



## **Teachers' Views on Communicative Approach in an Intensive English Program**

Aslı Kimav

Anadolu University School of Foreign Languages

Although the communicative approach in English teaching is adopted by most linguists, experts and teachers, teachers may occasionally tend to exploit traditional approaches for different reasons, such as their own learning preferences, the methods they were exposed to or the dynamics of their classes. Similarly, traditional approaches and communicative approach can be used together. Although there is research on both approaches in the literature, little is known regarding the foreign language teaching approaches used by teachers at the higher education level. Based on this gap, this study aims to investigate whether teachers' teaching approach differs according to proficiency levels of students and teachers' own educational level. A total of 139 English instructors working in the Department of Foreign Languages at Anadolu University School of Foreign Languages in 2015-2016 Academic Year Fall Semester form the sample of the research. The data was collected through a questionnaire and analyzed quantitatively. The results show that the communicative approach is adopted at all proficiency levels in line with the needs of the students and the requirements of the program. Participants also see learning English from a more communicative framework. However, no significant relationship is found between the educational level of the participants and their preferred teaching approach.

**Keywprds:** Communicative Approach, teaching English, higher education, EFL