Journal of Language Studies Vol.8, No.2, 2024, Pages (386-404)
DOI: https://doi.org/10.25130/Lang.8.2.19

IRAQI Academic Scientific Journals
العراقية المجلات الأكاديمية العلمية
ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)
Journal of Language Studies
Contents available at: https://jls.tu.edu.iq/index.php/JLS

The Correlation of Iraqi EFL Preparatory School Teachers' Language Awareness, and Classroom Language Proficiency

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Received: 14/12 /2023, **Accepted:** 28/ 1/2024, **Online Published: 29 /2/ 2024**

Abstract

Education is critical to a nation's growth because it develops the mind of the individual to be a useful member. Reform of education has a central role in nation development. It should include teaching the students how to think of themselves and to have confidence in their knowledge. This requires highly respected and motivated teachers who have language awareness and they have good level in language proficiency .Teachers must be kept abreast of new teaching methodologies, scientific breakthroughs and literary master pieces.

The purpose of this study is to finding out the level of Iraqi EFL preparatory school teachers' language awareness and classroom language proficiency. In addition, to improving the correlational relationship between teachers' language awareness and teachers' classroom language proficiency .

To achieve the aim of the present study, a sample of (250)Iraqi EFL preparatory school teachers randomly chosen from the general directorates of education in Baghdad .The instruments of this study are a questionnaire has been constructed for measuring EFL preparatory school teachers' language awareness and the second tool is the EFL teachers' classroom English proficiency Scale.

The main findings show that it is statistically significant and the sample has a satisfactory level of language awareness. Moreover, the results indicate a positive correlation between

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Journal of Language Studies **Vol.8, No.2, 2024, Pages (386-404)**
DOI: https://doi.org/10.25130/Lang.8.2.19

EFL teachers' level of language awareness and their use of classroom language proficiency .

Key words: Teachers' Language Awareness , and language classroom Proficiency

الارتباط بين الوعي اللغوي وكفاءة لغة الصف لدى مدرسي اللغة الانجليزية كلغة اجنبية العراقيين في المدارس الاعدادية

م . نسرين كاظم خضير
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الـمستـخلـص

يعتبر التعليم امر بالغ الاهمية لنمو الامة لانه يطور عقل الفرد ليكون عضوا مفيدا . ان اصلاح التعليم له دور مركزي في تنمية الامم.

وينبغي ان يشمل تعليم الطلاب كيفية التفكير في انفسهم والثقة في معرفتهم . وهذا يتطلب مدرسين متمكنين ومتحمسين للغاية ولديهم وعي لغوي ولديهم مستوى جيد في اتقان اللغة . ويجب ان يبقى المدرسين على اطلاع بمنهجيات التدريس الجديدة والانجازات العلمية الحديثة والقطع الادبية الرائعة المعاني.

الغرض من هذه الدراسة هو معرفة مستوى الوعي اللغوي لدى مدرسي اللغة الانجليزية كلغة اجنبية في المدارس الاعدادية العراقية وكفاءتهم اللغوية في الفصول الدراسية. بالاضافة الى تحسين العلاقة الارتباطية بين الوعي اللغوي لدى المدرسين واتقان اللغة الصفية لدى مدرسي اللغة الانجليزية.

ولتحقيق هدف الدراسة الحالية تم اختيار عينة مكونة من (250) مدرس للغة الانجليزية كلغة اجنبية لمرحلة الدراسة الاعدادية من المديريات العامة لتربية بغداد . كان عدد ادوات الدراسة اثنان ، الاولى عبارة عن استبانة تم انشاؤها لقياس الوعي اللغوي لمدرسي اللغة الانجليزية في المرحلة الاعدادية كلغة اجنبية ، اما الاداة الثانية هي مقياس اتقان اللغة الانجليزية لمدرسي اللغة الانجليزية كلغة اجنبية في الفصول الدراسية.

اظهرت النتائج الرئيسية انه بناء على ذلك كانت النتائج ذات دلالة احصائية وان العينة لديها مستوى مرضي من الوعي اللغوي. علاوة على ذلك تشير النتائج الى وجود علاقة مباشرة وايجابية بين مستوى الوعي اللغوي لمدرسي اللغة الانجليزية في المرحلة الاعدادية كلغة اجنبية واستخدامهم لاتقان اللغة الصفية.

الكلمات الدالة : الوعي اللغوي ، الكفاءة اللغوية لدى مدرسي المدارس الاعدادية.

1. Introduction

1.1 Problem of the study

Teacher education is at the base of all educational systems. To make it effective, we need an education system that equips the teachers with the necessary skills to perform their tasks effectively in the classroom. (Radha, 2019,p.12). Language is a catch-all term for a means of communication.it is generally regarded as an essentially human characteristic (Rossner and Bolitho,2022,p:5). According to Thornbury (1997) **TLA** is: " knowledge that teachers have of the underlying systems of the language that enables them to teach effectively". Krashen and Terrell (1983,p.31) argued that teacher language is a vital source of comprehensible input in teaching second or foreign language in classroom.Wright and Bolitho (1997, p.173) write of the expectations that language teachers are "both proficient users and skilled analysts of the target language". In order to meet the growing and changing needs of students in the 21st century. In the educational field, the quality of teachers is a problem. To be effective teachers, educators must increase their pedagogical and professional competencies**.**

Some Iraqi EFL teachers continue to use outdated methods and suffer from a lack of motivation to advance their technological constraints, despite the fact that their methodology is the best available. Where there is a will, there is a way, as the saying goes. The problem investigated in this study is related to the Iraqi EFL preparatory teachers' language proficiency which tries to answer these questions:

- What is Iraqi EFL preparatory school teachers' levels of language awareness and classroom language proficiency?
- Is there a correlation relationship between Iraqi EFL preparatory school teachers of linguistic awareness, and classroom language proficiency?

1.2 Aims

The present study aims to identify:

1. The level of Iraqi EFL preparatory school teachers' language awareness.
2. The level of Iraqi EFL preparatory school teachers' classroom language proficiency.
3. The correlational relationship between teachers ' language awareness and teachers‟ classroom language proficiency.

1.3 Limits

The study is limited to:

1- Iraqi EFL preparatory school teachers from the general directorates of education in Baghdad .

2- The academic year 2022-2023.

1.4 Definitions of Basic Terms

The following terms are defined theoretically and operationally

1.4.1 Teachers' Language Awareness

Andrews (2007,p.94) defines teachers' language awareness as an explicit knowledge about language, and conscious perception and attitude in language learning, language teaching and language use. Teachers' language awareness has two dimensions: the declarative dimension (subject matter knowledge) and the procedural dimension (knowledge- in-action). The declarative dimension refers to a teacher's understanding and the specific knowledge about language and how it works.

Wright and Bolitho (1997), regards that teacher language awareness is a much wider construct than simply declarative knowledge about grammar or other metalinguistic description, but involves complex skills relating to, for example, the selection and adaptation of learning materials, the design of learning tasks, and control or „filtering‟ of their own and their learners‟ L2 output (p.62).

Ellis (1994), from his side ,defines teacher language awareness is concerned essentially with subject matter knowledge and its impact upon teaching. In other words, it relates to the teacher's need to be able to be effective analyst of the language, with the ability to talk about the language itself, to analyze it, to understand how it works and to make judgments about acceptability in doubtful cases. English language teachers should possess three types of competence: that of a language user, a language analyst and a language teacher (p.10).

1.4.2 Teachers' Classroom Language Proficiency

Young et al. (2014) defined classroom language proficiency as: the essential English language skills a teacher needs to be able to prepare and enact the lesson in a standardized curriculum in English in a way that is recognizable and understandable to other speakers of the language (p. 5).

Furthermore, according to Hunter et al. (2015) the "classroom language" embodies those segments of a language that teachers and learners frequently use for classroom interaction. So, the classroom language proficiency is more about competently using the target language for carrying out some typical classroom functions.

2 . Literature Review

2.1 Teachers' Language Awareness

In the 21st century, the cognitive domain, one area of James and Garrett listed in 1991, is still the most frequently emphasized (Svalberg2007,p:52), although social and critical issues have become increasingly important, especially for teachers. Most of the time, language is used in the teaching and learning of any subject. It is crucial that EFL teachers at all levels carefully consider the most effective ways to utilize the language and how to ensure that their students can use it to promote their learning and cognitive and social development (Rossner and Bolitho,2022, p. 7).

Traditionally, a teacher‟s language awareness refers to the teachers' knowledge about language (subject-matter knowledge) Knowledge of language (language competency),and procedural knowledge of metalinguistic talk (Andrews, 2003,p.31). Since the 1960s, Eric Hawkins, sometimes referred to as "the father of language awareness," has pushed for explicit reflection on both native and foreign languages to be included in the school curriculum. He suggested a "trivium" of language studies, which included learning one's mother tongue, learning a second language, and language awareness work (Hawkins, 1984, p.36).

TLA is defined as "knowledge that teachers have of the underlying systems of the language that enables them to teach effectively" by Thornbury (1997:2).Teacher language awareness also refers to a teacher's sensitivity and understanding of the nature of language and its significance in students' life. Teacher language awareness focuses on subject matter knowledge and how it affects the teaching process. In other words, it relates to the need for the teacher to be an professional language analyst, capable of discussing language in general, evaluating it, comprehending how it works, and determining acceptability in uncertain situations (Ellis, 1994,p.10).

Wright and Bolitho (1997, p.173) write of the expectations that language teachers are "both proficient users and skilled analysts of the target language". For language teachers, 'language awareness' usually means
having a knowledge of the workings of English: grammatically,

lexically, phonologically and functionally.

Teacher language awareness is thus understood to include not only knowledge of language and about the language, but also know-how related to the teachers' use of strategies raising learners' language awareness and shaping "the critical posture leading him / her to question underlying context-specific societal power relations" (Breidbach, Elsner, & Young 2011: 13).

2.2 Teachers' Language Awareness Domains

According to James & Garrett suggested that TLA has five domains :

•affective domainincluding motivations and beliefs about languages and cultures,

•cognitive domain referring to rules, structures and patterns underlying the use of language,
•social domain relating to diversity, mobility and intercultural interactions,
•power domain related to political relationships in discourse,
•performance domain concerning language in use, teachers communication strategies ,styles and ability to talk about the language(1991,p:46)

Andrews (2001, 79) asserts that TLA has multiple dimensions, including strategic competency, language competence, and subject-matter expertise. Furthermore, TLA is inextricably linked to psychomotor skill understanding, learner knowledge, curriculum knowledge, context knowledge, and pedagogy Andrews (2001, 79). Moreover, Andrew's model (2001, 81) illustrates the connection and relationship between teacher language awareness (TLA), communicative language skill(CLK), and pedagogical topic knowledge (PCK).

2.3 Teachers' Language Awareness Classification

Teachers' language awareness can be classified from many perspectives. it has been divided into two traditions: One is based on ***cognitive*** psychology and psycholinguistics, the other on ***pedagogical tradition***. In the first tradition, the structure of language is under examination, whereas the pedagogical tradition is based on a more functional understanding of language (Dufva & Salo 2015, 211).

From the viewpoint of sociocultural theory, Sakamoto (2022, p. 19) suggests three different types of awareness to acquire a full grasp of the classroom. Each sort of awareness offers a different perspective on how teachers approach language instruction in the classroom.

- ***Cognitive awareness*** primarily focuses on reproducing what is learned in the classroom mentally.Teaching and learning are the m ain priorities.It enables teachers to consider how what their studen s arelearning relates to the development of their own language.
- ***Emotional awareness*** is a byproduct of affective aspects like happiness, surprise, or satisfaction in the classroom.

Collegial awareness is the combined efforts of teachers to support • students' achievement frequently in the classroom . It gives teachers the chance to build relationships with one another and to have a thorough understanding of the classroom. The three different types of TLA are intertwined and offer chances for teacher language awareness growth(Sakamoto, 2022, p. 24).

2.4 Teacher Language Awareness Impact on Learning Output TLA, on the other hand, entails teachers 'talking about language'; it has an "affective element - it engages and promotes attitudes and values" and it encourages teachers to become "autonomous and robust explorers of language" (Wright & Bolitho, 1993, p.299). Students will be able to interact in extremely significant settings if they have good communication skills, which is the ultimate goal for all language teachers. Communication skills can break down into three areas:

- Language ***of*** learning : language that is key to the specific content of that lesson, both lexical and grammatical. For example, key vocabulary for the lesson, conditional structures used for making suggestions.
- Language for learning - language the students need to take part in the lessons actively. For example, asking and answering questions and using language to build an argument.
- Language through learning - language that students pick up and refine while using communication skills, for example from listening to other students' presentations or using dictionary skills (Cooze ,2017,p:82). Furthermore, speaking and writing are only two aspects of "performing in" or "using" a language. Performance and use also include understanding the language we read (and hear) around us. It's crucial to comprehend and process language (analyze, make sense of incoming linguistic material in some way) in order for language awareness to take place Mitchell,etal, 2019,p.25).

2. 5 TLA as the Filter for Language Classroom

Gießler (2012,p. 131)states that "The filter metaphor for TLA mandates that teachers make their decision for starting language awareness-related activities in the classroom on the grounds of earlier evaluations of learners' language requirements and the complexity of the items in issue". 'TLA, for example, has an overall favorable impact on a range of pedagogical tasks including lesson preparation, and adaption of teaching materials, offering grammar explanations, and assessing learners' achievement, and evaluation (Mok 2013,p. 174).

All language teachers recognized the value of language in the teaching profession and the fact that language is a living, evolving thing and changes constantly. They argue that in addition to being a teaching instrument, language is a crucial part of care and education (Tharp & Gallimore 1988,p. 93).

According to Andrews, learning comprises adopting routines ,habits, skills, and attitudes. The personality of the teacher also affects the lesson, which has an effect on everything in the classroom, including the students' degree of linguistic awareness. Whether a teacher has an alert

or reflective sensitivity to language awareness, it affects TLA. Additionally, a teacher's readiness, preparation, and willingness to engage with language-related challenges have an impact on the effectiveness of TLA (1991, p. 190). EFL teachers have a dual responsibility, to teach content and to support language use (Chadwick,

2012,p.3).

2.6 Teachers' Classroom Language Proficiency

Thornbury (2006,p.22) defines language proficiency as "the degree of skill with which a language user can use the language". A professional language teacher has the ability to update, upgrade and refresh the pedagogical contexts which should be furnished with instructional and professional development (Wulyani , 2017; and Goh , 2013). General language proficiency has been viewed as one of the key factors determining a teacher‟s successful implementation of English-medium instruction (Klaassen, 2008; Tange, 2010; Tatzl, 2011; Jensen et al., 2013; Werther et al., 2014; O‟Dowd, 2018; Rose et al., 2019). English-speaking teachers need general language ability, academic language ability, and professional language knowledge to effectively teach (Elder, 1993; Cummins, 1994). It was concluded that having good general language proficiency is not enough for the teacher's classroom teaching (Freeman et al., 2015). The teacher's effective teaching not only needs proficiency in the language, but also some language skills such as giving instructions, questioning, and signaling (Cullen, 1994; Elder and Kim, 2013).

According to Elder and Kim (2013), EMI teachers' CLA should adopt an approach that combines "a general proficiency screening tool" and "a more context-specific, performance-based measure" (p. 466). This approach emphasizes classroom language use for instruction, which goes beyond general language proficiency (Macaro et al., 2018).

2.7The Importance of EFL Teachers' Classroom Language Proficiency

Richards (2010,p.14) refers to one of the ten attributes or features of excellent language instructors is language proficiency. In particular, it addresses how to pronounce the target language clearly, how to use it confidently and smoothly in the classroom, and how to provide useful feedback on students' written and oral work (Al-Maqtri and Thabet, 2013).

According to Richards (2011), EFL teachers should be able to: give accurate feedback on the language that students are learning; maintain the use of the target language in the classroom; and provide input that is appropriate in terms of difficulty. By becoming more effective teachers and role models for the students, teachers who are self-aware and continually improve their target language knowledge, proficiency, and teaching techniques will be able to draw in students and increase their engagement in their studies.

A proficient command of the language being taught is one of the hallmarks of an effective English teacher.

The teachers' direction and assistance are still needed by the students . Thus, it is still crucial for EFL teachers to have or acquire both teaching competency and classroom language proficiency. It has been noted that one of the main barriers to effective English teaching and learning is teacher lack of proficiency (Butler, 2004).

Muth‟im (2014) emphasizes the need for teachers to consistently improve their language proficiency through a variety of activities, including attending conferences and workshops on teaching and teacher association meetings that are centered on raising the standard of their career.

By being more effective teachers and able to set an example for the students, EFL teachers with self-awareness regarding updating, upgrading, and refreshing their knowledge and mastery of the target language as well as their teaching skills will be able to draw students and increase their level of engagement in their studies. Among the attributes of a successful English teacher is a strong command of the language.

3. **Method**

3.1**Population and Sample**

The total number of the teachers' population of this study is the Iraqi EFL preparatory school teachers of the General Directorates of education in Iraq. To achieve the aims of the study, the researcher has randomly chosen the sample of this study which is the (250) EFL preparatory teachers school of the General Directorates of Education in Baghdad .

3.2 Instruments

In order to achieve the aims of the study, a questionnaire has been constructed to be the instrument for measuring EFL preparatory school teachers' language awareness and the second tool is the EFL teachers' classroom language proficiency scale.

3.2.1 EFL Preparatory School Teachers' language Awareness Questionnaire

In order to evaluate EFL teachers' language awareness, the researcher has constructed a teachers' language awareness questionnaire (TLA questionnaire henceforth) which consists on (25) items and a five-point Likert scale ranging from (never 1 , rarely 2 ,sometimes 3, often 4 to always = 5).

This TLA Questionnaire has been constructed and consulting many specialists in the fields of ELT, and linguistics. Moreover, the higher score to be obtained by participants is (125), whereas the lower score is (25) with a theoretical mean of (75).

3.3 Face Validity of the Questionnaire

To say that an instrument has face validity merely affirms that it looks like it measures what is supported to measure (Dumont,2010:336) .In order to ensure the face validity of the Iraqi EFL preparatory school teachers' language awareness questionnaire, which consists of 25 items and its first version has been exposed to the experts in the fields of linguistics and methodology of teaching EFL . In the light of the experts‟ views some items have been added and others have been omitted. However, the items 2 & 10 from the teacher' questionnaire have been changed.

3.4 Reliability of the Questionnaire

Reliability means the consistency of measurement of an item ,using a similar measurement procedures and the reliability of the results. A questionnaire is reliable when it yields the same results over a given time (Baumgarten,2013:4) .

However, the questionnaire has been read ministered to the same pilot sample after two weeks. The statistical manipulation of the data has been achieved from the two administrations. By using Pearson Correlation Coefficient formula the result yields 0.81 ,whereas ,by using Alpha Cronbach Formula the result yields 0.82 .

3.5 Teachers' Classroom Language Proficiency Scale

The Classroom language Proficiency Scale(CLP henceforth) is prepared by adapting items from LPATE (Education Bureau of Hong Kong, 2011),The prepared CLP scale consists of 12 items and is a 5 point Likert scale ranging from strongly agree (5) to strongly disagree (1)

1 = strongly disagree , 2= disagree , 3= uncertain, 4= agree , 5= strongly agree

The scale also includes items that have reversed direction, thus are scored reversely. Moreover, the higher score to be obtained by participants is (60), whereas the lower score is (12) with a theoretical mean of (36) as shown below:

Journal of Language Studies **Vol.8, No.2, 2024, Pages (386-404)**
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The Classroom language Proficiency Scale

No.	*Items*	*Strongly disagree*	*Dis-agree*	*Un-certain*	*agree*	*strongly agree*
1	I can lecture with correct English grammatical structures.					
2	I can use a broad range of English vocabulary.					
3	I can use accurate words to express ideas.					
4	I can speak English clearly with no systematic errors in Pronunciation.					
5	I know how to stress content words in pronunciation.					
6	I can use intonation naturally to convey meaning.					
7	I can use appropriate English to ask questions or to provide clues and hints.					
8	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation, and asking for repetition.					
9	I can give feedback skillfully in English, such as acknowledging, evaluating, and commenting on students' responses.					
10	I can explain concepts, terms, or lesson content in clear English.					
11	I can give clear instructions in English when conducting activities, giving homework, and managing the classroom.					
12	I can use appropriate English signals (e.g., first, second, next) to indicate stages of a lesson					

3.6 Pilot Administration of the Instruments

The pilot study enables the collecting of preliminary information regarding the topics being studied. Pilot studies are also used to evaluate the efficacy of the instruments and research procedures used to study a particular issue (Thomas, 2017,p23).

Before conducting the final version of the study instruments, it is essential to conduct a pilot study .Accordingly, a sample of (20) participants was chosen randomly from the ELT teachers of Directorate AL- karakh the third , to represent the pilot study. The findings of the pilot study reveal that there is no ambiguity within items as well as instructions for the instruments.

Also, they reveal that the time needed for completing and submitting the responses ranges between (15and20) minutes.

The pilot administration is carried out to achieve the following goals:

1. Examine the clarity of the items on the three study instruments (test, scale and the questionnaire).
2. Check the time needed
3. Determine the reliability of the three study instruments.

4. Results

The results and their hypotheses are presented according to the aims of the study as shown below.

4.1 Result Related to the First Aim

In order to achieve the first aim which states " The level of Iraqi EFL preparatory school teachers‟ language awareness " and the results are revealed as follows:

As far as EFL teachers' level of TLA is concerned, the calculated results show that the mean score is (86.920) with a standard deviation of (14.725). In order to identify the significance of the variance between the mean score and the theoretical mean which is (75), t-test for one independent sample is used. It reveals that the computed t-value (12.799) is higher than the critical one (1.96) at a level of significance (0.05) and degree of freedom (249). Accordingly, it is statistically significant and the sample has a satisfactory level of language awareness. See the next table:

Table (1)

The Mean Score, Standard Deviation and t-Value of the TLA

Variable	Sample Size	M	S.D	Theoretic - al Mean	t- Value		Significance (0.05)
					Computed	Critical	
Teachers' Language Awareness	250	86.920	14.725	75	12.799	1.96	significant

Journal of Language Studies **Vol.8, No.2, 2024, Pages (386-404)**
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The following figure shows the mean score and the theoretical mean of the TLA scale

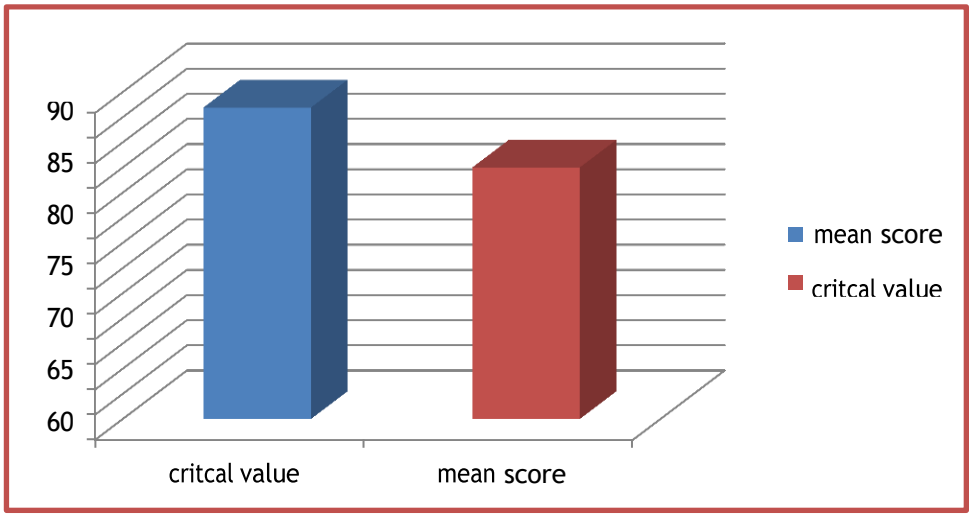


Figure 1
The mean score and the theoretical mean of the TLA scale

4.2Results Related to the Second Aim

As for EFL teachers' level of proficiency , the statistics yield that the mean score is (29.792) with a standard deviation of (6.996) while the theoretical mean is (30). In order to identify the significance of the variance between the mean score and the theoretical mean, a t- test is used, which shows that the computed t- value, which is (0.470), is higher than the critical one (1.96) at a level of significance (0.05) and degree of freedom (249). The results indicate the sample of EFL teachers has a moderate level of language proficiency because the mean score and theoretical mean are close and there is no difference between them, and the table and figure show this.

Table 2
The Mean Score, Standard Deviation and t-Value of the TLP Scale

Variable	Sampl e Size	M	S.D	Theoretical Mean	t-Value		Significance 0.05
					Computed	Critical	
Teachers' Language Proficiency	250	29.792	6.996	30	0.470	1.96	Not significant

The following figure shows the mean score and the theoretical mean of the TLP scale.

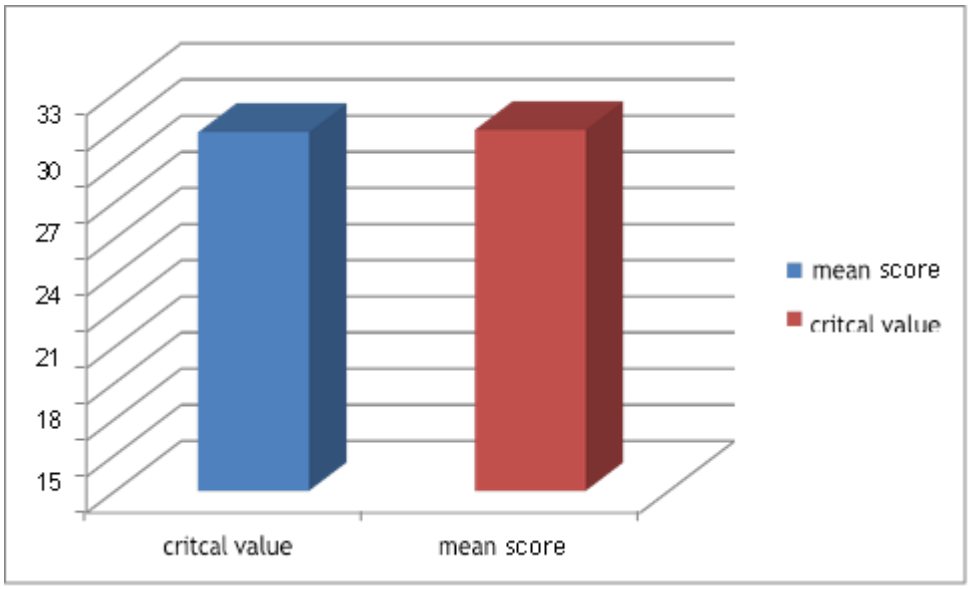


Figure (3) ***The Mean Score and Theoretical Mean of the TLP Scale***

4.3Results Related to the Third Aim

To verify the third aim, 'The correlational relationship between teachers‟ language awareness and teachers‟ language proficiency ".
The researcher took the study sample‟s answers to the TLA scale and their answers to the TLP scale. Then the researcher used the Pearson correlation coefficient, and the results were as shown in the table.

Table 3
The Correlation Between TLA and TLP variables

Sample Size	r- Value	t- Value		Significance 0.05
		Computed	Critical	
250	0.599	13.311	1.96	Significant

Pearson correlation coefficient is used to investigate the correlation between the two variables. The calculated results reveal that the r- value is (0.599) and the computed t-value (13.311) is higher than the critical one (1.96) at a level of significance (0.05) and degree of freedom (298).

This indicates that the relationship between TLA and TLP is a direct, statistically significant relationship, meaning that the higher the level of language awareness among the study sample(EFL Preparatory school teachers, the better their language proficiency.

5. Data Analysis and Results

5.1 Results

In order to achieve the aim of the study which reads " The Correlation of Iraqi EFL preparatory school teachers' language awareness , and Classroom language proficiency**".** The responses of the subjects were investigated by using the mean and the hypothetical mean formula.

Moreover, the higher score to be obtained by participants is (60), whereas the lower score is (12) with a theoretical mean of (36).

As far as EFL teachers' level at language awareness is concerned, the calculated results show that the mean score is (90.60) with a standard deviation of (10.322). In order to identify the significance of the variance between the mean score and the theoretical mean which is (36), t-test for one independent sample is used. It reveals that the computed t-value (11.661) is higher than the critical one (1.96) at a level of significance (0.05) and degree of freedom (298). Accordingly, it is statistically significant and the sample has a moderate level of language awareness. See the next table:

Table 4

The Mean Score, Standard Deviation and t-Value of the TLA

Variable	Sample Size	M	S.D	Theoretical Mean	t- Value		Significance (0.05)
					Computed	Critical	Significant
Teachers' language Awareness	250	90.603	10.322	36	11.661	1.96	

5.2Discussion of the Results

5.2.1Discussion Related to the First Aim

In relation to the first aim of the study, which is concerned with finding out EFL secondary school teachers‟ level of language awareness. According to Cheng and Wang (2004),language teachers want to develop the language skills of their learners. If teachers the mselves are not proficient in the Target Language, it would be very difficult for them to make learners proficient. Zheng and Zhou (2014) argued that teachers‟ classroom language helps achieve the lesson objectives. In addition, the non-native EL teachers‟ language proficiency level affects their sense of efficacy and confidence level in teaching (Richards, 2017). If they do not possess the required proficiency in the target language, they display low confidence inside the classrooms, and it affects their pedagogical practices. This sense of low esteem becomes a barrier for teachers to interact in a communicative way with learners (Choi & Lee, 2016).

5.2.2Discussion Related to the Second Aim

As for EFL teachers' level of proficiency , the statistics yield that the mean score is (29.792) with a standard deviation of (6.996) while the theoretical mean is (30). In order to identify the significance of the variance between the mean score and the theoretical mean, a t- test is used, which shows that the computed t-value, which is (0.470), is higher than the critical one (1.96) at a level of significance (0.05) and degree of freedom (249). The results indicate the sample of EFL teachers has a moderate level of language proficiency because the mean score and theoretical mean are close and there is no difference between them, and the table and figure show this.

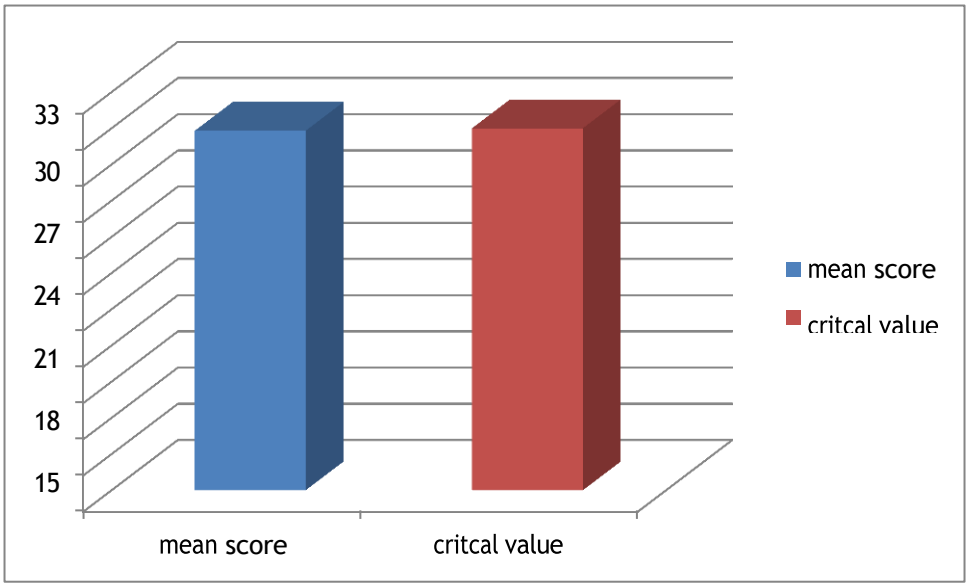
Journal of Language Studies **Vol.8, No.2, 2024, Pages (386-404)**
DOI: https://doi.org/10.25130/Lang.8.2.19

Table 5
The Mean Score, Standard Deviation and t-Value of the TLP Scale

Variable	Sample Size	M	S.D	Theoretical Mean	t-Value		Significance 0.05
					Computed	Critical	
Teachers' Language Proficiency	250	29.792	6.996	30	0.470	1.96	Not significant

The following figure shows the mean score and the theoretical mean of the TLP Test

Figure (5) ***The Mean Score and Theoretical Mean of the TLP Scale***



5.2.3 Discussion Related to the Third Aim

As far as the second aim of the study is concerned, which is to find out the correlations between the two variables, the results show positive significant correlations between variables. First, results indicate a positive correlation between EFL teachers' level of language awareness and their use of classroom language proficiency.

This positive correlation may be attributed to the fact that oral proficiency of English language teachers also affects other aspects of classroom teaching, such as classroom management and teachers' input in the target language. Learners' learning outcomes are not produced by teachers' oral proficiency alone, but it is a critical component of teaching (Chambless, 2012).

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