

The Effect of Teaching Strategies of (ELT) and Learning Strategies on Learning Style

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Abstract:

The teaching of foreign languages has experienced great development over the last decades. Considering the growth of multinational schools all around the world, and the establishment of such a school in Sulaymaniyah city, it is necessary to investigate the influence of such types of schools on English Language Teaching (ELT). This article is an attempt to examine teachers' teaching strategies and learning styles in Sulaymaniyah - Iraq primary schools. This article also discusses the concepts and understanding of teaching and learning strategies, as well as their impact on learning style. The participants were 26 primary school teachers from four different schools. The participants were asked to answer a 10 items questionnaire. The results show that the relationships between teaching and learning strategies, as well as learning style, are very important. To improve student learning in primary schools, this relationship depends on the change in ELT and learning strategies according to available methods and tools.

Key Words: *ELT, Teaching Strategies, Learning Strategies, Learning Styles, International School, Local School.*

المخلص:

شهد تعليم اللغات الأجنبية تطوراً كبيراً خلال العقود الماضية. بالنظر إلى نمو المدارس متعددة الجنسيات في جميع أنحاء العالم، وإنشاء مثل هذه المدارس في مدينة السليمانية، كان من الضروري التحقيق في تأثير هذه الأنواع من المدارس على تدريس اللغة الإنجليزية. هذه المقالة محاولة لفحص استراتيجيات التدريس للمعلمين وأنماط التعلم في مدارس السليمانية الابتدائية – إقليم كردستان العراق و تناقش هذه المقالة أيضاً مفاهيم استراتيجيات التدريس والتعلم، بالإضافة إلى تأثيرها على أسلوب التعلم لدى الطلبة.

كان المشاركون 26 معلماً في المرحلة الابتدائية من أربع مدارس مختلفة، طُلب من المشاركين الإجابة على استبيان مكون من 10 أسئلة استبائية حيث تظهر النتائج بأن العلاقات بين استراتيجيات التدريس والتعلم، وكذلك أسلوب التعلم، مهمة للغاية. لتحسين تعلم الطلاب في المدارس الابتدائية، وتعتمد هذه العلاقة على التغيير في استراتيجيات تدريس اللغة الإنجليزية واستراتيجيات التعلم وفقاً للأساليب والأدوات المتاحة.

الكلمات المفتاحية: تدريس اللغة الإنجليزية، استراتيجيات التدريس، استراتيجيات التعلم، أساليب التعلم، المدارس الدولية، المدارس المحلية.

پوخته:

فیرکردنی زمانه بیانییهکان له ماوهی دهیان سالی رابردودا گهشهسەندنی گەورەیی بەخۆیەو بینووە. بە لەبەرچاوترینی گەشەیی قوتابخانە فرەتەو مەیهەکان لە سەرئەسەری جیهان، و دامەزراندنی قوتابخانەیهکی لەو جۆرە لە شارێ سلیمانی، پێویستە بەهواداچوون بۆ کاریگەریی ئەو جۆرە قوتابخانەیانە بکەیت لەسەر فیرکردنی زمانی ئینگلیزی (ELT). ئەم بابەتە هەولێکە بۆ لێکۆڵینەوە لە ستراژییەکانی وانەتەو و شێوازی فیربوونی مامۆستایان لە قوتابخانە سەرەتاییەکانی سلیمانی - عێراق. هەروەها ئەم بابەتە باس لە چەمک و تێگەیشتن لە ستراژییەکانی فیرکردن و فیربوون دەکات، هەروەها کاریگەرییان لەسەر شێوازی فیربوون. بەشداربووان ۲۶ مامۆستای قوتابخانە سەرەتاییەکانی فیرکردن و فیربوون. داوا لە بەشداربووان کرا وەلامی پرسیارنامەیهکی ۱۰ بابەتی بەدەنەو. ئەنجامەکان دەریدەخەن کە پەڕەندەکانی نێوان ستراژییەکانی فیرکردن و فیربوون، هەروەها شێوازی فیربوون، زۆر گرنگە. بۆ باشترکردنی فیربوونی خۆبەدکاران لە قوتابخانە سەرەتاییەکاندا، ئەم پەڕەندییە بەدە بە گۆڕانکاری لە ELT و ستراژییەکانی فیربوون بەپێی شێواز و نامرازە بەردەستەکان.

کلیلە وشە: ELT، ستراژییەکانی فیرکردن، ستراژییەکانی فیربوون، شێوازی فیربوون، قوتابخانەیی نێودەوڵەتی، قوتابخانەیی ناوخری.

1. Introduction

Modern foreign language teaching views students as individuals, focuses on their needs, and pays close attention to how foreign language teachers deliver foreign language courses. At the same time, researchers note ways to absorb useful knowledge and habits common among effective students. By introducing effective teaching methods and helping learners learn excellent teaching methods, the learning process is expected to be concise, and more intuitive, and learners can achieve their goals.

Furthermore, by teaching effective learning methods, teachers can provide students with more than just long-term learning tools. It should be noted that today's young employees have a constant need to improve their skills and knowledge. As a result, the educational task at the higher education level will not only be to improve the knowledge of students, but also to ensure that students will be able to continue the process of lifelong learning after graduation. This article focuses on the theoretical principles of teaching and learning strategies, as well as their impact on learning style. After that, the outcomes of the theoretical study and literature review in the practical study in primary schools in Sulaymaniyah - Iraq are examined by the questionnaire submitted to the sample of teachers. The data are analyzed with statistical solutions.

2. Statements of Problem of the research

Recently, education in various countries has faced the challenge of reorganization under the rapid growth of information technology and the establishment of international schools. As usual, administrators have high expectations that the potential of the establishment of such new schools and the presence of international teachers can serve a better educational clientele. Implementing the Communicative Language Teaching (CLT) in international schools with the presence of international teachers and teaching assistance materials is supposed to produce students with higher abilities in English. Comparing the overall process by evaluating both international and local schools will give useful information about the effect of the international aspect in ELT in Sulaymaniyah city.

3. Main Study Questions

Main Study Questions: The purpose of this study is to discover possible answers to the following questions

1. Is there a difference in ELT teachers' teaching strategies between international and local elementary schools in Sulaymaniyah?
2. Is there a difference in EFL students' learning strategies between international and local elementary schools in Sulaymaniyah?
3. Is there a difference in learning styles when it comes to performing English in international and local primary schools in Sulaymaniyah according to the strategies of teaching and learning?

4. English Language Teaching (ELT)

English Language Teaching (ELT) was recognized as a professional subject, and local and international specialists were given assistance to begin the protracted process of curriculum, materials, and syllabus reform (Wilhelm, K.H. & Pei, P.C., 2008, p.80).

In the 1980s, the term Communicative Language Teaching (CLT) was developed. It describes language use in real-life situations that need communication with others (OZSEVIK & Z. 2010). Therefore, the teachers are expected to create a situation that students are likely to be exposed to in real life.

According to Cameron (2003), the continued growth of ELT to young learners poses challenges to the entire ELT field. The necessity of supplying effective teacher training is the struggling objective of teaching English language skills to young students. The important factor that has been highlighted is that the growth appears to be an occurrence. It is an issue that the ELT field should take seriously. As it would have an impact on the rest of the fields (Cameron, 2003, p.105).

Using observation data from case studies, Carless (2002) refers to some of the challenges in applying such learning to young learners and suggested several teaching strategies that can be used to overcome them.

Several types of research conducted to improve the teaching of the English language as a Foreign Language. Feyli et.al (2016) examine the effects of peer feedback in the classroom and compare it to teacher feedback. They wanted to improve the personality of the EFL students. The research results showed that peer input increases pupils' self-confidence.

5. Learning Strategies

Learning strategies are defined as "a set of processes, procedures, plans, and routines used by the learner to facilitate information gain, storage, retrieval, and application" (Wenden & Rubin, 1987). According to Oxford (1990), learning strategies are the specific actions taken by learners to make learning easier, faster, more pleasurable, more self-directed, more effective, and more transferable to different situations (Oxford University Press, 1990, p.8). Therefore, it represents the instructions, which help students to understand the content effectively. Learning strategies can be defined as "a specific activity, behavior, step, or approach used by students to promote their own learning, seeking

out conversation partners or giving oneself encouragement to undertake a tough language task" (Scarcella and Oxford, 1992, p.63).

Mayer's learning strategies comprise decisions on what to teach, how to teach, where to teach, and when to teach. It also depends on the teacher's conception of students as reaction motivators, information processors, or sense makers. Mayer (1996) also mentioned that the strategies are dependent on a teacher's basic understanding, teaching style, and teaching approach.

Learning strategies, according to Hsiao and Rebecca (2002), could improve the student's capacity and inspire him to research or investigate. According to Vlková et al. (2013), Learning methods are one of the factors that encourage students to learn and provide their best effort to achieve their goals. Karabenic and Collins (1997) stated that learning techniques motivate students to learn and can help them achieve their goals if they use the proper one.

6. Teaching Strategies

Bell, T.R., (2005), defines the foreign language teaching in education that provides learners with grammatical (syntactical and morphological), lexical, phonological, pragmatic, and sociocultural information, as well as the interactive practice required to communicate effectively with native languages.

Improving learning outcomes is a major objective for teachers and educational institutions (Saafin & S.M., 2005). It is clear that teaching is a collaborative process that comprises supporting and guiding the learners. The teacher has to think about the teaching strategy that can establish educational processes and think about the suitable teaching method for various topics. As a result, he has several options and should choose among them to achieve the various objectives. As a result, two techniques can be defined;

Teacher-centered approach; in which teachers estimate the speed of presenting the information in the lecture. Learner-centered approach: In which the learners are participating more in comparing with the teacher. Learners estimate the steps required for learning, the speed of learning, and the required time. However, we can divide the learner-centered approach into two types; Individual learning experiences: In this case, the sole aim of instructional activities is to provide learning and to bring about the development of an individual in terms of preservation of his identity and attainment of meaningful ways of interacting with his environment. Group-controlled learning experiences: These allow for learner self-development and active engagement in a teaching-learning environment. The instructor works as an environmental aspect in which the students are involved. He has the ability to influence them by creating the simulation (Weimer, 2002, p.149).

6.1 Teaching Assistance and Environment

The learning environment is a significant factor in teaching. It is essential to consider learner characteristics, talents, and experience as an individual or as a group when planning the teaching environment (Kemp et.al. 1998, p. 56).

Over the last few decades, foreign language education has transitioned away from traditional grammar-based systems toward more communicative and participatory approaches. New modifications in foreign language teaching methods are being adopted. Communicative language teaching and the use of computer assistance are a recent trend in foreign language education (Lee & Van Patten, 2003 cited in Bell&T.R. 2005, p.260).

Teacher evaluation may be considered valid if it follows the clearly defined stages for determining the effects of instructional behaviors (Schrier and Hammadou, 1994; Schulz, 2000, cited by Bell P.260). Gilakjani (2011) stated that students have multiple learning styles. Some people learn visually, while others learn auditory or kinesthetically. As a result, teachers should select appropriate teaching aid and incorporate activities linked to each of these learning styles into their curriculum. As an outcome, the majority of students will be able to excel in their subjects.

6.2 The aspects Affecting ELT

Several factors can affect English Language Teaching. These factors often influence the success or failure of the students. Ivome, (2013) investigated the factors that influence the teaching-learning process. According to his observations, he designates four factors to affect the teaching-learning process. These factors are teachers, students, the classroom, and school.

Ivome,(2013), referred to the fact that private schools have smaller class sizes, more available resources and a higher level of teachers' training. The private schools offer more computer literate in teaching the English language. When compared to students from other schools, the students achieve better in local schools.

Souriyavongsa, et.al, (2013), conducted a study to inspect the main factors that influence the weakness of English performance among high school students. They found that the primary elements influencing the weakness are a lack of English teacher training, as well as a lack of students' backgrounds, an inadequate curriculum, and a lack of motivation for some students.

6.2.1 Teacher's effects

Teachers' skills are comprised of two components: training and experience, which provide teachers with technical competence. As a result, these two factors contribute to instructors' success in the classroom. (Richards, 2001, p.28). According to Lochana and Deb (2006), teachers have recently understood the significance of using the modern method in teaching. Teachers can support learners in studying the English language through books and applying it in practice both inside and outside of the classroom (Lochana,et.al. 2006, p.141).

Jacobs and Hall (2002) mentioned that the teacher's instructions should be reduced during cooperative learning actions in classrooms, and students should talk more. Negotiation of meaning should be encouraged with a greater quantity of comprehensible input.

6.2.2 Student's Effects

The learners are a key mission that teachers must consider when teaching the English language in order to customize their instruction. It is clear that the teacher should understand the particular behavior of the students and prepare his or her lessons. Lightbown and Spada (1999) mentioned that the behavior characteristics, aptitude, intelligence, and motivation related to learners have to be considered by teachers in ELT. In addition, Rani and K.J.(2013) states that each learner has a unique learning style "Learning is usually completed more quickly and preserved longer if it is delivered in methods that the individual wants and on its competency to meet the demands of the learners" (Rani & K. J. 2013, p.96).

6.2.3 Classroom Environment and Teaching Assistance Effects

Teaching assistance plays a significant role in helping CLT. Three kinds of teaching materials might be used: text-based, task-based, and reliable text. These materials are textbooks, games, models, and communication activities planned to support the CLT, many different types of realistic objects can be used in CLT classes to support communication activities, such as signs, magazines, and newspapers to graphics and visual sources like maps, symbols, pictures, charts, and graphs. Using teaching assistance seriously influenced the ELT (Richards, 2001).

Abebe and Davidson (2012) stated that students are excited to study vocabulary with the help of visual or graphical assistance. However, the use of visual assistance greatly enhances the ability of learners to utilize words to convey their thoughts and emotions. They also mentioned that teachers seldom use visual assistance, like posters, real objects, and diagrams in teaching, despite most teachers and learners admitting that these materials aid students to learn the language effectively.

According to Navarrete and Lujan-Mora (2015) the E-education is a term that refers to the educational process in cooperative atmospheres which support by using technology This educational system is critical for today's society since it increases educational access at all levels. (Navarrete & Lujan-Mora, 2015, p.113) Nowadays, assistance utilities that comprise the use of new technology in teaching have led the way to succeed in teaching and learning progress (Sanchez-Gordon, & Luján-Mora, 2016, p.151).

6.2.4 Curriculum Effects

Nowadays, ELT has been incorporated into the educational curriculum as a required study beginning in primary school. Regrettably, English is not properly taught in government primary schools (local schools). In the curriculum, there were no clearly expressed goals for English programs. Many students believe that the English language is simply a school subject. And they have no idea how important it will be in their future. Since, the English language mainly affects their future work, especially if they work with international companies (Murray and Christison, 2011, p.37).

There are different ideas on what curriculum design is. Curriculum design should help the teacher to think about what and how is going to help the students improve their English language. There should be many language practicing, so the curriculum should include many activities (Ivome 2013, p.12).

If the student starts to learn English with an unsuitable curriculum, they may have weakness in their knowledge. The curriculum may not be well-designed to assist students in improving their English language skills. As a result, the students will lack confidence and will be unable to use the language. If they make mistakes, they may feel terrified and embarrassed. It is clear that the authors of the curriculum must think about what the learners need when studying the English language, then design the curriculum. (Souriyavongsa, et. al., 2013, p.188).

It was noticed that the curriculum levels and scores are nearly identical throughout schools, with extra details included within international schools.

7. Learning Style:

Learning style is typically defined as a universal element in a person's learning behavior that continues even when the content changes (Fischer & Fischer, 1979, p. 245). In a learning method, the student may readily embrace and recall what he or she is learning, assisting him or her to remember or inspire what has been learned. Learning styles, according to Keefe (1982) cited in (Reid. 1987, p. 87), are different mental, Affective, and physiological activities that serve as general indicators of how learners perceive, interact with, and respond to their learning environment. Individual learning styles, on the other hand, do exist. It is apparent that each learning style has specific characteristics that teachers regulate. According to Cornett (1983), Learning styles describe general ways used among students when learning another language, such as global or analytic, auditory or visual.

7.1 Types of Learning Strategies

According to (Vlková, et. al. 2013), there are several classifications of foreign language learning systems (Wenden, et. al, 1990, Stern. 1992, Ellis. 1990). The variances between them are primarily due to differences in study methodology (e.t., observation, interviews, or questionnaires). Other changes emerged as a result of measuring techniques in different linguistic contexts (for example, a defined foreign language or learners with varying levels of ability) (Vlková et al. 2013, p. 95). Vlková et al. (2013) present an overview of the most often used classifications of second language learning methodologies, as shown in Table 1.

The complexity of the classifications illustrated in Table 1 change. It may involve single learning strategies or higher-order groups. Some of the classifications provide only some results from a specific research method. A learner might classify strategies as either direct or indirect depending on their use (Vlčková, et. al. 2013, p. 96). It is worth mentioning that the Metacognitive Learning Strategy, Cognitive Learning Strategy, and Social/Affective Learning Strategy are expressed and explained by O'Malley and Vermunt as follows:

7.1.1 Metacognitive Learning Strategy

This strategy aimed to improve the ability of students to think. It supports the students to gain knowledge effectively. Such skill includes the ability in identifying the problem, the capacity to arrange and schedule an appropriate problem-solving strategy for the proposed problem, the ability to monitor and supervise the performance of the strategy, as well as the ability to evaluate operations in the case of success or failure (O'Malley et. al. 1985).

7.1.2 Cognitive Learning Strategy

It reflects the mental operation of activities through practice and analysis. It enables learners to comprehend the new language in a variety of ways. (O'Malley and Chamot. 1990).

7.1.3 Social/Affective Learning Strategy

This strategy deals with the method used by learners to gain knowledge and how they respond. It focused on the emotions that occur as a result of learning and led to an emotional state. Such a mood might have a good, neutral, or negative impact on the learning process (Vermunt, 1996, P.26).

Table 1 An overview of the most often used classifications of second/foreign language learning methodologies.

Authors	Strategies classification
(Naiman et. al. 1978)	Active task approach, language realization as a system, language realization as a medium of communication, affective demand management, second language performance monitoring.
(Dansereau. 1985)	Based on the language task, primary and secondary techniques are distinguished and further classified (reading, writing, vocabulary learning, etc.).
(O'Malley et al. 1985)	skills in metacognition, cognition, and social/affective interaction
(Weinstein and Mayer. 1986)	The difference between learning and teaching approaches is the primary metric. The major six types of learning methods are classified according to whether they are suitable for simple or complex learning activities (rehearsal, elaboration, and organizational strategies). The following two groups are completion monitoring strategies (e.g., testing for understanding difficulties) and affective and motivating strategies (such as being alert and relaxed, to help overcome test anxiety).
(Rubin and Wenden.1987)	Direct learning strategies are those who are cognitive and metacognitive in nature. Communication and social techniques are examples of indirect strategies.
(Oxford. 1990)	Direct strategies include memory, cognitive, and compensating methods. Indirect approaches include metacognitive, emotional, and social tactics.
(Wild, et.al. 1992, Wild. 1997)	Primary and secondary strategies (cognitive and metacognitive).
(Bimmel and Rampillon. 2000)	Direct techniques include memory and language processing. Indirect strategies include personality, affective, social, and language use.
(Cohen & Weaver. 2006)	a) Retrieval, rehearsal, communication, and cover strategies. b) Listening, reading, writing, speaking, vocabulary, and translation strategies

8. Case Study

8.1 Participants and Data Collection

This experimental study was carried out in four primary schools (British international school, Media international school, KG public, School and Gihan public, School) in Sulaymaniyah Iraq. The participants were 26 sixth-grade teachers. They were chosen randomly.

For the data gathering technique, the researcher contacted the schools. Before the data gathering process began, the authority's approval was obtained. The principal of the school allows the researcher enough time to complete their survey.

The teachers' questionnaire is made and then the researcher collects the data at a specific time. The data were analyzed by SPSS (version.16). In order to answer the first study question, the data were analyzed using descriptive statistics, and Percentages from teachers' questionnaires. The mean, standard deviation, and percentage for the lecture answers have been calculated. Tables (2), (3), and (4) below provide the age and gender distribution data (4).

8.2 Instruments:

Teaching strategies of teachers and learning styles of students in primary schools are one of the problems we mainly suffer from. In order to investigate the problem, the researcher developed a questionnaire. The questionnaire is about teachers' teaching strategies which encompass 10- items. In the teachers' questionnaire, the researcher used the yes or no scale to show teachers' agreement and disagreement with the indicators and questions related to teaching and learning ELT strategies. Table (4)

Table 2 List of the total number of teachers from the school who participated in the survey.

Name of school	British international School - International	Media international school - International	Kurd Genius school - Local	Gihan school - Local	Total
Total Number of English teachers (Sixth Class)	8	6	6	6	26
Total Number of English teachers (Sixth Class) (join in the survey)	8	6	6	6	26 100%

Table 2 List of Age and Sex Distribution

Name of school	British international School - International	Media international school - International	Kurd Genius school - Local	Gihan school - Local	Total
Total Number of English teachers (join in the survey)	8	6	6	6	26 100%
Number of English teachers Male (join in the survey)	2	2	2	2	8 30.7%
Number of English teacher's female (join in the survey)	6	4	4	4	18 69.2%

Table 3 Age distribution of the lectures

Age	20-35	36-45	46-55	55-
Number of English teachers (join in the survey)	16 61.54%	5 19.23%	5 19.23%	0

8.3 Validity and Reliability of the Questionnaires

The questionnaire was exposed to the three experts who specialized in ELT at Sulaymaniyah Polytechnic University to see whether the items measure what they are supposed to measure. This kind of validity is called face validity. The experts have agreed on and judged all of the items to be valid.

To measure the reliability of the questionnaire, the researcher distributed them to both teachers and students in different schools. The researcher used the test-retest method. We distributed questionnaires to the same teacher's different periods and then calculated the results. The correlation coefficient was +0.7, so the questionnaire was reliable enough to use in our study.

This survey had been made in Sulaymaniyah Iraq Primary Schools, in two International and two local schools, all the participants contributed to this survey, only two of the forms were not completed and were canceled. To participate in the study, a consent letter was signed by the participants. The survey was circulated to participants during the second semester of the school year 2020-2021. Before giving the questionnaire, the researcher explained the purpose of the study to the participants and gave them instructions. After ten days of starting the questionnaire, the study's feedback was voluntarily collected by two of the selected teachers for the survey.

8.4 Questionnaire and Exam for the Teachers and for the students

The questionnaire for teachers has ten items. It illustrates how the instructor prefers to teach in class, their thoughts on learning materials and facilities, and how they evaluate teaching and learning methods. Teachers must ensure that they have answered all of the questions in the questionnaire and that they agree or disagree with the questionnaire statements. The researcher will assess the teacher's opinion on English teaching and learning strategies by pointing out the answers to the questions. It demonstrates the individual responses as well as the effectiveness of English instruction.

9. Limitations of the study

Although this study produced important evidence about English language education in Sulaymaniyah among international and local schools, it does have significant drawbacks, which are listed below:

- First, the study's participants were just instructors from a single high school, so the sample was not representative of society. As a result, conducting the same study at other Sulaymaniyah schools may yield inconsistent results.
- Second, the English language curriculum at international schools may differ from that in local schools; therefore, the findings of this study cannot be extended to all other circumstances.
- Third, because assessment or a learning program could lead to more in-depth and valid data gathering, the main data collection instrument for this study was a questionnaire to the lectures.

10. Discussion

The questionnaire items for the teachers from the four distinct schools attempted to show whether or not the teachers considered learning aids, learning style, and student self-learning as factors used to increase the student's learning capability. The data obtained from the teacher's questionnaire are listed in Table 4.

Table 4 List of the total numbers of teachers of the school observed in the survey

No.	Questions	Yes	No
Q1	I prefer lessons with learning's assistance tools (like projector, posters or drawings).		
Q2	I prefer lessons in which we can practically do something.		
Q3	When I teach a new skill, I prefer to do it first and let the student watch and learn.		
Q4	I give clear guidelines for students.		
Q5	I give written instructions to improve writing skill of the students.		
Q6	I give students enough time to write notes about the lecture.		
Q7	I give realistic examples for the students aiming to help them in real life.		
Q8	I assign students to create posters, cartoons, and other artwork.		
Q9	I use oral sentences and have students repeat them.		
Q10	I encourage students to participate in class activities.		

Table 4 Teachers' Questioner Results

The international schools' staff comprises teachers from the United States, UK, Australia, and South Africa Nationalities in addition to Iraqi teachers. Therefore, it was assumed that the availability of teachers to teach their native language, e.t. the English language, would eliminate any struggles in the teaching process. The students' motivation is different between the two types of schools. The international schools' students show their love to learn and use the English language. Meanwhile, local school teachers saw that the majority of their kids read mainly to pass tests. However, the responses of the teachers from the four schools included in the survey, as seen in Table 3, can be explained as follows:

1. I prefer lessons with learning's assistance tools (like projector, posters or drawings)

I prefer lessons with learning assistance tools (like a projector, posters, or drawings).

Teachers were asked if they wanted to use the projector, posters, or drawings to help them teach in class. According to research, 100 percent of teachers in foreign schools want to do this in their classrooms, however; only 83 and 67 percent prefer to do it in Kurd Genius School and Gihan School,

respectively (Figure 1). According to Abebe, and Davidson, (2012), the visual materials assist teachers with time for classroom activities such as instructions, explanations, and exercises. These assistance materials have an indispensable influence on students. According to the questionnaire, the international schools' teachers usually used the assistance materials frequently, which will enhance their English language learning.

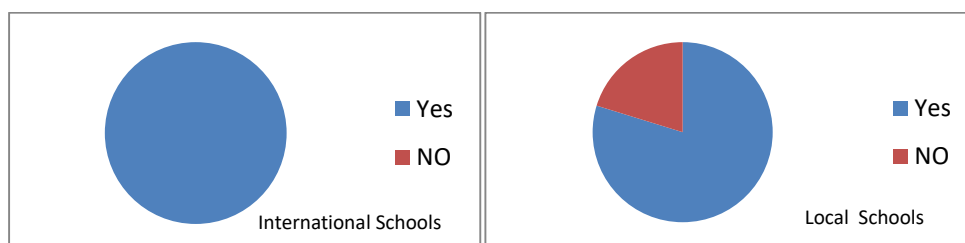


Figure (1) I prefer lessons with learning's assistance

2. I prefer lessons where we can accomplish something useful

They were asked if they let the students learn with communications, watch or see. The data shows that 100% of teachers in international schools like to do that, while, only 64% and 66% do that in Kurd Genius School and Gihan School respectively (Figure 2). Students based on tangible abilities such as sense, identifying, and instinct prefers the concrete experience as the means of gaining new information (ÖZDEMİR, 2015, p.74). The concrete experiences are based on observations and reflections. A new suggestion for action can be tried using the reflections integrated and condensed into abstract models. The international schools' teachers usually used such teaching methods more than the local schools' teachers.

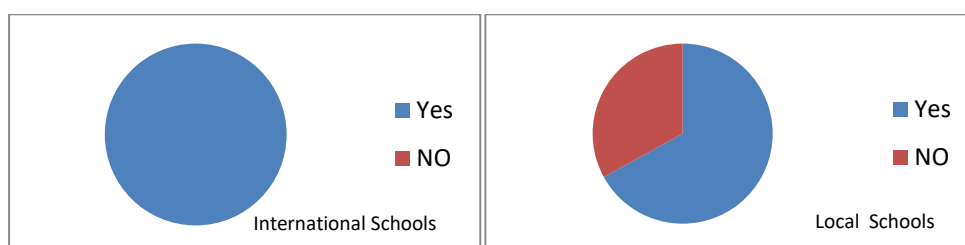


Figure (2) I prefer lessons where we can accomplish something useful.

3. When I teach a new skill, I prefer to do it first and let the student watch and learn

They were asked if they let the students learn from observation, and work in-group. The data shows that 100% of teachers in international schools like to do that, while, only 83% and 67% do that in Kurd Genius School and Gihan School respectively. Gan (2011) mentioned that successful teachers used strategies comprising all language skills and improve their strategies frequently. The questionnaire data exposed that, the international schools' teachers were more effective than the local schools' teachers.

4. I give clear guidelines for students

The teachers were asked if they provide students with clear guidelines. The data shows that 100% of teachers in international schools do that, while; only 83% do that in Kurd Genius School and Gihan

School. Short (2018) stated that guidance, helps students for more self-learning by joining the learning activities. The questionnaire results show that international schools' teachers provide clear guidelines more than the local schools' teachers.

5. I give written instructions to improve writing skill of the students

The teachers were asked if they are focusing on improving the writing skill of the students. The data shows that 100% of teachers in international schools do that, while; only 67% do that in Kurd Genius School and Gihan School. Students having difficulties gaining auditory information will have advantages from the teachers' written instruction. They can use these instructions as a guide to complete their information (Lamboy, 2003, p.32). The given data reveals that international schools' teachers give written instructions more than the local schools' teachers.

6. I give students enough time to write notes about the lecture

The teachers were asked if they are urging students to write their notes about the lecture and then memorize them later. The data shows that 100% of teachers in international schools do that, while; only 67% do that in Kurd Genius School and Gihan School. Students can write the learning materials in the classroom as notes to be reviewed before examinations. (Lamboy, 2003, p.32) Some students prefer reading their lecture notes other than the overall lecture. (ÖZDEMİR, 2015, p.81) The international schools' teachers paid more attention to that issue rather than the local schools' teachers.

7. I give realistic examples for the students aiming to help them in real life

The teachers were asked if they give realistic examples for students. The data shows that 100% of teachers in international schools and Kurd Genius School do that, while; only 83% do that in Gihan School. Ivome (2013) mentioned that in ELT, the students should be able to learn English more realistically. They should be able to use the English language in a situation similar to that daily life situation.

8. Students were tasked to create posters, cartoons, and other works

When asked teachers if they encourage students to create posters, the teachers agreed. The data shows that 100% of teachers in international schools and Kurd Genius School do that, while; only 83% do that in Gihan School. Edwards and Li (2013) stated that the teacher should encourage the students to conduct self-learning, by asking them to design a poster or write an essay. The English language teachers should engage the students in interactive techniques, such as making posters, submitting presentations, or making cartoon sheets. The results show that the international schools' teachers had a more collaborative and interactive teaching style compared with the local schools' teachers.

9. I use oral sentences and have students repeat them

According to the findings, 100 percent of teachers in the four schools employ spoken phrases and ask students to repeat them. Teachers should use and encourage students to use English as a communication language in class. The teachers should always incorporate the use of language skills

in reading, writing, and speaking (Ivome, 2013, p.52). It is evident that all of the teachers in the four schools agreed on this point.

10. I encourage students to participate in class activities

Teachers were asked if they encouraged their students to take part in classroom activities. According to the study, 100% of teachers in foreign schools do this. However, only 83 percent of teachers in Kurd Genius School and Gihan School do. Gilakjani (2011) stated that teachers must integrate their curriculum with appropriate activities that take into account each learning style so that students can learn more effectively in their classes. The results indicate that teachers in foreign schools are more concerned about this issue than teachers in local schools.

In the local schools, we can say that the teacher is talking about the lecture, and the students are listening without paying attention. Alternatively, the teachers at the international school made an effort to care for each student. International teachers support the overall teaching strategy at newly founded international schools.

According to the data gained from the questionnaire, the international schools' teachers understand the importance of the use of modern English teaching strategies and interactive practices, which have vital effects on ELT (Bell, 2005, p.260). It is a fact that teaching strategies developed can assist learners to improve their creativity. (Chaudhari, 2014, p.31) The use of oral interaction strategy tasks in the ELT classroom has a great impact on students (Gunning, 2011, p.232). Also, the native speakers and highly proficient ESL teachers complete the composite process of language comprehension easily (Gilakjani, & Ahmadi, , 2011, p.980).

11. Conclusion

The study's major goal is to investigate and compare the proficiency of international school students and the teaching and learning practices of local schools. This research is carried out via a teacher questionnaire. The results analyzed represented the performance of these two groups. According to the results of a study, some important conclusions are brought into four aspects:

Teachers in international schools consider the effects of several aspects on ELT. Process more than the local schools' teachers do.

- International schools' teachers give more attention to the CLT rather than the local schools' teachers
- International schools' teaching environment affects English language teaching, which encourages their students to deal with the English language as a communicative language used in real life more efficiently as compared to a local school's students.
- The presence of Abroad teachers in international schools plays a great role in enhancing the performance of the students in Learning the English language and removing any fair of using the language in real life

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