate)

1. Whatever is in the textbook?
 2. Oral drill practice
 3. Written drill practice
 4. Explicit grammar teaching
 5. Implicit grammar teaching
 6. Vocabulary-based games
 7. Group discussion involving problem-solving
 8. Writing or telling a story based on a sequence of pictures
 9. Writing letters
 10. Short answers based on interpreting text
 11. Reading and/or writing film or television program reviews
 12. Debating
 13. Reading aloud the dialogues and/or texts in textbooks
- 9-Outside of class, do you seek opportunities to use English? Please tick the appropriate answer.**

YES NO

OR

- (a) Socializing with native speakers of English
- (b) Speaking in English to friends
- (c) Watching TV or films in English
- (d) Reading for pleasure in English
- (e) Writing emails in English to friends

10- Which of the following statements best describes your philosophy about English teaching? Please tick ONLY ONE option.

1. I believe it is important to explain grammatical rules explicitly in Kurdish and translate sentences into Kurdish so that students can understand
2. I believe that students will be more motivated if my teaching mainly focuses on listening and speaking in English.
3. I believe that students can learn better if the focus is on meaning; learning grammar is less important.
4. I believe that students' English will improve naturally if I speak English all or most of the time in class.
- 5- I believe that The Web can put learners in contact with up-to-date information about the English language, especially through the use of online dictionaries, usage guide, etc.?

11-Do you agree that;

- A) The use of the Internet in English-language teaching may be in its early stages, but it is going to grow continuously & simultaneously?**

YES NO

- B) With the rapid changes brought about by globalization and technological development, teachers of ESOL need to understand that they are entering, or have already entered the biggest language/linguistic revolution ever?**

YES NO

C) Integrating texts, graphics, and audio-visual material into a multimedia presentation motivate language teaching in higher education in all the courses?

YES NO

D) Websites can provide a variety of attractively pedagogical tools packaged in SU, such as newspaper articles, exercises, quizzes, and self-assessments, etc.?

YES NO

E) Teachers Chat groups are other means to teaching English to ESOL?

YES NO

F) Mailing lists and newsgroups, have facilitated discussion of issues, student-student contact, and teacher-student interaction which soon takes on the characteristics of a virtual classroom?

YES NO

12) Do you have any other comments you wish to add? If so, please write your comments below.

Thank you for taking part in this questionnaire.

2016