

Lecturers' and Learners' Perceptions on the 'New Headway' Curriculum within the Framework of Higher Education Reform at Erbil Polytechnic University

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Abstract--- *The Ministry of Higher Education and Scientific Research of Kurdistan Regional Government (MoHESR-KRG) initiated a reform policy in order to introduce international standards of quality to higher education. The reform policy aims to enhance the English language curricula. The reform process started in 2009 and the main purpose of the English language reform was to improve students' language use and skills for academic purposes. This research emphasises the implications of the new curriculum of English language for fresher learners at Erbil Polytechnic University (EPU). Learners' perspective on the course content, course objectives, as well as the lecturers' method of teaching are evaluated through two conducted quantitative questionnaires. In a total of 178 learners, 102 learners responded to the first questionnaire, and 10 lecturers responded to the second questionnaire with approximately similar questions on the topics being investigated. The research concluded that the majority of both the learners and lecturers had positive attitudes on the course book design, content and the methodology adopted for teaching the materials. The results of the study also show that there is a significant improvement in learners' speaking, listening and reading skills while studying the course materials.*

Keywords--- *ELT, Curriculum Evaluation, Education, Reform, Learners' and Lecturers' Perceptions.*

I. INTRODUCTION

The process of education reform has been undertaken by the Ministry of Higher Education of Kurdistan Regional Government since 2009. The main reason behind the proposed reform was to introduce standard quality of education to Kurdistan universities due to the increased number of high school graduates, population growth and the need to make higher education accessible to all [1]. EPU is one of the leading universities eager to maintain that quality of education in its colleges and institutes. Following the reform process, EPU, as one of the public universities, tried to lead the process and started to establish a framework to change English language curricula for the academic year of 2018-2019.

It is believed that to establish an effective framework, theory and practice should be linked together, containing up to date contents, new methodology and relevant information of the subject area [2]. In other words, pedagogy,

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learning and resources should be merged together [14]. Recently, EPU started a new phase of the reform process by adopting the New Headway curriculum which is a source of ELT for college students containing all of the four language skills. The change of the curriculum was to meet such claims and improve the communicative language skills of the learners and respond to the new market needs of English language qualifications. The aim of the study is to investigate the outcomes of this reform policy in regard to English language teaching (ELT) materials at the EPU. The paper, firstly, sheds light on the relevant literature on the concept of educational reform. Details of the methodology are then presented to illustrate how the research data was collected and analysed. Thirdly, the research questions are addressed in the results and discussions of the study. Finally, limitations and conclusions of the paper for further research are highlighted.

II. LITERATURE REVIEW

A. A New Framework for English Language Learning

Studies suggest that educational framework is considered to be an important area in the process of reform at educational institutions. Establishing a framework for English language, as a subject matter, is beneficial for all parties, including universities, teachers, parents and decision-makers. The duration suggested for any educational framework varies according to experts' points of view, ranging from 5 to 10 years in order to achieve desired goals in the reform process [2]. Nevertheless, having a framework for teaching has several advantages. First of all, the curriculum will be more orderly and coherent. Secondly, criteria and standards of assessment will be offered as high quality teaching standards. Finally, a clear framework provides extra activities for learners and opportunities to learn problem solving skills [14].

According to [28], language can be transferred through practicing in language classrooms. In the absence of communicative language skills we cannot express our feelings, desires and reach our dreams. Therefore, learning a language is considered as the keystone of human presence [21]. Learning another language boosts learners' chances of finding more jobs, integrate with the society and control their anxiety, especially in the case of English language which has become the language of globalization. It is claimed that learners' personality, achievement, anxiety and intelligence can also be influenced by learning a second language [20]. Therefore, taking learners' attitudes about the learning environment, materials and the teaching styles into account is measured as one of the important factors effecting language learning [7]. The ministry of higher education's reform policy in establishing a framework for ELT was to meet the above standards and promote communicative language teaching and student-centred classrooms [1].

B. Language Materials in ELT

Language learning material is defined as "anything which is used by teachers or learners to facilitate the learning of a language" [22]. According to Tomlinson (2011), dictionaries, DVDs, videos, YouTube, workbooks, emails, grammar books and photocopied exercises can all be regarded as teaching materials. In other words, anything that increases the learners' knowledge and experience in the second language is regarded as teaching materials. Teachers use these teaching materials to provide input for learners to achieve maximum learning outcomes. Krashen's input

hypothesis claims that the amount of output produced by learners depends on the amount of input provided by teachers, learning resources and the exposure to real life situations [12, 13].

Tomlinson (2001, p. 66) lists many qualities that teaching materials could provide for learners. For instance, materials 'can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elucidative in that they stimulate language use, or they can be exploratory in that they facilitate discoveries about language use' [23, 24].

In order to examine the usefulness and effectiveness of such materials in the eyes of the learners and lecturers in terms of practicality, difficulty and experience, there should be attempts to evaluate the learning materials of a programme, [2, 3,4]. At this point material evaluation comes to the play its role, which is an important aspect of materials development [23]. Material evaluation is defined as the process of analyzing and collecting relevant information for the purpose of judging and assessing the effectiveness of the curriculum and teaching/learning [15]. In other words, it is 'attempts to measure the value of materials' [22]. To find out the actual effects and usefulness of teaching materials, Rod Ellis (nd), as cited in Tomlinson, 2011, claims that evaluation of materials can be done whilst-use and post-use (p. 3). This evaluation is preferred to be done continuously, because it is a key part of the educational system and is an ongoing process that needs constant care [2, 6, 22].

C. Teaching for Understanding

Volman (2005, p. 25) [27] defines a teacher as an educational designer who conducts a project, rather than a conveyor of knowledge. In Perkins' point of view, teachers are aware of the efforts to make learning productive and attractive, but they are also aware that obstacles exist in the system (1993, p. 10). He, therefore, criticizes conventional teaching methods for not paying attention to understanding and performance. The conventional teaching introduced learners to plenty of facts, concepts and routines; however, getting learners to understand such concepts is what accounts to be productive [16]. Teaching for understanding is the most important element of any program of education, and without this element success cannot be achieved in the system [16, 17]. Knowledge building and routine skill building is rarely followed by guidance and feedback from educators [16]. In order to make understanding easier, teachers have an important role to play, that is, to provide learners the chance to think about the concepts, facts and opinions they study for a period of time. Knowledge that is not understood by learners does not serve any goal of learning and education [16, 17]. Learners need to use their knowledge and the acquired skills outside the classroom. Learners' preference, the adaptation of teaching styles according to the learners' needs are the two major tasks to do when teaching in learners' preferred ways [11]. Nowadays, too much focus is on the learners' perceptions on the learning environment in education and higher education institutions [25]. Therefore, many studies have concluded that teaching curriculum should be a connected rather than disconnected curriculum, one that brings learners into the insights of a bright future and practice [16,18].

D. Learners' Attitudes and Teaching Methods

In a study, Jang, et al (2016) found out that student satisfaction in teaching is the main driver for learners to get engaged in the classroom communication. Perkins (1993, p.1) states that in subject-matter learning, teachers are recommended to engage learners into the classroom communication in order to be exposed to real life experiences,

rather than memorizing classes. Similarly, Tylor and Maor (2000) argue that teachers are responsible to turn the classroom into a natural setting rather than controlling it. He states that learners should control the flow of communication in the classroom and "seize the learning agenda and control the pace and content of their own learning" (p. 3).

A preferred teaching style by learners promotes learner autonomy and conceptual learning. Preferred activities done in the classroom are predictable indicators of learners' conceptual learning [10]. Therefore, studies have concluded that increased learner autonomy during instruction plays an important role in achieving certain educational outcomes [10,26]. According to Jang 2016, there are many possible ways to support learners' autonomy (p, 688). For example, taking learners' perceptions about the learning environment into account is the start of an effective educational strategy [5,19]. The most basic goal of education is preparing learners to be active and effective participants in their daily lives [16]. Research shows that is not reflected in reality, and there are shortages of understanding in learners' reading and writing abilities. While learners are able to read and write simple sentences, they are unable to form comprehensible pieces of writing. This is due to the fact that learners are not exposed to sufficient time for various activities in the classroom to generalize, engage, find new examples and carry out applications in a thoughtful way. Therefore, teachers are recommended to provide sufficient time for activities and feedback for the learners [16]. Providing guidance, feedback and assessment is an effective strategy for learners to reflect at the start of any lesson [9].

E. Research Hypothesis

The purpose of this research was to examine the effectiveness and usefulness of the "New Headway" curriculum as a teaching material for fresher students at Erbil Polytechnic University colleges during the academic year of 2018-2019. It was hypothesized that the English language reform initiated by the Ministry of Higher Education and Scientific Research of KRG would bring improvements to learners' language competencies. Learners were perceived incompetent to meet the required skills of English language inside and outside the university campus. The researchers, therefore, intended to test the hypothesis and evaluate the learners' perceptions of the content of the book and the new method of teaching adopted in the classroom. They further aimed to find out the extent to which learners and lecturers are satisfied with the adopted ELT materials and the teaching method.

This study examines whether the change of English language curricula is preferred by learners or not. Two questionnaires were designed to test the researchers' hypothesis and collect data from the learners and lecturers to address the following questions:

1. What are learners' perceptions on the 'New Headway' curriculum as a teaching material?
2. What are lecturers' perceptions on the 'New Headway' curriculum as a teaching material?
3. Is the teaching method adopted in the classroom preferred by learners? Why?

III. METHODOLOGY

A. Research Tools

Questionnaires were used as a quantitative method of data collection for this research. The researchers chose quantitative research because of two reasons; firstly, both the lecturers and learners participated in the study to investigate the same aspects of the curriculum. The researchers' aim is to find agreements, similarities and differences between the perceptions and attitudes of the research population on the 'New Headway' as the teaching material. Secondly, due to the large number of the learners, the researchers needed to collect quantitative data from the learners. For this purpose, the researchers designed two versions of questionnaires of which one version was for undergraduate learners in their first year of study while the second version was for university lecturers who taught the same course material in all of the departments of EPU technical colleges. Online access to the questionnaires was given in a Google drive file sent to the learners and lecturers separately at the end of the academic year. Access to the questionnaires was open during a whole week.

B. Research Population

A total of 102university learners from three departments of three technical colleges participated in this study (Table 1). To put the learners' perceptions into perspective, one department was randomly selected in each of the technical colleges. A questionnaire was designed for the learners in the selected departments. The purpose of the questionnaire is to assess learners' perceptions on the curriculum studied during the academic year 2018-2019, course objectives and their perspectives on the teaching method adopted by the lecturers. To answer the second question of the study, a second questionnaire was designed in the same procedure to assess the perspectives of 10 lecturers (Table 2)who taught the proposed curriculum throughout the same academic year. However, due to the limited number of lecturers in the selected departments, the researchers approached all the lecturers who taught the same curriculum in all of the departments of the technical colleges at EPU in order to collect as much data as possible. Names of the departments are represented anonymously in this study for confidentiality reasons. This was done to assess their evaluation of the learning process. Each version of the questionnaires consisted of three sections composed of several correlated questions. The questionnaires covered aspects of the design, content of the book, objectives of the course, and the method of teaching. Learners studied the course book for the duration of a full academic year.

Table 1: Total number of learners

<i>Departments</i>	<i>Students' Total No.</i>	<i>Respondents' No.</i>	<i>Percentage</i>
<i>D1</i>	85	60	58.8%
<i>D2</i>	66	27	26.5%
<i>D3</i>	27	15	14.7%

Table 2: Total number of lecturers

<i>Colleges</i>	<i>Lecturers' Total No.</i>	<i>Respondents' No.</i>	<i>Percentage</i>
<i>C1</i>	2	2	100%
<i>C2</i>	4	4	100%
<i>C3</i>	4	4	100%

C. Limitations of the Study

Although a large number of learners participated in this research, and the findings suggest that the New Headway course book is a reliable source of teaching for university learners, the scope of this study is still limited to the context of English language teaching at EPU. The researchers recommend that further studies are needed. Firstly, the study is conducted on a specific number of English language learners and lecturers at Erbil Polytechnic University. In a total of 178 learners in three departments, only 102 learners have responded to the questionnaire. Secondly, among the population of the study, the number of females who participated in the study is more than males (59 females & 43 males). This means that gender difference has not been controlled for the learners' response to questions posed in the study. Therefore, the findings of the study only show quantitative data concerning the topics being investigated. The results do not illustrate as to why and how many males and females agreed or disagreed with a specific question. The study is not comprehensive to cover all related aspects of effective English language learning/teaching in general; therefore, further study is needed to collect qualitative data in order to validate the findings of this study.

IV. FINDINGS

The findings of the study show that the majority of the learners and lecturers agree that the New Headway book has a good content and design, and it covers interesting topics for learning. Almost all the learners' perceptions are confirmed by their lecturers' perceptions on this section (Appendices 1 & 2). However, the researchers have concluded that, overall, there is disagreement and differences between the learners' and lecturers' responses to the course objectives and outcomes required to be achieved at the end of the academic year, as highlighted in the results and discussions section.

Nevertheless, it is found out that there is a strong agreement between the learners' and the lecturers' perceptions on the teaching methodology adopted in the classroom. More than 90% of the respondents reported that the teaching style and the process of teaching was effective and claimed that the lecturers had good knowledge of the topics and the activities that the book covered.

V. RESULTS AND DISCUSSIONS

A. Course Book Design and Contents

The first section of the questionnaire focused on the content of the curriculum. The results show that the majority of learners (82%) and lecturers (100%) strongly agree that the course topics are interesting. They reported

that the topics of the curriculum were interesting and the language used was of everyday English. The same is true for the sequences of the units, scoring 92% and 90% respectively, which shows improvement in the learners' language competency(Figures 1, 2, 3 & 4).

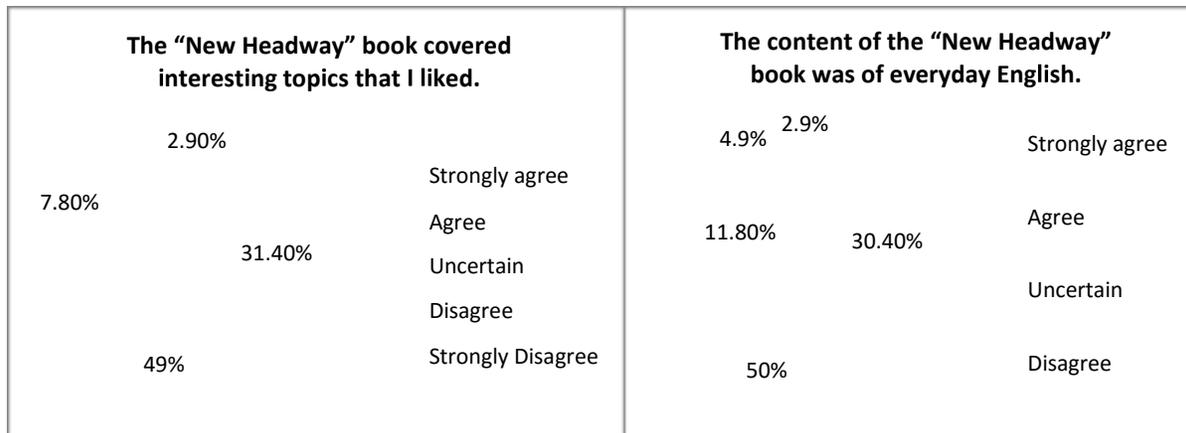


Fig 1 & 2: Learners' perceptions on the topics covered in the curriculum

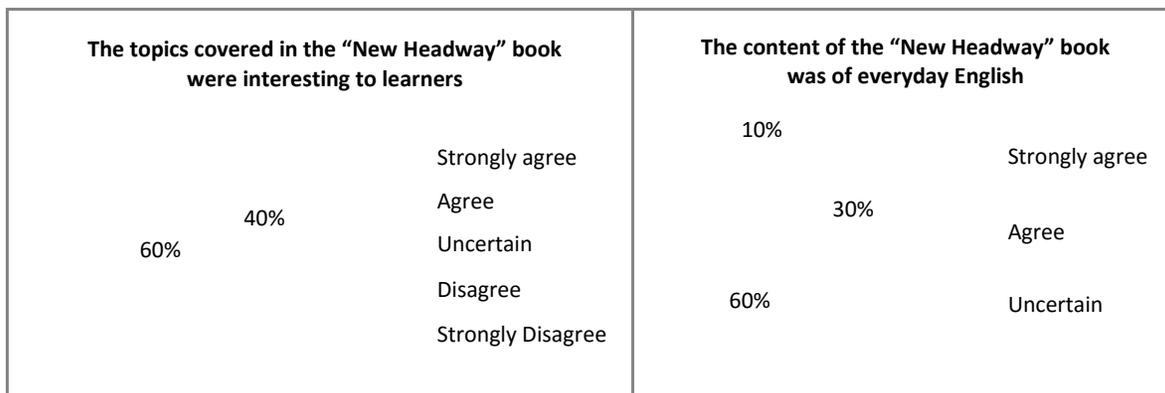


Fig 3 & 4: Lecturers' perceptions on the topics covered in the curriculum

As far as the language skills are concerned, 70% of the learners and the lecturers reported that the unit activities were useful to improve learners’ language skills. Learners mostly improved their speaking, listening and reading skills, with speaking skill scoring the highest rate (58.8%) among all(Figures5&6). However, writing was seen as the least improved skill in this questionnaire. Further research is needed to illustrate as to why this skill is not improved appropriately.

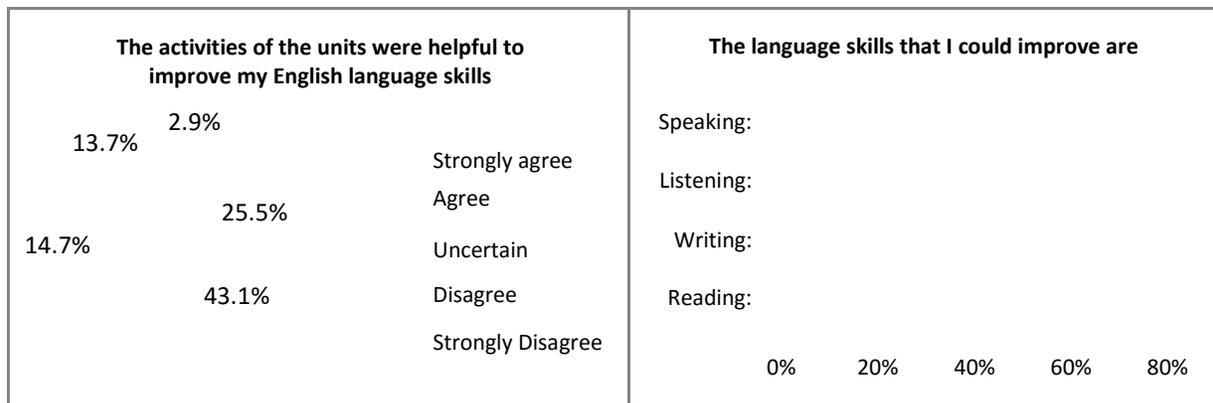


Fig 5&6: Learners' perceptions on the improved language skills

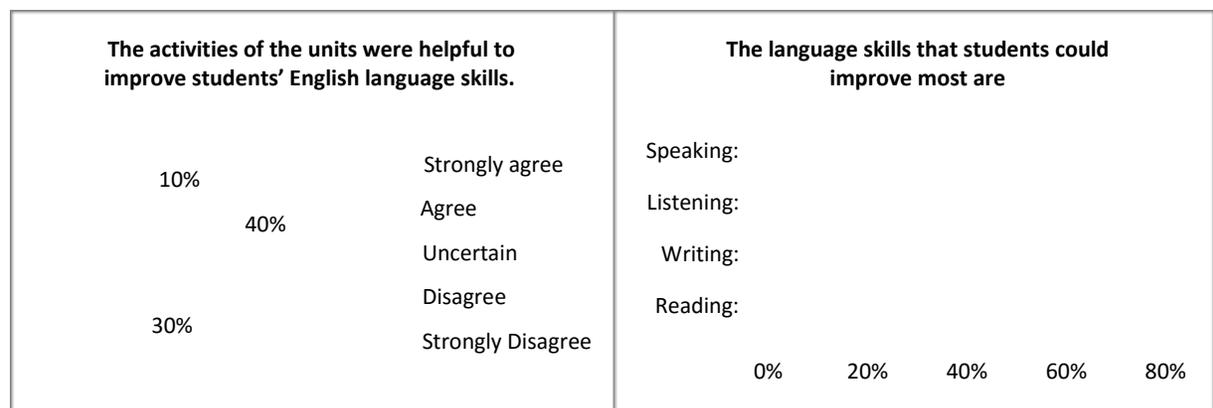


Fig 6&7: Lecturers' perceptions on the improved language skills

Finally, the majority of the population of the study have responded that the visual aids and the audio tracks covered in the units are helpful for learners to improve their learning experience. However, researchers found out that there was a slight disagreement in the percentage of the responses between the learners' and lecturers' attitudes on the usefulness of the visual aids. On average, almost 85% of the lecturers thought that the visual aids and the audio tracks helped the learners to improve their learning experiences. However, learners' responses indicated that less than 70% of the learners thought to have improved their learning experiences through the aid of visuals.

B. Course Objectives

The second section of the questionnaire was concerned with the course objectives. Overall, the results of the study show that there is disagreement between the learners' and lecturers' responses about the course objectives required to achieve at the end of the academic year. For example, almost 80% of the learners have reported that the goals and objectives of the course were highlighted at the beginning of the year by the lecturers, whereas, only 60% of the lecturers have stated that they made the course objectives clear during the year. It is worth noting that 30% of the lecturers remained uncertain if the goals were made clear for the learners. The same is true in regards to critical thinking skills obtained by learners at the end of the academic year. 30% of the lecturers remained uncertain if learners had obtained critical thinking skills. Learners' responses to critical thinking skills are higher (65%) than the lecturers' responses (40%), respectively (Fig 8, 9, 10 & 11).

The goals of studying the book were clear to me before starting the classes at the beginning of the year	The syllabus enabled me to improve my skills to be able to discuss, analyse and solve problems
6.9% 3.9%	10.8%
	13.7%
12.7% 24.5%	22.5%
	50%
52%	
Strongly agree	Strongly agree
Agree	Agree
Uncertain	Uncertain
Disagree	Disagree
Strongly Disagree	Strongly Disagree

Fig 8&9: Learners' perceptions on the objectives of the course and critical thinking skills

The goals of studying the book were made clear to learners before starting the classes at the beginning of the year	The syllabus enabled learners to improve their skills to be able to discuss, analyse and solve problems
10%	10%
	30%
20%	30%
30%	30%
40%	
Strongly agree	Strongly agree
Agree	Agree
Uncertain	Uncertain
Disagree	Disagree
Strongly Disagree	Disagree

Fig 10 & 11: Lecturers' perceptions on the objectives of the course and critical thinking skills

However, there is only one similarity of perceptions in regard to the objectives of the course. This similarity of perceptions is concerned with the learners' ability to practice what they have learned in the classroom. A total of 65% of the learners and 60% of the lecturers have stated that they saw learners practicing the language that they learned during the academic year.

C. Adopted Method of Teaching

The most significant finding of this study is concerned with the method of teaching adopted by the lecturers during the academic year. The results show that there is a very strong agreement between the learners' and lecturers' perceptions on the teaching method. More than 90% of the learners and the lecturers agreed that teaching process was effective and the lecturers were knowledgeable of the units covered in the curriculum (Fig 12 & 13).

<p>1. The teachers' style of teaching was effective</p> <p>3.9% 2%</p> <p>26.5%</p> <p>63.7%</p> <p>Strongly agree</p> <p>Agree</p> <p>Uncertain</p> <p>Disagree</p> <p>Strongly Disagree</p>	<p>2. The teacher had good knowledge of the subjects and the units of the book</p> <p>1% 2% 2%</p> <p>36.30%</p> <p>58.80%</p> <p>Strongly agree</p> <p>Agree</p> <p>Uncertain</p> <p>Disagree</p>
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Fig 12 & 13: Learners' perceptions on the teaching process

<p>1. The learning process was effective</p> <p>10% 10%</p> <p>80%</p> <p>Strongly agree</p> <p>Agree</p> <p>Uncertain</p> <p>Disagree</p> <p>Strongly Disagree</p>	<p>2. I had good knowledge of the subjects covered in the book</p> <p>30%</p> <p>70%</p> <p>Strongly agree</p> <p>Agree</p> <p>Uncertain</p>
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Fig 14 & 15: Lecturers' perceptions on the teaching process

In addition, the majority of the population of the study have reported that the lecturers used a student-centred approach of teaching in the classroom, and they used different techniques and extra activities to assess the learning process including presentations, teamwork, projects, videos, dictionaries and websites.

<p>4. The teacher used different techniques to assess the learners' learning process (Presentations, projects and group work)</p> <p>8.8% 2% 3.9%</p> <p>37.3%</p> <p>48%</p> <p>Strongly agree</p> <p>Agree</p> <p>Uncertain</p> <p>Disagree</p> <p>Strongly Disagree</p>	<p>5. The teacher used extra activities to make learning easier (for example, Videos, dictionaries and websites)</p> <p>8.8% 3.9% 2.9%</p> <p>37.3%</p> <p>47.1%</p> <p>Strongly agree</p> <p>Agree</p> <p>Uncertain</p>
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Fig 16 & 17: Learners' perceptions on the teaching techniques and activities

4. I used different techniques to assess the learners' learning process (Presentations, projects and group work)			5. I used extra activities to make learning easier for learners' (for example, Videos, dictionaries and websites)		
	10%	Strongly agree		10%	Strongly agree
		Agree			
	50%	Uncertain	20%	40%	Agree
40%		Disagree	30%		Uncertain

Fig 18 & 19: Lecturers' perceptions on the teaching techniques and activities

VI. CONCLUSIONS

This research investigates the significance and effectiveness of the 'New Headway' book as a teaching material for fresher learners at EPU colleges during the academic year of 2018-2019. Learners' and lecturers' perceptions on the book's design, contents and the teaching method were investigated quantitatively. After thorough analysis of the data, the findings of the study show that the majority of the learners were satisfied with the book design, contents and teaching style adopted by the lecturers. The results showed that there is a strong agreement between the learners' and lecturers' attitude about the topics and their sequences covered in the 'New Headway' book. Learners reported that the content of the book contained the language of everyday English, and they mostly improved the speaking, listening and reading skills throughout the academic year. Success of the learning process in the learners' and lecturers' point of view scored the highest in the questionnaire (92%&90%) respectively. Thus, the results suggest that the integration of the New Headway book into the English language reform was effective and the steps taken toward a successful reform is met. However, further research is recommended to gather qualitative data from learners to find out how and in what ways did the learners improve their language competency.

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APPENDICES

Appendix 1

Learners' Responses to Questionnaire 1

1. Course Book Design

No.	Questions	Strongly agree	agree	Uncertain	Disagree	Strongly Disagree
		Percentage	Percentage	Percentage	Percentage	Percentage
1	The "New Headway" book covered interesting	%31.4	%49	%7.8	%8.8	%2.9

	topics that I liked					
2	I'm satisfied with the sequences of the units of the "New Headway" book	%27.5	%62.7	%4.9	%4.9	%1
3	The activities of the units were helpful to improve my English language skill	%25.5	%43.1	%14.7	%13.7	%2.9
4	The content of the "New Headway" book was of everyday English	%30.4	%50	%11.8	%4.9	%2.9
5	The allocation of time for the unit activities was appropriate	%25.5	%44.1	%16.7	%11.8	%2
6	The design of the book motivated me to study English more	%21.6	%37.3	%24.5	%11.8	%4.9
7	I found the visual aids (images) in the book helpful to improve my learning	%24.5	%42.2	%15.7	%12.7	%4.9
8	I found the audio (tracks) on the CD helpful to improve my learning	%20.6	%44.1	%16.7	%10.8	%7.8

2. Course Book Objectives

No.	Questions	Strongly agree	agree	Uncertain	Disagree	Strongly Disagree
		Percentage	Percentage	Percentage	Percentage	Percentage
1	The goals of studying the book were clear to me before starting the classes at the beginning of the year	%24.5	%52	%12.7	%6.9	%3.9
2	I had the opportunity to practice what I learned	%20.6	%43.1	%17.6	%13.7	%4.9
3	The syllabus enabled me to improve my skills to be able to discuss, analyse and solve problems	%13.7	%50	%22.5	%10.8	%2.9
4	The language skills that I could improve are	Reading: %52	Writing: %35.3	Listening: %44.1	Speaking: %58.8	

3. Course Methodology

No.	Questions	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
		Percentage	Percentage	Percentage	Percentage	Percentage
1	The teachers' style of teaching was effective	%63.7	%26.5	%3.9	%3.9	%2

2	The teacher had good knowledge of the subjects and the units of the book	%58.8	%36.3	%1	%2	%2
3	The teachers' style of teaching engaged the students to participate in the classroom discussions	%57.8	%31.4	%4.9	%2.9	%2.9
4	The teacher used different techniques to assess the students' learning process (Presentations, projects and group work)	%48	%37.3	%8.8	%2	%3.9
5	The teacher used extra activities to make learning easier (for example, Videos, dictionaries and websites)	%47.1	%37.3	%8.8	%3.9	%2.9
6	The teaching process was student-centred	%34.3	%42.2	%12.7	%6.9	%3.9

Appendix 2

Lecturers' Responses to Questionnaire 2

1. Course Book Design

No	Questions	Strongly Agree Percentage	Agree Percentage	Uncertain Percentage	Disagree Percentage	Strongly Disagree Percentage
1	The topics covered in the "New Headway" book were interesting to students	%40	%60	%0	%0	%0
2	I'm satisfied with the sequences of the units of the "New Headway" book	%20	%70	%0	%10	%0
3	The activities of the units were helpful to improve students' English language skills	%40	%30	%20	%10	%0
4	The content of the "New Headway" book was of everyday English	%30	%60	%0	%10	%0
5	The allocation of time for the unit activities was appropriate	%0	%40	%40	%20	%0
6	The design of the book motivated students to study English more	%20	%60	%10	%0	%10
7	I found the visual aids (images) in the book helpful to improve students' learning	%60	%20	%0	%10	%10
8	I found the audio (tracks) on the CD helpful to improve students' learning	%60	%30	%10	%0	%0

2. Course Book Objectives

No.	Questions	Strongly agree	agree	Uncertain	Disagree	Strongly Disagree
		Percentage	Percentage	Percentage	Percentage	Percentage
1	The goals of studying the book were made clear to students before starting the classes at the beginning of the year	%20	%40	%30	%10	%0
2	Students had the opportunity to practice what they learned	%20	%40	%30	%10	%0
3	The syllabus enabled students to improve their skills to be able to discuss, analyse and solve problems	%10	%30	%30	%30	%0
4	The language skills that students could improve most are	Reading: %70	Writing: %10	Listening: %70	Speaking: %40	

3. Course Methodology

No.	Questions	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
		Percentage	Percentage	Percentage	Percentage	Percentage
1	The learning process was effective	%10	%80	%10	%0	%0
2	I had good knowledge of the subjects covered in the book	%70	%30	%0	%0	%0
3	I applied a student-centred approach of teaching in my classes	%30	%60	%10	%0	%0
4	I used different techniques to assess the students' learning process (Presentations, projects and group work)	%50	%40	%10	%0	%0
5	I used extra activities to make learning easier for students (for example, Videos, dictionaries and websites)	%40	%30	%20	%10	%0