



**A COMPARATIVE STUDY ON THE PERCEPTION OF
COMMUNICATIVE APPROACHES: THE CASE OF TURKEY AND
IRAN**

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MASTER THESIS

ENGLISH LANGUAGE TEACHING PROGRAM

**GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCE**

AUGUST, 2015

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Adı : Nasrin
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Bölümü : İngilizce Öğretmenliği
İmza :
Teslim tarihi:

TEZİN

Türkçe Adı: İletişimsel yaklaşım algısına dair bir çalışma: Türkiye ve İran vakası

İngilizce Adı: A comparative study on the perception of communicative approaches: the case of Turkey and Iran

ETİK İLKELERE UYGUNLUK BEYANI

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İmza:

Jüri onay sayfası

Nasrin Mehmandoust tarafından hazırlanan “A Comparative Study on The Perception of Communicative Approaches: The Case of Turkey and Iran” adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

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Tez Savunma Tarihi: 10 / 08 / 2015

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Unvan Ad Soyad

Eğitim Bilimleri Enstitüsü Müdürü

Prof. Dr. Servet KARABAĞ

.....

Bana her zaman destek olan deęerli babam ve anneme

ve Beni hi yalnız bırakmayan ümit dolu canım eşıme

ACKNOWLEDGEMENTS

This study was accomplished with help of many people. If it were not for the guidance and support of my advisor, committee members, my family, friends and my husband this thesis would not have been completed.

First of all, I want to express my gratitude to my advisor Assoc. Prof. Dr. Kemal Sinan ÖZMEN for his constant support and advices.

I would also like to thank my committee members for their helpful suggestions.

I owe a great debt of gratitude to my family who prayed for my success and inspired me to do my best.

I send my heartfelt thanks to my husband for his endless encouragement, and patience that kept me going.

And, I also want to thank my friends Golnaz SHAFAGHIHA, Betül KINIK, Fatma Nur FİŞNE, and other friends who help me during gathering data for this study.

**İLETİŞİMSEL YAKLAŞIM ALGISINA DAİR BİR
ÇALIŞMA:TÜRKİYE VE IRAN VAKASI
(Yüksek Lisans Tezi)**

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August 2015**

ÖZ

İngilizce dünyanın en popüler dillerden biri olarak pek çok insanın hayatında önemli rol oynamaktadır. Birçok ülkede İletişimsel Dil Öğretimi (CLT), İngilizce öğretimi için en yaygın ve tercih edilen yöntemlerden biridir. Bu çalışmada, İran ve Türkiye'de bu yöntemin ilkelerinin uygulanması doğrultusunda, İngilizce öğretmenleri, akademisyenler ve dil okul yönetmenlerin tutumunu bulmaya çalışılmıştır. Çalışma her ülkeden sekiz katılımcı olarak toplam onaltı katılımcıyla gerçekleştirildi. Bunlardan on ikisi İngiliz Dili Eğitimi (ELT) alanında öğretim deneyimine sahip mezun öğretmenler, ikisi akademisyen ve diğer ikisi, özel İngilizce eğitim merkezin başkanıdır. Bu nitelikli çalışmada, veriler görüşme tekniği ile toplanıp ve sabit karşılaştırmalı yöntemle analiz edilmiştir. Sonuç olarak, tüm öğretmenler CLT ilkelerinin farkında olup genelde tercih ettikleri bir yöntemdir. Ancak öğretim sürecinde kendi sınıfında bu yöntemi uygulamak istediklerine rağmen bu ilkelerin uygulamasında; öğretim programı, eğitim sisteminin amacı, sınav sistemleri, yeterli zaman eksikliği, , uygun ortamın, malzeme, ve hizmet içi eğitimin eksikliği, kalabalık sınıflar gibi pek çok engel vardır. Bununla birlikte, İngilizce yabancı dil olan (EFL) iki ülke (Türkiye ve İran) karşılaştırılmasındaki bazı sonuçlara göre, CLT ilkeleri, Türkiye'de, İran dan daha fazla geçerli olup uygulanabilir hale gelmiştir. Bu çalışma aynı konudaki mevcut araştırma bulgularıyla tutarlıdır.

Bilim Kodu :

Anahtar Kelimeler : İletişime Dayalı Öğretim (CLT), İngilizcenin Yabancı Dil olarak Öğretimi (EFL), Öğretmen tutumu, CLTnin ilkeleri.

Sayfa Adedi : 93

Danışman : Doç. Dr. Kemal Sinan Özmen

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GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

August 2015

ABSTRACT

English as one of the most popular languages in the world play an important role in life of many people. One of the most prevalent and preferred methods of teaching English is Communicative Language Teaching (CLT) in most of English teaching classes in many countries. This study tried to find out the attitude of English teachers, academicians, and stakeholders according to application of principles of this method in Iran and Turkey. The study was conducted with sixteen participants, eight participants from each country. From these sixteen participants, twelve of them were teachers who graduated from field of English Language Teaching (ELT) and have experience of teaching. Two of participants are academicians, and the other two are heads of private English institutes. The study is qualitative and data gathered through interview technique and analyzed with constant comparative method. As a result, it founded that although all teachers are aware of CLT principles and they prefer to apply its principles in the process of teaching in their class but there are many obstacles such as curriculum, aim of educating system, testing systems, large classes, lack of suitable environment and materials, lack of in-service training, and insufficient time, which prevent them from implementing CLT principles in their classes. However, in comparing two EFL countries (Iran and Turkey) the study came to this conclusion that according to some points, CLT principles started to be more used and applicable in Turkey than in Iran. This study is consistent with existing research findings on the same subject.

Science Code :

Key Words : Communicative Language Teaching (CLT), English as Foreign Language (EFL), Teacher attitude, CLT principles.

Page Number : 93

Supervisor : Assoc. Prof. Dr. Kemal Sinan Özmen

TABLE OF ABBREVIATION

ALM	Audio-Lingual Method
CA	Communicative Approach
CC	Communicative Competence
CLT	Communicative Language Teaching
ELT	English Language Teaching
EFL	English as Foreign Language
FLT	Foreign Language Teaching
GTM	Grammar Translation Method
ILI	Iranian language institute
L₁	First Language
L₂	Second Language
MONE	Ministry of National Education
TEFL	Teaching English as Foreign Language

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CHAPTER 1

INTRODUCTION

There are several foreign/second language teaching approaches and methods which among them Communicative Language Teaching (CLT) has been accepted as the most effective and dominant foreign language teaching method in many current English Language Teaching (ELT) applications and it has been widely used in Turkey and Iran as well as in other countries in the world. As savigon (1991) stated “CLT is seen to be not a British, European, or U.S. phenomenon, but rather an international effort to respond to the needs of present-day language learners in many different contexts of learning”. As Littlewood (2007) mentioned, it is apparent traditional teaching methods such as Grammar Translation Method and Audio-lingual Method do not help English as Foreign Language (EFL) students to communicate effectively in English. Therefore, in order to improve students' abilities to use English in real contexts and have effective way of teaching CLT appears and it is intended to promote communicative competence and learning through interaction, collaborative learning, and cooperative learning (Oxford, 1990). In addition, CLT has become the driving force that shapes the planning, implementation, and evaluation of second language (L₂) teaching programs. Many teachers' attitudes towards CLT show that it is their favorite method , they have desire to use it and they claim to be committed to CLT and also they hope this new method will help solve problems with the traditional approaches (Kuo, 1995). Although CLT becomes popular and enters in to educational system of most of countries, but growing number of studies show that many teachers have problem with applying and understanding CLT, and there are students who prefer learning by traditional methods. In addition to these, some issues make CLT's application becomes hard, but in other hand, there are studies, which show some positive points and views toward CLT. Research studies have reported the challenges associated with the adoption of CLT in EFL contexts come from the teacher, the students, the educational system, and CLT itself (Li, 1998). Implementing of CLT becomes difficult because it includes conflict with teachers and learners' educational values, students' resistance to classroom activities, large class sizes, form-based exams, and lack of adequate teacher preparation (Anderson,

1993; Li, 1998; Liao, 2003). Among the factors influencing the implementation of any teaching approach, teachers' attitudes play a crucial role because teachers' practices influence students' learning. (Cohen and Teller, 1994; Karavas-Doukas, 1996). Based on teachers' beliefs, and attitudes; there are studies, which showed teachers' negative attitudes toward CLT and its effect in implementing it in EFL settings. Mangubhai, Marland, Dashwood, and Son (2005) represented differences between Australian teachers' conceptions about the principles of CLT. In that, study teachers thought CLT put more emphasized on meaning-focused instruction rather than language structure and it would lead students to be insufficient in grammatical competence. Hawkey (2006) reported that Italian EFL teachers are not agree with the error correction principles of CLT and they believed the correction of grammatical errors was necessary. Pacek (1996) in the study of Japanese ESL teachers indicated that Japanese teachers are bound to Japanese educational rules and cultural traditions they were reluctant to implement CLT in the classrooms. Furthermore, Keiko (2004) in his study showed that in Japan despite the support of the ministry of education, the general practice of the English lessons in this country mainly based on grammar teaching. Also, Bal (2006) carried out a study on the teachers' perceptions of communicative language teaching in Turkish EFL setting theory versus practices and study revealed that the English teachers participated in the study generally did not apply CLT activities in their EFL classrooms.

Also other studies indicated teachers and students' positive attitudes toward CLT in EFL contexts. Cohen and Teller (1994) suggested that ESL and bilingual teachers who displayed positive attitudes toward CLT tended to implement CLT in their classrooms. Anderson (1993) pointed out that growing number of teachers and learners recognized the advantages of implementing CLT in the classrooms. Liao (2003) in a survey study reported that 94% of Chinese high school teachers displayed a favorable attitude toward CLT and were willing to practice it. In Iran, Razmjoo and Riazi (2006) conducted a case study to investigate public and private high school teachers' attitudes toward CLT and in their study, the results showed that both public and private high school teachers in EFL contexts favored the principles of CLT. As it is apparent in these studies teachers' attitude, reveal teachers' thinking about teaching language. Teacher beliefs are known to influence and guide teacher instructional decisions and actions (Nicholas & Fleener, 1994-95). The investigation of teachers' attitudes is a starting point to identify the possible contradictions between teachers' beliefs and CLT principles. Littlewood (1981) suggests that the idea of

the communicative approach may conflict with EFL teachers' existing thoughts about teachers' roles and teaching methods. The introduction of CLT to an EFL environment may involve the teachers adjusting their thoughts and changing their attitudes. Consequently, teachers understanding and beliefs about the characteristics of CLT can differed from those appearing in the methodology of CLT. So, because of that this study wants to obtain data about the knowledge of EFL teachers in Iran and Turkey about CLT principles and know which factors affect its application and to gain information about how CLT applied in these countries and does it have any positive effect in learning of students or not.

Statement of Problem

As CLT came as a new teaching approach to ELT applications, in most countries educational systems try to change their curriculum according to it and adopt principles of the CLT to their new teaching curriculum and teaching environment. According to see how this new approach work in ELT classes of different countries many researchers decide to study about it and find out how it is applicable in different contexts and which factors have positive effect on it and in other hand which factors have negative effect and make teachers reluctant toward using this methods principles in their classes.

The current study performs in the context of Teaching English as a Foreign Language (TEFL) like Iran and Turkey. This study is concern about the teachers' attitude toward application of CLT and its principles in EFL context because as it is apparent in such countries which English considered as a foreign language many factors effect teaching and learning process of foreign language. These factors can include teachers' level about competence of teaching, their experience in the area of teaching, personal attribute and attitudes toward teaching can affect their way of teaching and their ability to apply principles of a method. In addition to these, there are other physical factors like size of class, population of class, lack of teaching materials, which can affect teaching and learning a subject. Therefore, this research at first try to find about teachers attitude and do they apply principles of CLT in their classes, if they apply it how is it. Are they satisfied with its application? Alternatively, do they prefer the other ways? Then try to find out the major factors that do not allow teachers apply these principles in their classes.

Purpose of Study

Educational system of most of Middle East countries tends to apply CLT in their classes. Iran and Turkey are two countries, which English as a foreign language plays an important role in various issues. The purpose of this study is to compare the perception of teachers, academicians, and stakeholders on communicative approach and know how their perception and their role can have an effect on application of CLT. In addition, we try to find out about to what extent we can apply communicative approach in these two countries. Find answer to these questions can be helpful:

1. Is communicative approach applicable to the way of learning and teaching in Iran and Turkey? Why?
2. In which country is CA more applicable? Why?
3. How do Iranians and Turks use principle of CA in their classes?
4. Which principles of CA do these countries use the most?
5. Which aspects of CA are most preferred in each of these countries?

Importance of Study

It is a known fact that teachers' perceptions affect their classroom practices and their way of teaching. That is why there are many studies focusing on the relationship between language teachers' perceptions and practices. This study can help us to understand how communicative approach is important in learning a foreign language in countries that their native language is not English, and gain knowledge about perception of teachers and academicians about use and effect of communicative approach in teaching language. It also controls the role of stakeholders, as the head of the institutes and their role in application of this method. It also may help us to find out a new ways in order to have classes that are more effective and give our students opportunities to be successful.

Assumptions

The study based on the following assumptions:

- 1) It assumed that all the subjects' responses to the interviews are honest and sincere;
- 2) The interview questions utilized in the data collection process are valid and reliable;

3) All the teachers and academicians that we interview with them have knowledge about communicative approach and have an experience of applying this approach in their classes.

Limitation

The study has the following limitations:

The study was limited to six teachers, one academician, and one stakeholder in Turkey and six teachers and one academician and one stakeholder in Iran. This is a thesis of limited scope; the collected information regarded as sufficient.

Definition of Terms

Certain terms may appear repeatedly in the research. This concept clarification serves as a mere introduction of terms, discussed in more detail in ensuing chapters.

Communicative Approach: Halliday (1970) Communicative approach (to language teaching) aims at developing the communicative competence of the learners' who would include the learners acquiring the knowledge of communicative functions of the language and linguistic means to perform the different kinds of functions (Nurul islam, 2012).

Communicative Competence: Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication (Bagaric, 2007, p. 96).

CHAPTER 2

REVIEW OF LITERATURE

An Overview of English Teaching in Iran and Turkey

This section consist of background to the study which lays out a historical overview of teaching English as a foreign language in Iran and Turkey and how English has been taught so far.

History of English Teaching in Turkey

In Turkey, the official language and the medium of instruction in educational institutions is Turkish. In these days, English is the only foreign language that offered as a required subject at all levels of education in most of the schools in Turkey. Considering the location of Turkey in the world, it is like a bridge between Europe and Asia and in proximity of Middle East and Africa, so it plays an important role in transferring the culture of west and makes learning of English particularly important in order to have international relationship with other part of the world. Turkey became a member of North Atlantic Treaty Organization (NATO) in 1952 and still has some negotiations with European Union (EU) with the expectation of a full membership (Sarıçoban, 2012). According to these reasons, English become the most renowned language in Turkey and government prepared opportunities to enhance teaching and learning English. It is recognized that the introduction of English language into the Turkish education system dates back to *The Tanzimat Period*, the second half of the nineteenth century, which marks the beginning of the Westernization movements in the education system (Kırkgöz, 2005; as cited in Kırkgöz, 2007). At this time because of teaching science with French materials and teachers, the French used as foreign language. By coming new changes in educational system of Ottoman Empire, the missionary schools started to flourish. Robert College was the first educational institution that used English as the medium of instruction. Cyrus Hamlin in Istanbul founded it in 1863 (Sarıçoban, 2012). After this period Turkey, come across with *Republican Turkey* from 1923-1997. In this era, Atatürk made reforms on

national, social, cultural, and educational levels to establish an independent and modern nation (Kırkgöz, 2007). The first and the most important reform in education was “Unification of Education” which happened in third of March 1924. With this reform, Moslem theological schools were ended and modern schools were founded (Demirel, 2010). The writing language change from Arabic to Latin in 1928 and Atatürk try to adopt western culture and scientific ideas in to educational system of Turkey (Sarıçoban, 2012). By these reforms, Turkey improved its educational level, and become independent country in most of fields especially in education. As Kırkgöz (2007) mentioned in her article the third important era in Turkey was *Education Reform*, which happened in 1997. In this time Turkey’s educational system made a number of essential changes regarding to foreign language teaching (FLT) policy at all levels of education. As sarıçoban (2012) mentioned “the reform was introduced as “The Ministry of Education Development Project” and aimed at promoting effective English teaching in both public and private schools in country”. The new change extended the duration of compulsory primary education from five to eight and in order to expose students to English longer than before it introduced English to student from fourth grade of school (sarıçoban, 2012). In addition to these in 1997, the curriculum states that the main objective of the secondary level foreign language education is to improve the basic communicative skills of the learners through the integration of the four skills so that learners can be engaged in successful communication in the target language (MONE, 2001; as cited in sarıçoban, 2012). These reforms move Turkey’s educational system toward the communicative approach and highlight the importance of meaningful learning. After reforms of 1997 there are many positive changes observed in new education system and curriculum. Recent curriculum try to adopt EU principles in to classes, and more detailed theoretical information is provided on various aspects of the ELT, which include curriculum design issues, selection of appropriate teaching materials for different grades, the distinction between language acquisition and language learning, and how young learners and adolescents learn foreign languages, which is a crucial point to take into account when teaching both age groups (Ersöz *et al.* 2006; as cited in kırkgöz, 2007). Other important changes are the time that allocated to English lessons rise and the form of assessment change from paper and pencil to portfolio, which is more authentic than the previous ways of assessing.

History of English Teaching in Iran

In Iran, the official language and the medium of instruction in educational institutions is Persian. Iran like other Middle East countries has important role in political and economic issues of the area so in order to have international relationship with other countries it needs to know English as the world's most prominent language. In order to overcome the issue Iran needs to enhance the opportunities for teaching and using English language, and as a result, English assumes a pivotal role in the Iranian educational system. English is the only foreign language that offered as a required subject at all levels of education in most of the schools in Iran.

According to these factors, English language is one of the compulsory subjects in the Iranian curriculum. Before the Iranian Revolution, in order to make the situation ideal, English native speakers employed to teach English to the students, and after the Revolution of Iran in 1979, due to circumstances, the system has changed thoroughly and according to these changes, in the Ministry of Education an organization has been established to design the textbooks for schools. These course books taught in both private and public schools and all the teachers follow the same syllabus (Dahmardeh, 2009).

The first Iranian national curriculum in teaching foreign languages based on CLT goes back to 2007, under the supervision of the Ministry of Education (Nikian, 2014). The current educational system of Iran involves four levels: primary school, junior high school, high school, and pre-university. In this framework, pupils attend to primary school at the age of seven for five years and the primary school program includes different subjects such as Persian language, elementary science but English is not included in the teaching program of Iranian primary schools. After 5 years at primary level, students proceed to junior high. In this level, English is taught for three hours per week as one of the key subjects. Students proceed to high school for another three years after finishing junior high school and study English two hours a week. Reading comprehension is the most important part of high school textbooks (Birjandi, Nowroozii, Mahmoodi, 2002). Studying in pre-university level takes one year and English taught four hours a week. The pre-university English textbook designed based on meaning and structure while other levels focus on structure and form rather than meaning (Dahmardeh, 2009). The Iran-America society was the first formal English language institute, which was established in 1925. After the Islamic Revolution of 1977, the name of the institute was changed to the Iran Language Institute (ILI), and it underwent some changes in terms of management,

objectives, and curriculum (Niakan,2014). Gradually, due to the importance of foreign language instruction and deficiency of EFL instruction in Iranian public schools, many institutes were established all over the country, which use different textbooks for different age groups. Iranian private Institutes' instructions are based on 21 sessions lasting one and a half months. Language learners who are interested to improve their command of English efficiency in institute must sit for a placement test. Students are put into appropriate levels according to the results of the placement test and their achievement in class is evaluated based on midterm, final exam, and class activities. Thus, according to the findings of Razmjoo and Riyazi (2006) the principals in private institute in Iran focus on CLT rather than public schools. In addition, some researchers mentioned that although students study English for seven years at school but they are many factors that affect their learning and Dahmardeh (2009) explained these factors as below:

- 1) *Language competence of Iranian language teacher*, which refers to the point that teachers are, not qualified enough to implement communicative language teaching approach effectively and they need in service training in order to adopt them to new curriculum.
- 2) *The time available for language teaching within school year, which points the limited time*, allocated for English teaching in classes and in comparison to other countries, it is very short.
- 3) *Availability of resources* refers to crowded classes, which make it impossible to imply communicative base teaching.
- 4) *Lack of pupil's interest* refers to both textbooks and syllabus, which are structured base and discourage students in a way to see language learning as useful skills which help them in future.

History of Language Teaching

In order to understand the emergence of CLT, it is important to have a quick review on the history of the most popular traditional English teaching methods: the grammar-translation method, and Audio-lingual Method, which are going to apply in order to taught language. Then have a look to the communicative language teaching which is the subject concerned in this research.

Grammar-Translation Method

Grammar translation method (GTM) developed from the Classical Method, which used to teach the classical languages, Greek and Latin, in the western world for hundreds of years. Latin taught by focusing on grammatical rules, memorization of vocabulary, and translation of texts (Brown, 2001, p. 52). The focus of language teachers was to have students learn the code in order to read, write, and translate (Densky, 2003). This methodology generalized to the teaching of all languages; according to Chang (2009), the purpose of learning a foreign language was to be "scholarly" rather than to learn oral communication skills. As Brown (2001) mentioned in his book the main features of the Grammar Translation Method are:

1. Classes are taught in the mother tongue, with little active use of the target language
2. Much vocabulary taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation (p. 53).

Larsen-Freeman (2008) discussed the principles and techniques of the Grammar Translation Method. The main purpose of learning a foreign language is to be able to read literature and to help students develop their intelligence. In this method, the role of teacher is traditional. It expected from students of these classes to follow the teacher's instructions because the teacher is the authority in the classroom. The students translate written texts from one language to the other and they asked to memorize grammar rules and vocabulary words. The language used in the class is mostly the students' native language. The teacher corrects students' errors immediately in order to ensure the students know the correct forms. The focus of evaluation is on written tests in which the students translate from one language to the other and grammar rules.

GTM criticized for failing to enhance students' abilities to communicate in the target language (Brown, 2001). In addition, it created frustration for students by having them memorize endless lists of unusable grammar rules and vocabulary words (Richards and Rodgers, 2001). This method reflects quite accurately the practices of some language classrooms today, particularly in English as a Foreign Language (EFL) setting. It is also prevalent in classrooms where the instructor is not a native speaker of the target language and the emphasis is on academic mastery rather than communicative competence (Densky, 2003).

Audio-Lingual Method

In the 1950s when the Americans entered World War II, the Audio-lingual Method (ALM), which aimed at developing learners' oral proficiency, replaced the Grammar Translation Method, which emphasized intellectual and literary learning. These programs, known as the “Army Method”, involved pronunciation work, pattern drills, and conversation practice and language was seen as a series of structural patterns that should be learned in sequence by way of repetitive drills with correct responses being immediately reinforced (Densky, 2003). As Chang (2009) mentioned in his article unlike the Grammar Translation Method, the Audio-lingual Method has a strong theoretical base in linguistics as well as psychology. ALM was grounded in a learning theory resulting from the combination of structural linguistics and behaviorist psychology (Ellis, 1990).

Brown (2001) summarized the characteristics of the Audio-lingual Method:

1. New material presented in dialog form.
2. There is dependence on mimicry, memorization of set phrases, and overlearning.
3. Structures sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar taught by inductive analogy rather than deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance attached to pronunciation.

9. Very little use of the mother tongue by teachers permitted.
10. Successful responses immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content (p. 57).

The techniques commonly used in the ALM classrooms include dialog memorization, repetition drill, substitution drill, minimal pairs, and dialog completion (Larsen-Freeman, 2008). When come to the role of learners and teachers in ALM, Chang (2009) mentioned that ALM is a teacher-dominated method, which means the teacher directs and controls the behavior of the students. It means that the teacher has a role active while learners play a re-active role by imitating and responding to the modeled patterns, so as a result the learners have little control over the content and teaching. When look at the way, Audio-Lingual method follow for error correction it is visible that because ALM is based on the assumption of behaviorism and audio-linguicism so it views the learners' errors as the result of L₁ interference which should avoided or corrected (Ellis, 1990). As a result, in applying audio-linguicism to language teaching, teachers should implement many pattern-practice drills in order to prevent learners from making errors. When errors do occur, the teachers should immediately correct them (Larsen-Freeman, 2008).

Communicative Language Teaching

The Communicative Approach to Language Teaching is based on a theory of language as communication. The goal of language teaching is changed to develop what Hymes in 1972 referred to as 'communicative competence' (Borges, 2006). CLT aims to make communicative competence the goal of language learning by emphasizing the use of listening, speaking, reading, and writing in different contexts and purposes, acknowledging the interdependence of language and communication (Larsen-Freeman, 2008; Richards et al., 2001; as cited in Sanderson, 2013). To get an understanding of communicative competence's (CC) connection to CLT, this part will review CC's definition, four components of CC, and how it emerge use of CLT.

Communicative Competence

In the late 1960's the term communicative competence began appearing in discussions of the relationship of language and society. "Researchers in Great Britain (Campbell and Wales 1970), Europe (Habermasi, 1970-1971) and the United States (Hymes 1971) have used the term in a variety of interpretations to explore the relationship of communication, language, and society" (Berns, 1985). As Spada (2007) mentioned in her article :

In North America, Hymes' theory of communicative competence and the notion that knowing a language includes more than a knowledge of the rules of grammar (i.e. linguistic competence) but also a knowledge of the rules of language use (i.e. communicative competence) had a significant impact on CLT.

In 1971, Hymes introduced his theory of communicative competence in an effort to broaden current conceptualizations of language specifically those proposed by Chomsky in 1957, which dealt strictly with linguistic competence (Spada, 2007). According to Brown's (2007) account, Hymes did not think Chomsky's 'rule-governed creativity' could fully explain the "social and functional rules of language", and thus, he created "communicative competence" in his works published in 1967 and 1972, which has become a 'household word' since then (p. 198-199). Clearly, the term is the result of action to Chomsky's definition of competence that stresses the grammatical competence of the ideal native speaker; it demonstrates Hymes's expectation for the use of language in social context (Savignon, 1991, p. 264). Hymes (1979) suggested that competence should view as "the overall underlying knowledge and ability for language use which the speaker-listener possesses" and that is "involves far more than knowledge of grammaticality" (p. 13-14). Such competence should enable us to use functional language in certain social contexts; consequently, we are able to "convey and interpret messages" and "negotiate meanings" between one another (Brown, 2007, p. 199). Communicative competence is the goal of language teaching according to Hymes (Richards & Rogers, 2001), in order to be able to express themselves meaningfully in a speech community, learners need to develop CC (Spada, 2007).

Chang (2011) proposed four sectors of communicative competence: First, "whether or not something is formally *possible*". It refers to the notion of grammatical competence. It is concerned with whether an utterance is grammatically correct. Second, "whether something is *feasible*". It deals with its acceptability in addition to being grammatically possible. Third, "whether something is *appropriate*," this means that a sentence should be appropriate to the context in which it is used. Finally, "whether something is in fact *done*"

this implies that a sentence may be grammatically correct, feasible, appropriate in context, but have no probability of actually occurring

Four Principles of Communicative Competence

Many North American researchers like Bachman & Palmer, 1981; Canale, 1983; Canale & Swain, 1980 and Harley, Allen, Cummins, & Swain, 1990 were proposed different models of communicative competence. The first comprehensive model of communicative competence, which was intended to serve both instructional and assessment purposes, is that of Canale & Swain (1980), further elaborated by Canale (1983). This model posited four components of communicative competence:

1. *Grammatical competence* – It is the knowledge of the language code and it deals with sentence-level grammar like grammatical rules, vocabulary, pronunciation, spelling, etc. and it is closely associated with our understanding of the literal meaning of utterances.
2. *Sociolinguistic competence* – It is the mastery of the sociocultural code of language use and it is not restricted to the literal meaning of utterances which able us to use appropriate application of vocabulary, register, politeness and style in a given situation.
3. *Discourse competence* – It is the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).
4. *Strategic competence* – It is the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and as savignon (1997) mentioned it enable learners to sustain communication through “paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style” .(Celce-Murcia, Dornyei, And Thurrell, 1995, p. 7).

These four aspects of CC related to one another; they not only provide us the knowledge of language, but also skills that go beyond our mastery of the language. Above all, these components enable us with the capacity to use language communicatively (Li, 2011). According to these components of CC, Choudhury (2010) in his thesis referred to idea of Savignon (2002) about these four components of communicative competence that she states:

“One cannot go from one component to the other as when stringing beads on a necklace. Rather, when an increase occurs in one area that component interacts with other components to produce a corresponding increase in overall communicative competence” (p. 8).

It means that a classroom model of communicative competence should include all four components, and maintains that they are interrelated. So, that they can neither be developed nor measured separately.

History of CLT

The origins of communicative approach (CA) can be traced back to the mid-1960s, when linguists began to question the theoretical assumptions of traditional approaches, and particularly when Chomsky advanced the two notions of 'competence' and 'performance' as a reaction against the prevalent audio-lingual method and its views. Prior to the mid-1960's linguistic competence was associated primarily with grammatical knowledge. However, from the 1960's onwards, the second language learner thought to not only require a target language grammar capable of producing target language sentences but also require social and linguistic patterns (Richards and Rodgers, 2001). As different researches mentioned "Communicative Language Teaching (CLT) is an approach, rather than a method, to second and foreign language teaching" (Nunan & Carter, 2001; Richards & Rodgers, 2001). "It is a unified, but broadly based theoretical position about the nature of language and of language learning and teaching"(Brown, 2007, p. 241). As stated in Banciu and Jireghie (2012) "Communicative Language Teaching has been seen as an extension or development of the Notional-Functional Syllabus. As an extension of the notional-functional syllabus, Communicative Language Teaching places great emphasis on helping students use the target language in a variety of contexts and on learning language functions".

From a methodological perspective, in contrast to traditional or grammar-based approaches, CLT highlights communicative events rather than grammatical forms via learners' social interactions. In that sense, CLT methodologies emphasize genuine communication, that is, communication based on a real desire by the learner to understand and communicate meanings (Segalowitz and Lightbown, 1999). Therefore, the main objective of CLT has been the elaboration and application of programs and methodologies that promote the development of functional language ability through learners' participation in communicative event (Savignon, 2003, p. 55).

Communicative Language Teaching (CLT) is defined as an "approach that aims to: (a) make communicative competence the goal of language teaching and (b) develop

procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards & Rodgers, 2001, p. 66). In order to understand CLT thoroughly, all aspects of it should carefully examined. Brown (2001) describes basic principles of CLT in details as;

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
2. Language techniques designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The role of the teacher is that of facilitator and guide, not an all-knowing of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others (p. 43).

In addition, according to Richards and Rodgers (2001) Communicative Language Teaching has a rich and eclectic theoretical base, whose characteristics can be summarized as:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Nunan (1991) draws attention to exchange of information and mentions five features to characterize CLT. These are:

1. An emphasis on learning to communicate through interaction in the target language,
2. The introduction of authentic texts into the learning situation,
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself,
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning,
5. An attempt to link classroom language learning to language activation outside the classroom.

These five features are claimed by practitioners of Communicative Language Teaching to show that they are very interested in the needs and desires of their learners, as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad definition, any teaching practice that helps students develop their communicative competence in an authentic context is considered an acceptable and beneficial form of instruction (Rao, 2002). Furthermore, according to Yang and Cheung (2003), CLT methodologies advocate:

1. Emphasis on purposeful and meaningful activities,
2. The use of authentic elements,
3. The use of the extra materials besides textbook activities,
4. Avoiding from mechanical drills in pair or group work activities,
5. Diversity of activities (p. 17-18).

Weak and strong version of CLT

CLT consists of a strong version and a weak version. Howatt (1984:279) made distinction between the weak and the strong versions of CLT. The weak version (Weak CLT) “stresses the importance of providing learners with opportunities to use their English for

communicative purposes”, while the strong version (Strong CLT) “advances the claim that language is acquired through communication.” The Communicative Approach is a hazy concept, which can have a variety of meanings along the continuum between a strong version and a weak one (Liao, 2003). Howatt (1984, p. 279) describes the former as “‘using English to learn it’” and the latter as “‘learning to use English’”.

Principles of CLT

As contexts vary, and learners’ needs are different, establishing what specific job is to do in the classroom should not be overgeneralized to similar or different settings. Instead, several authors (Berns, 1985; Larsen-Freeman, 2008; Richards et al., 2011) propose different principles that teachers can consider when working with CLT in their classrooms (sanderson, 2013). These principles are related to the role of the teacher, role of the learner, importance of grammar, error correction in the classroom, activities (group work), and the materials in CLT.

Role of Teacher in CLT

CLT changed the view of teaching languages from a traditional teacher-centered approach to a learner-centered approach. Consequently, the role of the teacher also changed from a transmitter of knowledge to a co-communicator and guide (Larsen-Freeman, 2008; Richards et al., 2001). Teachers are around to organize class activities, supply the language that is needed by the students, or engage them in communicative activities (Larsen-Freeman, 1987). The role of the teacher becomes critical in order for students to adopt the communicative style of learning. Teachers need to know: who their students are what their strengths and weaknesses as learners are, what cultural barriers they may have, and what environment is most conducive to their language development. The teacher needs to be able to analyze the learners’ emotional reaction to learning tasks as well as having a solid understanding of the language skills being taught (Densky, 2003). Therefore, teacher needs to take on different roles in the classroom. “Teachers are information-gatherers, decision-makers, motivators, facilitators, analyst, input providers, counselors, friends, providers of feedback, and promoters of multiculturalism” (Scarcella & Oxford, 1992, p. 4).

The teacher as facilitator facilitates and mediates communication for all the learners through communicative experiences and interactions. The facilitation needs to be between all the participants in the classroom, among these participants, and between the participants and materials (Breen and Candlin, 1980). In addition, teacher as an analyst observes and analyzes the interactions that happen inside the classroom, as well as the learners' capabilities, knowledge, and abilities they bring to the English class (Breen et al., 1980). Finally, the teacher as a counselor and a group manager provides feedback, clarifies questions, and confirms what the learners have expressed to reassure that the messages are understood by, or are understandable for the intended hearer.

Role of learner in CLT

It is clear that the theory, methodology, and activities that combine to form Communicative Language Teaching require initiative on the part of the student for establishing communication (Densky, 2003). In learner-centered approach, students are the center of the learning process, and main contributors to their knowledge. The learner-centered approach gives students a sense of "ownership" of their learning and enhances their motivation (Brown, 2001). The techniques of learner-centered instruction include:

1. Focusing on or account for learner's need, styles, and goals,
2. Giving some control to the students (group work or strategy training),
3. Allowing curricula to include the consultation and input of students and that do not presuppose objectives in advance,
4. Allowing students' creativity and innovation,
5. Enhancing students' sense of competence and self-worth (p. 80).

Breen et al., (1980) saw the role of the learner as that of negotiator between him/herself, among the other learners in the classroom, between the materials, and between the activities. Learners should make use of their previous knowledge to communicate with, interact with, and contribute to their peers in the classroom.

Errors in CLT

Errors are seen as a natural process of learning a language. Errors are tolerable, and their treatment should be oriented to communicative competence, rather than on language form. The teacher does not make note of the errors to work on immediately (Larsen-Freeman, 2008). The teacher can postpone the clarification of errors for later moments in the class in order to promote communication.

Activities in CLT

Activities are crucial for CLT. Communicative activities are activities that learners engaged in where their main purpose is to communicate meanings effectively (Littlewood, 1981). Regarding CLT classroom practice, Littlewood (1974) suggests that the emphasis should place on the creation of communication situations in which messages can be sent and received. Normally the practice of CLT can found in content-based and task-based instruction (Nunan, 2004). Some of the activities that would be representative of Communicative Language Teaching are games, information sharing activities, task-based activities, social interaction, and functional communication practice (Richards and Rodgers, 2001). According to Larsen-Freeman (2008), the activities should have information gap, choice, and feedback: **Information gap**: In real life, when communication takes place between two (or more) people, one of whom knows something that the other(s) do(es) not knows. The purpose of the communication is to bridge the communication gap. **Choice**: In real life communication, participants have a choice as to what to say, and how to say it. **Feedback**: In real life communication, one person speaks to another because he/she wants to reach an aim, such as to invite, to complain, or to threaten someone. What the other person says back will evaluated in terms of that aim (Huang, 2005). In this sense, the learners will share information, negotiate meaning, and interact with each other.

Littlewood (2007) proposed a sequence for teachers who are used to the traditional approach to expand their instruction to communicative activities. A framework of five categories from activities that focus on form to activities that focus on the communication of meanings is described below:

1. Non-communicative learning, including grammar exercises, substitution drills and pronunciation drills.

2. Pre-communicative language practice in which the focus is primarily on language but also oriented towards meaning, for example, question-and-answer practices, in which the teacher asks questions to everyone who knows the answer.
3. Communicative language practice, which learners still work with a predictable range of language but use it to convey information. For example, using recently taught language as a basis for information change.
4. Structured communication, focusing on the communication of meanings, in situations structured by the teacher to ensure that learners can cope with it with their existing language resources, for example, complex information-exchange activities or structured role-playing tasks.
5. Authentic communication, which the strongest focus is on the communication of messages, and the language forms are correspondingly unpredictable, for example, discussion, problem-solving, content-based tasks and larger-scale projects (Littlewood, 2007, p. 247).

Materials in CLT

The materials in CLT should be authentic, oriented to promote communication, and should provide opportunities to develop strategies for communication (Larsen-Freeman, 2008). As many researchers like Brown, 2001; Littlewood, 1981 and Savignon, 2001 stated classroom materials and activities are thus selected to reflect real-life or authentic situations (Choudhury, 2010). Richard J.C. and Rodgers T.S. (2001; cited in Qinghong, 2009) based on the idea that the material should influence interaction and language use in the classroom, summarized three kinds of materials currently used in CLT:

1. Text-based materials: Textbooks that are used in the language classroom are the most important one, and they should be used in order to promote communicative competence and in addition, textbooks are designed to help teachers have the courage to self-reflect, improve their teaching, and thereby have a larger stake in their teaching.
2. Task-based materials: include games, role-plays, simulations, and task-based communication activities to promote communication. In task-based instruction, Phrabu (1989) identified three formats. An opinion gap format that requires learners to exchange views and attitudes around a prescribed topic; second is an information gap format that

requires learners to engage in transfer and exchange of information to complete a task; and third, is reasoning gap format that necessitates learners' to provide support for an application taken to solve a problem.(Plumb, 2008)

3. Realia: Authentic material from real life, for instance magazines, signs, advertisements, newspapers, objects, toys, graphic and visual sources around such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can used to support communicative exercises, such as a plastic model to assemble from directions.

However, no matter the type of materials, there are pedagogical implications that the teacher needs to account for before choosing the material. The teacher should pay attention to the course goals, learners' needs, and social context where communication will take place.

Misconceptions about CLT

Considering actual teaching practices, CLT well established as the dominant theoretical model in ELT. However, Thompson states that although Communicative Approach accepted by many applied linguists and teachers as the most effective approach among those in general use, there are still a number of misconceptions about what it involves. Thompson (1996) suggests some misconceptions among practicing teachers in different parts of the world. Five common misconceptions of CLT are:

1. CLT means an exclusive focus on meaning
2. CLT means no explicit feedback on learner error
3. CLT means learner-centered teaching
4. CLT means listening and speaking practice.
5. CLT means avoidance of the learners' LI.

1. CLT means an exclusive focus on meaning: Thompson (1996) states that the belief of CLT doesn't teach grammar is the most common and reasonable misconception. Because many applied linguists like Prabhu (1987) and Krashen (1982) keep away from explicit grammar teaching. According to them grammar teaching is impossible because the knowledge that speaker needs in order to use a language is simply too complex and grammar teaching is unnecessary because grammar cannot be passed on in the form of

stable rules, but can only be acquired unconsciously through exposure to the language. Indeed, CLT was not conceptualized as an approach that was intended to exclude form but rather one that was intended to include communication.

2. CLT means no explicit feedback on learners' error: Another misconception about CLT is that it should not include corrective feedback. This is likely because many teachers have been educated to believe that errors are evidence that the learner is testing hypotheses about the target language and in the process, progress is being made. The assumption is that with sufficient time and opportunities to hear and practice the target language, the learners' errors will eventually replace with target-like forms. In fact, the type of corrective feedback that is widely encouraged and accepted in CLT is implicit and indirect and does not interfere with communication.

3. CLT means learner-centered teaching: As it is known, one of the main themes of, CLT is that learners have more control and autonomy for their learning. Therefore, it has resulted in greater opportunities for student-initiated discourse in CLT classrooms (Frohlich, Spada, & Allen, 1985). One of the learner-centered activities which can apply is group work, although group work can help students to improve their communication skills and be more active in compare to teacher-fronted classes but according to findings of Long and Porter (1985), they emphasize that group work needs to be combined with other teacher-fronted activities in L₂ classrooms. This means that students alone and without any feedback cannot control their learning.

4. CLT means listening and speaking practice : The misconception about the view that CLT emphasizes speaking and listening may have arisen in part from the fact that listening and speaking have been the focus of L₂ instruction for quite some time. In traditional methods like ALM, there were always emphasize on listening and reading and no attention to productive skills, but by passing the time they understand that they cannot gain productive skills by the ways they think so many researchers try to find way in order to have all four skills together. Thus, in many ways, the developments in L₂ reading and writing research and pedagogy took place separately from CLT theory and practice. Nonetheless, it is important to note that from the beginning, many theorists agreed that one of the basic tenets of CLT was that linguistic (Savignon, 1997). In his discussion of the importance of attention to discourse in CLT, Widdowson (1978) claimed: "What the learners need to know how to do is to compose in the act of writing, comprehend in the act

of reading, and to learn techniques of reading by writing and techniques of writing by reading" (p. 144).

5. CLT means avoidance of learners' L₁: The argument against the use of L₁ in L₂ classrooms is obvious: Learners need as much exposure to the target language as they can get in order to become successful learners of that language. According to this misconception, in CLT students cannot use their L₁ in order to make learning process easier but it is not true because there are many researches Swain and Lapkin (2002) and Turnbull (2001) that show use of L₁ help students in order to gain L₂ more efficiently. Although evidence shows that the L₁ can have an important and positive role to play in L₂ learning, one must be careful about exactly how much L₁ use is productive. In foreign language settings, where the learners' exposure to the target language is restricted to the classroom, it is advisable to maximize target language exposure and minimize L₁ use.

To sum up, Savignon (2001) in her recent works also suggested that it is time to discuss what CLT is not. She stressed that CLT is not concerned only with face-to-face oral communication. It also engages learners in negotiating meanings by reading and writing. In addition, CLT involves not only small group or pair work. In some context, students can work on tasks alone for communication purposes. Finally, CLT does not exclude rules of grammar. The essential goal of CLT is to develop the learners' ability to use this knowledge.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study is to compare the perceptions of Iranian and Turkish English teachers, and academicians about Communicative Language Teaching. Its aim is to gain information about teachers' background knowledge according to this approach and see how CLT is applicable in English classes of each country, and also this study inform us about the perception of stakeholders and their role in application of CLT in both countries. The research questions generated from the statement of purpose are as follows:

- 1) Is communicative approach really applicable to the way of learning and teaching in Iran and Turkey? Why?
- 2) In which country CA is more applicable? Why?
- 3) How do Iranians and Turkish teachers use principle of CA in their classes?
- 4) Which principles of CA do these countries use the most?
- 5) Which aspects of CA are most referred in each of these countries?

In order to answer these questions, research design combining a qualitative interview and use of check list in observations is conducted in this study. Also by use of constant comparative method, the study will find the key point in participants' perception about CLT. Reasons for applying qualitative method with observation are provided in the next section, followed by instrument development, population and samples, data collection procedures and data analysis.

Research Design

In this study, a qualitative research is employed. A qualitative research design was chosen because the study deals with personal perspectives and experiences and in order to make sure that result from qualitative data are true observation checklist employed to raise the

validity and reliability of the study. Here is the definition of method, which this study used in order to find expected result.

According to Fossey, Harvey, McDermott and Davidson, (2002, p. 717): “Qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans’ lives and social worlds”, and as Dörnyei (1960, p. 24) mentioned in his book:

“Qualitative research involve data collection procedures that results primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods. Typical example: interview research, with the transcribe recordings analyzed by qualitative content analyses”.

In addition, according to Hoepfl (1997) qualitative research has five main characteristics:

1. Qualitative research uses the natural setting as the source of data. The researcher attempts to observe, describe and interpret settings as they are, maintaining empathic neutrality.
2. The researcher acts as the human instrument of data collection.
3. Qualitative researchers predominantly use inductive data analysis.
4. Qualitative research reports are descriptive, incorporating expressive language and the presence of voice in the text.
5. Qualitative research has an interpretive character, aimed at discovering the meaning events have for the individuals who experience them, and the interpretations of those meanings by the researcher.

This research method helps the study to look at the research questions in depth and control it from several points of view. In present study data gathered by use of interview in order to find out teachers perception about communicative language teaching and the way they imply it in their classroom, so the study uses grounded theory as one of the best way of analyzing data of qualitative research in order to generate a theory from collected data. As Strauss and Corbin (1994, p. 273) remark: “grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed”. Grounded theory is a systematic theory, using systematized methods of theoretical sampling, coding constant comparison, the identification of a core variable, and saturation (Cohen, Manion & Morrison, 2007, p. 491). “In constant comparison the researcher compares newly acquired data with existing data and categories and theories that have been devised and which are emerging, in order to achieve a perfect fit between these and the data” (Cohen et al., 2007, P. 473). By using constant comparison for analyzing data at

first the researcher compares the new data with existing data and categories, so that the categories achieve a perfect fit with the data. If there is a poor fit between data and categories, or indeed between theory and data, then the categories and theories have to be modified until all the data are accounted for, and after these procedures when every data and categories are in their place, researcher comes in to a conclusion and can make a new theory out of the data (Cohen et al., 2007, p. 493).

Participants

Sixteen people participated in the study. Eight of the participants are from Iran and the other eight participants are from Turkey. In each group, there are six students, who do their masters in English Language Teaching program and all of them have experience of teaching English in language institutes. There is a professor who teaches in university in the department of foreign language teaching and there is a stakeholder. In this study, the researcher interviewed participants. It should mention that all participants take part voluntarily in the study and the participants were informed briefly before the interview. During the interviews participants explained views and experiences about CLT and its application in their classes. In order to respect to the right of interviewees the study use sign of “I” for Iranian interviewees and “T” for turkey interviewees instead of the real name of persons.

In order to choose participant in Iran I called one of my old friend who was my friend when I did my bachelor study in Iran. As she advised me to go to her university, where she does her master in Tehran (Al-Zahra University) and she helped me to select some of her friends who are experienced teacher in teaching English. The first interviewee (I₁) graduated from field of English language and literature in semi- private university and she continues her study in master of English language teaching in public and one of the best universities of Iran. She has experience of teaching English for children and teenagers for about two years. The second interviewee (I₂) graduated from English language, literature field in semi-private school and now do her master in Azad (private) university of Karaj, and she has five years of experience in teaching English. Third interviewee (I₃) graduated in field of Russian language translation from Moskva state university in Russia. She does her master in Al-Zahra University in Tehran and she works as a teacher for two years. The fourth interviewee (I₄) graduated from English language teaching and does her master in same field in Al-Zahra University and she has eight of experience of English teaching. The

fifth interviewee (I₅) is a graduate student of English translation and now is a master student of English language teaching and she has three years of experience in teaching. The last interviewee (I₆) doesn't mentioned anything about her previous study but now she do her master in Al-Zahra university in English language teaching field and she has three years of experience. The Assistant Professor (I_a), who participate in the study, studied her master degree in Modern English Language at Glasgow University of Scotland in United Kingdom. After that, she took her PhD degree in Teaching English as a Foreign Language (TEFL) at Allameh Tabatabaee University in Tehran and now she is an Assistant Professor in Al-Zahra University in faculty of literature and languages. The last person (I_s) who participate in interview, which take placed in Iran is the stakeholder or in other word the supervisor, organizer and curriculum planner of one of the English institutes, which is located in Tehran and provide situation to teach general English to all levels including children, teenagers and adult and also have preparation classes for specific exams like TOEFL, IELTS and TOLIMO (The Test of Language by the Iranian Measurement Organization). He took his master degree from Shahid Beheshti University in Tehran in the field of English Translation and he has eight years of teaching experience. The following table gives direct information about participants.

Table 1. Background Knowledge about Iranian Interviewees:

Nick name	gender	experience	university
Academician I _a	Female	25 years	Al-Zahra University
Stakeholder I _s	Male	8 years	Shahid Beheshti University
I ₁	Female	1 year	Al-Zahra University
I ₂	Female	7 years	Islamic Azad University of Karaj
I ₃	Female	2 years	Al-Zahra University
I ₄	Female	8 years	Al-Zahra University
I ₅	Female	3 years	Al-Zahra University
I ₆	Female	3 years	Al-Zahra University

In Turkey, four of participants were my classmate in MA classes of English Language Teaching field in Gazi University. The first interviewee (T₁) who graduated from field of English language teaching from Gazi University and now she does her MA in Gazi University and she has one year of teaching experience and she works as a research

assistant in Gazi University. The second participant (T₂) studies his MA and works as a research assistant in Gazi University. The third interviewee (T₃) does her MA in ODTÜ in field of English Language Teaching and has four years of teaching experience. The forth interviewee (T₄) graduated from field of English literature and now she does her MA in ELT at Gazi university and also she has ten years' experience of teaching English and now she is a lecturer in university. Fifth interviewee (T₅) who takes part in interview and she does her MA in Gazi University in field of ELT and she is a research assistant there too. She has one and half year of teaching experience in ministry of education as an English teacher for primary and secondary school in Ankara. The last interviewee (T₆) is a lecturer in Gazi University, does her MA in field of ELT, and has five years of experience in teaching. The Associate Professor of Gazi University (T_a) who participate in this study, graduated from ELT department of Gazi University. He has twelve years of experience in teaching English. The last participant is the head of one of institutes in Turkey (T_s). He has ten years experienced of teaching and he graduated from Ph.D. program of Measurement and Evaluation in Teaching from Hacettepe University. The following table gives direct information about participants.

Table 2. Background Knowledge about Turkish Interviewee:

Nick name	gender	experience	University
Academician T _a	Male	12 years	Gazi University
Stakeholder T _s	Male	10 years	Hacettepe University
T ₁	Female	1 year	Gazi University
T ₂	Male	1 year	Gazi University
T ₃	Female	3 years	ODTÜ University
T ₄	Female	10 years	Gazi University
T ₅	Female	1.5 year	Gazi University
T ₆	Female	5 years	Gazi University

Context

This study tries to collect data from two countries, which English considered as a foreign language. In order to collect valid data researcher tried to choose participants who are educated in field of English language teaching and EFL classes in both of the countries to uncover relation between teachers' perception and their practice.

In order to have a deep understanding of educational system in these two countries this study provides some information about materials, curriculum and teachers' knowledge background and in sum has a comprehensive look in to educational system in Iran and Turkey.

In Iran English has been included in the educational curriculum and special attention has been given to it because like many other countries in the world use of technological resources become common and it needs knowledge of English and the other reason is mastery of English facilitates cultural exchanges.

For many years Iran' educational system was based on 5-3-3-1. This system includes four levels: 1. primary school, 2. Junior high school, 3. High School and 4. Pre-university. Students from the age of seven attend primary school but there are also large numbers of students who attend pre-primary school in order to be familiar with subjects in school and school's atmosphere but it is not obligatory. In primary school, students study variety of subjects like Persian language, elementary mathematic, elementary science, and social sciences. There is no sign of English in this period except some private schools and in exceptional talents schools but it should be mentioned that most of the children start attending in to English classes in institutes when they are in primary school. After studying five years in primary school then they start their junior high school at the age of twelve for three years. In this period English becomes as one of the key lessons in education curriculum and from this level onward English become an obligatory lesson. In this level, English taught for three hours a week and dialogues, pattern practice and words are the major components of textbooks designed for this level (Birjandi & Soheili, 2004). After junior high school, students proceed to high school at the age of fifteen for another three years and they study English for two hours a week. In this level reading comprehension is the main point in textbooks (Birjandi, Soheili, Nowroozi, & Mahmoodi, 2000). After high school, students start to study pre-university level for one year and in this level, they study English for four hours a week and the textbooks emphasize on the reading method. Following table, summarize the previous education system in Iran public schools (Razmjoo & Riazi, 2006).

Table 3. Data about Iran's Schools before Changes Occurred In 2013

Age	Levels	Hours dedicated to English
7-11	Primary school	-
12-14	Junior high school	Grade 1 = two hours a week Grade 2&3= three hours a week
15-17	High school	Grade 1= three hours a week Grade 2&3= two hours a week
18	Pre-university	four hours a week

The new educational system of Iran changed to 6-3-3 and educational system decide to change this system into 3-3-3-3 in near future. The new system applied in schools from 2013 and it contains six years of primary school, and divides high school in to two parts: three years for first part of high school and three years for second part of high school and with this method, they try to recover the gap between primary and first grade of high school. In new curriculum which planned for new system it emphasized on the importance of learning English as a major key for international relations and in order to be update with technology and it also mentioned learning a foreign language will have an effect on cultural relationship, tourism industry, trade and to improve political and social consciousness of learners. It aims to provide learning situation in which students can developed all four skills and it should learn sufficient amount of vocabulary, and different skills and structure in order to able students to have acceptable level in world. According to new curriculum teaching English start from the first year of first part of high school and it, aims to put same emphasize on four skills. In second part of high school, students can read and understand intermediate reading texts and they should be able to write a short essay and can understand and speak English language. The program indicates that students study English only two hours in a week. The following table shows the new change in educational system of Iran.

Table 4. New System of Iran's Schools After 2013

Age	Level	Hours dedicated to English
7-12	Primary school	-
13-15	First part of high school	1 st , 2 nd & 3 rd grade = two hours in a week
16-18	Second part of high school	1 st , 2 nd & 3 rd grade = two hours in a week

The textbooks, which are used in Iran's schools, are designed and prepared by the Ministry of Education. Texts books are designed according to traditional method like GTM and the focus of books are on grammar, reading, and vocabulary and there is no attention to listening and speaking skills. Students only have student book to learn language and there is no workbook or other teaching materials, which make the process of learning easy. In addition, it is important to mention that, there was no change in content of books for more than twenty years until two years ago, the ministry of education decided to change the books' content and tends it to communicative methods. However, they try to change it one by one and as a result; last year they changed the book of first grade in high school. The new book focuses on the all four skills of learning language and it tries to teach grammar indirectly and does not put it in first place. The new set of book include student's book, work book, teacher's book , CD which is a software designed according to book and try to improve students listening ability and also help them to repeat the lesson's important points as much as possible and also it includes flash cards for each lesson. They try to change class arrangement and make more suitable situation for learning.

Besides learning English at public schools as it is mentioned above students start to learn English in private institutes when they are at primary school period, although English is not taught to them at school. The first private English language institute in Iran was Iran-America society, which established in 1925 but its name changed to Iran Language Institute (ILI) after Islamic revolution in Iran in 1977. After that, little by little the number of private institutes increased in different cities because the importance of learning English increased and the other reason was the shortcoming in EFL instruction. Today there are 6800 private language institute in Iran, which 1000 of them are in Tehran the capital of Iran. In most of institutions the normal term lasts two and a half months which is equal to twenty session that means two times a week and each session last one and half hour and

also there are intensive courses which are held six to eight hours in a week. The most popular books, which used in institutions in Iran, list in the following table:

Table 5. List of Books Which Used in Iran's English Language Institutes

Level	Name of books
Kids	Bravo, Family and Friends, Jolly Phonics, Backpack, English Time
Teenagers	Cambridge English for school, English result, Top Notch
Adolescent and Adults	Top Notch, Interchange, World English, Headway, IELTS textbooks, TOEFL textbooks

In these institutes, language learners try to improve their speaking and listening skills and be proficient in language usage. In order to register in these classes, learners sit for a placement test and based on the result of that test they are put into appropriate levels and in order to assess their success in classes they evaluated with mid-term, final quizzes and class activities and some time there are speaking exams in which head teacher of institute interview with students and put a mark for them.

After being familiar with educational system of Iran, in order to gain more information about educational system in Turkey the study summarize the features of teaching English as a foreign language in Turkey's public schools and private institutions. In Turkey, the system of education from 1997 up to 2012-2013 included eight years of compulsory education but from 2012-2013 it changed to twelve years of compulsory education. It based on 4+4+4 system. The primary school lasts eight years and it is directed to children between six to fourteen years. The first four years of Primary School is referred to as First School, and in this level according to new changes in ministry of education, students will be familiar with English from second grade instead of fourth grade. Moreover, they start learning a foreign language for two hours in a week and in addition, they trained with visual and auditory curriculum in all subjects. After students finish first four years of primary school they enter the second four years of primary school which it name as junior high school. In this level fifth and sixth grade students have three hours of foreign language in their weekly program and seventh and eighth students have four hours each week. Students attend to high school after the eight years education in primary school. High school in Turkey contain four grades (9th, 10th, 11th, 12th) which in ninth grade students have three hours of foreign language in their program and in other three grades

they have two hours of English in each week. Beside these, in Turkey there are other foreign languages like French, German, Spanish, which students can choose them as an optional subject. It takes its place in students program from fifth grade onward to eight grades for two hours in a week. In high school, there are German literature, English literature and French literature and two other foreign languages which all grades have an option of one hour for literatures and only 11th and 12th grade students can choose other first and second foreign languages for four hours in each week. The following table show the Turkey education system in sum:

Table 6. Data about Turkey's Schools

Age	Level	Hours dedicated to English
6-9	First level of primary school	2 nd , 3 rd and 4 th grade= 2 hours in a week
10-13	Second level of primary school	5 th and 6 th grade = 3 hours in a week 7 th and 8 th grade = 4 hours in a week For optional lesson all grades can choose foreign language = two hours in a week
14-17	High school	9 th grade = 3 hours in a week 10 th , 11 th and 12 th = 2 hours in a week For optional literature of foreign languages all grades = one hour in week Optional first or second foreign language 11 th and 12 th = four hours in week

Beside schools in Turkey, there are many language institutions that teach foreign languages for all levels from kids to adult, and there are classes to teach English for especial purposes, in addition to these, they held classes for international English exams like IELTS and TOEFL. The program and hours of teaching are different from one institute to other and they try to be flexible with the needs of learners that according to their need they can cover a term in five to twelve week. Most of them have intensive classes which held only at weekends for five to eight hours in a day or normal classes in three or two times a week that each session last two to three hours. In general, most of institutes plan a program of 96 to 110 hours of education for a term and according to

different weekly programs, they divide it properly. The most popular books, which used in institutions of Turkey, listed in the following table:

Table 7. List of Books Which Use in Turkey's English Language Institutes

Level	Books
Kids	Discover starter, star kids, smiley, kids corner
Teenagers	Challenges, spark , teens corner
Adolescent and Adults	Activate , Top Notch

In language institutes in Turkey syllabus of class based on textbooks and the emphasis is on all the four skills but as it is clear there is less emphasize on listening and speaking skills in compare to the other ones. All the institutes try to makes some extra advantages for leaners in order to encourage them to learn English by providing free conversation classes, free vocabulary learning technique classes, go shopping, drama, celebrate different British events together, watching films or cartoons in class and so many other things that improve the desire of learners to learn English in these institutes.

Instrument

Taking into account the purpose and focus of the study, in this research, interviewing, and observation used as a means of gathering data. The study randomly chose some of participants for observation after interviewed with them in order to control and find the relation between participants' perspectives and their practice in their classes. Interview environment was chosen by participants in order to felt secure and comfortable. Interviews were made one by one, recorded, and transcribed accurately. Interviews lasted for 15- 20 minutes. Questions were asked in a flexible way and views of participants were evaluated in an unbiased way. Then the study used constants comparative method and compared all participants' answers with each other in order to find out key points.

Data Analysis

The analysis of data tries to elicit meaning and bring order to data, which are collected through interviewing and observation in this study. The data obtained from interviewing the participants transcribed, and in order to analyze them, the study use constant

comparative method. By using this method study constantly, compare the main points of communicative language teaching which are known widely with the points that are mentioned by participants in order to reach a conclusion that which main points of CLT method applied and known by participants and which points do not play important role in EFL classes.

In order to analyze data at first data which are gather from Iran analyzed and evaluated separately then with the same way data which gathered in Turkey analyzed too. In next stage, the data from two countries compared with each other and the result come out.

The study tries to find answer for these questions, which are the base for the study:

1. Is communicative approach really applicable to the way of learning and teaching in Iran and Turkey? Why?
2. In which country is CA more applicable? Why?
3. How do Iranians and Turks use principle of CA in their classes?
4. Which principles of CA do these countries use the most?
5. Which aspects of CA are most preferred in each of these countries?

CHAPTER 4

FINDING AND DISCUSSIONS

Finding and Discussions

In this part, the data which is gathered through interview with Iranian and Turkish participants is analyzed and according to the findings the study tries to make a conclusion in order to find answers for research questions of the study and at last compare finding with previous studies in order to support findings.

Research question 1: Is communicative approach applicable to the way of learning and teaching in Iran and Turkey? Why?

According to the data gathered from Iranian and Turkish teachers, most of interviewees believe that they know the main principles of CLT and they prefer to follow and apply these principles in their classes. One of the main principles of CLT that most of interviewees are familiar with is the use of authentic materials like bringing magazines, brochures, short stories, or short news in order to improve the reading, speaking, and understanding skills of learners. Also they put emphasize on watching cartoons, films and videos in order to make students familiar with American or British people's culture and accent and in order to improve listening, understanding and speaking of learners. Another main point that mentioned in the data is, interviewees focus on communication and they try to find ways in order to motivate students to take part in activities and feel relax in the class so they can start speaking without any fear. Some of teachers also mentioned that they try to ignore the mistakes of students and consider those mistakes as a sign of learning. Most of them believed that group work and pair work help students to be more active in participating in process of learning. They try to lead the system of teaching to be more student-centered, learners see themselves as a person who is responsible for their learning, and they understand that the teacher is not the only person who should control and be responsible for learning of students. In addition to these according to gathered data, they pointed out that they try to focus on all four skills of teaching language and make use of different kind of activities in order to make process of learning easier and interesting. However, as it becomes clear from the data, there is only little application of CLT

principles in most of schools and institutes. Interviewees mentioned that as an English teacher, they see their responsibility to move toward more creative and new method of teaching and they try to do their best to have communicative based class but they cannot change it alone because there are many other factors that make the application of new methods difficult or sometimes impossible. As it is clear from the data, some of these factors are syllabuses and curriculums that prepared according to old system and method of teaching, or textbooks, which are not according to the creative way of teaching, and entrance exam of universities like Konkur in Iran and YDS (Yabancı Dil Sinavi) in Turkey. Mostly they put emphasize on grammar, vocabulary learning, and reading skills and there is no attention given to listening, speaking, and writing skills. In case of Iran, textbooks did not change for more than twenty years. Other important factor, that has an effect on use of CLT principles are the testing system that is exist in both countries. All national standardized test and school exams are only test learners' knowledge of grammar, vocabulary, and reading skills and there is no place for listening, speaking, and writing in these tests. Because of that students, parents, and head of schools and institutes force teacher to cover all the materials students need to be successful in their exams and this limit teachers to teach and repeat grammar points, essential vocabularies, and teach techniques of testing in order to do their responsibility and known as a good teacher. The last but not the least point that have an effect in application of communicative way of learning is that, English teachers who teach in state schools or institutes do not graduate from field of English teaching. Therefore, most of them are not aware of methods and ways of teaching. In addition to these, there is not enough in-service training and if there is, teachers do not see themselves obliged to take part in such a course because without it they can work as a teacher. In most of teaching English classes, the language of instruction is the native language of students, so it decreases the chance of leaning and communicating in foreign language. According to all these, it can be inferred from the data that although application of CLT principles is preferred by interviewees and most of them do their best to make use of them but in general there is no or only a little application of CLT principles take place in both state schools and language institutes in both countries. In order to have closer look to the condition of teaching and learning in both countries there will be a short overview to the data gathered from Iran and Turkey.

As Turkish interviews mentioned they all are familiar with principles of CLT and they try to use these principles in their classes and do their best to have communicative based

classes. The most important principles of CLT in Turkish interviewee's opinion are student-centeredness, pair work, and group work, focus on communication and use of variety of communicative activities like drama, jigsaw, and information gap. But they also mentioned that, there are many obstacles like lack of enough time, lack of teaching materials, strict control of stakeholders that don't allow them to feel free in their teaching, and the most important point is the testing system that force them to choose traditional methods like GTM in order to fulfill their responsibility as a teacher. As some of them point out, they have problem in implementation of CLT principles but their do their best:

"I can't say I fully applied CLT principles in my classroom, but as much as I can, I try to incorporate CLT in my classroom. But sometimes students because of their proficiency level or lack of motivation or other things like anxiety are not much willing to use the language in class and when we switch the way of teaching and language to first language they all want to participate". (T₂)

"I mostly try to use CLT principles especially when we use course book in our classes. most of them are designed around the CLT principles, so it mostly easy to use them but sometimes there can be some reaction toward students they are not familiar with this principles so they are more used to getting education in a more traditional way". (T₄)

"When I think about general situation of ministry of national education and teachers who work for it, they always complain about the lack of main opportunities in state schools. For example the stated that they have no technology in their classrooms even projection or they have to challenge with misbehavior of students and parents, they have advanced curriculum given by ministry of education and limited time. These are the big disadvantages for CLT implementation". (T₅)

"Unfortunately I don't think CLT principles applied in our country truly. Actually, I think it depends on teacher and on the level of students. of course in all adult levels CLT can be used but in my country teachers think they should follow particular curriculum and although our syllabus based on CLT but teachers think it is not and they should focus on grammar. but now in my opinion we should focus on meaning. Of course, grammar is an important part of the language. Turkish teacher generally skip communication part and skill

and mostly they try to practice things that are not authentic, they repeat what students know and they are not aware that they always do that". (T₁)

"Generally one of the most techniques that I prefer using in CLT class is role-play. By leading students to live the real life situation in class, making them to thinking critically about themselves, and also by using pair-work and group-work". (T_s)

In Iran, the situation is same; teachers try their best to have communicative based classes. They are all aware of CLT principles and the most applicable principles of CLT in their opinion are, use of communication as a main base on classes, put emphasize on use of pair work and group work. they believe they should have student-centered classes and they try to apply it, they focus on use of four skills in their classes and also focus on meaning is very important for them, but as they mentioned mostly they can apply these principles in English language institutes and in state schools there are no shade of CLT principles even :

"Generally I think we can not apply CLT principles in all classes, but in some institute which mainly focus on its principles, it is effectively applied and the extent of using CLT principles in the class depends on the policy of the institute that we are working in and different institute have different policies". (I₁)

"Actually in most of institutes the main focus is on communicative language teaching because we are trying to emphasize that learner need to communicate because that's how they learn. Therefore, we try to provide them situation where they can talk about every day topics. However, unfortunately it is on paradox with in teenagers because they are used to the system at school they think they only should listen to the teacher and take information and after that they do not use them much but when they come to the institute they face other exchange and they become puzzled they don't know how to learn. And also teachers who work at institutes they actually don't have the academic knowledge of language teaching". (I₂)

"I cannot say that CLT doesn't have a role in our classes. As it focuses on learners speaking in a group or pairs, and negotiation of meaning. These thing are really followed in the classroom but again it is not pure CLT, what we have is a modification of CLT . I want to mention that what is applied in our

country is the use the textbooks. it's like we do not know any method because textbook has engaging part, study part, activation part, nice structures, nice exercises everything is ready for you but it is no really teachers who are so creative I mean the text book is creative if you have a good text book then you have a good method. I think is very important is text book we don't follow CLT or anything else we follow the textbook". (I₄)

"In my opinion in Iran just some aspects of CLT are applied such as contextualization and focusing on meaning but in teaching grammar we use some methods such as GTM or ALM". (I₂)

"I can't judge the whole country whether you are talking about high school or secondary school i can say no because the teachers have been the student of GTM, so they don't know how to apply it but In most language institute, I can say yes. They mainly focus on CLT because it is a new approach, it attracts more language learners, and at the end, it produces more learners who can effectively communicate, and they know what they need when they go and register to private institute. In universities depending on what is the main subject and who the teacher is, sometime it is applied and sometime not". (I_a)

"As a head of institute, I can say unfortunately most of the teachers I have worked with regarded as supervisor or as a co-worker; I see them as a source of knowledge of English, which students should tap to. So, they lecture more than teaching they just talk and talk, they stick to their textbooks and worse than that, they lecture to students how to use a language and they don't let the students use the language, so I can't say that CLT is the main principle of teaching according to it".(I_s)

The finding of the study is in line with previous studies. Studies that happened in iran showed that teachers in iran are not free to decide what should they do and choose a text book and also testing system force them to stick to grammatical form of language and don't pay attention to other skills as Jahangard (2007) mentioned:

Students' aural and oral skills do not tested in the university entrance examination, as well as in the exams of school years because of that they are not emphasized in Iranian prescribed EFL textbooks. Teachers put much less emphasis on oral drills, pronunciation, listening and speaking abilities than on reading, writing, grammar, and vocabulary. The focus is to make students pass tests and exams.

In addition, as Ghorbani (2009) stated in his article: “In Iran the highly standardized national tests force both teachers and learners to focus only on structural or formal grammatical features of English because these are the ones needed to perform well in the exams”. Memari (2013) also come to this conclusion in his study that: “although the teachers are aware of the CLT and its concepts, they still reported that they have teacher based classrooms and used drills”.

In addition to these, studies in Turkey also pointed out that although teachers are eager to make use of communicative principles in their classes but there are obstacles that limit them. As Özsevik (2010) states problems like large classes, teachers’ heavy workload; heavily loaded program to cover; mismatch between curriculum and assessment; students’ poor communicative abilities and students’ low motivation affect the teachers’ teaching practices in Turkey.

In another study about factors that limit teachers preference for teaching process in their classes H. Aslanabadi and S. Aslanabadi (2013) mentioned that in accordance to study of Namaghi (2006) it becomes clear that:

there are sociopolitical forces which help determine teachers’ work in Iran. First, since teachers cannot choose a textbook, which is in line with their students’ needs, their input is controlled by the prescribed curriculum. Second, the output is controlled by the mandated national testing scheme so that teachers cannot develop tests which have positive wash back on teaching and learning. Third, since a higher score is culturally equal to higher achievement, the process of teaching and learning is controlled by grade pressures from students, parents and school principals. As a result, teachers become mere implementers of prescribed initiatives and schemes without recourse to their own professional knowledge and experience.

This shows that although teachers are aware about different principles of teaching but there are so many external factors that limit them from performing what they think is necessary for their students learning. In addition to these as Nikian (2014) mentioned in her article there are other studies from different countries (Li, 1998; Ellis, 1995) which show:

teachers have widely differing perceptions of the features of CLT for curriculum and instruction due to their experience and the context they are teaching as the issues which facilitate or inhibit change are quite distinct from one national context to another. While the principles and theories of CLT may be well documented, perceptions and attitudes about the theory are not consistent. Therefore, it is vital to survey the perceptions and expectations of teachers to change the negative perceptions of teachers by providing more opportunity for teachers to participate in workshops about the advantages of CLT.

According to the answers of interviewees for this question and the conclusion the study made upon these answers, it is clear that the finding is in line with other studies and the common point in most of studies is although teachers are aware of principles of CLT and they have favorable attitude toward application of them in their process of teaching and according to the their students' needs but there are factors like lack of time, testing system of countries, inadequate teaching materials, in appropriate situation for teaching, policy of schools and institutes, existence of wrong belief about CLT are all factors that limit implication of this methods principles in English classes.

Research question 2: In which country is CA more applicable? Why?

In both countries, most of principle of CLT are applicable and teachers try to do their best in order to have creative and communicative based classes. As it is clear from data, in Turkey National Ministry of Education design curriculums and language teaching programs according to CLT principles and try to put the same emphasize on all four aspects of language teaching. In addition to this, textbooks also design in according to CLT, they include listening part, conversation part, reading part and sometimes writing part and there is no sign of grammar box that directly introduce grammar in students' books. Students also start to learn English from second grade of Primary School. But in other hand, the testing system change the situation and destroy all things because in national tests and in final tests of schools the only subject is reading that combine with vocabulary questions, grammar questions and translation questions. Therefore, students are willing to have good exam mark so they prefer to cover and understand grammar points of lessons and this force teachers to put lots of time on teaching and covering grammar points and techniques and there is no enough time remain for other skills. According to these, the change in curriculum and textbooks cannot incline the method of teaching toward methods like CLT. In Iran, the situation is different in a way, that textbooks and curriculum are still base on old methods and ways of teaching and they don't change for more than twenty years, until 2013 that ministry of education has started to bring some shifts in textbooks of and ways of teaching. They omitted teaching alphabet from first year and they try to put emphasize on other skills like listening and speaking. According to evidence, experts conclude that students after seven years of studying English are not able to answer to even simple question, so they decide to change the way of teaching and textbooks. They also held a training class for English teachers in order to make them familiar with content of new book, its aim, and way of teaching. Still there is no change in grade of teaching

English and unfortunately, students start to learn English from first grade of high school or in other word in their seventh year of school. Therefore, the exam system of schools and national exams based according to old-fashioned methods and they only check reading ability and understanding, knowledge of vocabulary and grammar. However, there is a big difference between what happened in schools and language institutes. In contrary to schools, most of language institutes follow modern techniques and methods of teaching, they work on all four skills of teaching, and there are many facilities like videos, CD players, posters, flashcards, and many other training aid materials. In addition, head of institutes try to employ teachers who are experienced, educated in field of teaching and have a diploma of teacher training course but this rule for employing teachers is not same at state schools. Most of interviewees pointed out they use most of CLT principles in their classes and they believed that they have a CLT based classroom; also, they mentioned that they do not think that the same process of teaching happened in other classes either in schools or in institutes. They know that it is impossible somehow, to change the method of teaching to new one in a short period and by these new changes in educational system of countries, we cannot see the huge shift and it needs time. So, all of them believe that in their part they play their role very good but CLT principles cannot implying correctly in their countries.

Turkish interviewees point out that they imply principle of CLT in their classes, but at the same time, they do not think CLT is comprehensively applies in their country:

“Although, I think most of CLT principles are applicable in all English language classrooms and I try to use authentic materials and gap tasks in my classes but unfortunately I think they are not applied in most of classes because teachers prefer follow text book and cover exam points”. (T₁)

“I am working in prep classes of universities, so in those institutions CLT principles can be used effectively, but in minister of education they are not widely used because when my students come to my class, they are not aware of any principles of CLT. I can say for my part in my institution it is widely used but in the others I have question mark in my mind”. (T₄)

“I don’t think CLT is effectively applied. Most of the teachers are still in pre-method era, they love teaching grammar, and they don’t do any speaking and writing activity or any productive activity”. (T₆)

“As far as I know it is not applicable because of the problems we have especially in the public schools. Respect to number of student in the class, condition of the classes, professional development, and all of them. Since there are lot of problem like these in public schools but we do not have such problems in our institute”. (T_s)

In other hand, Iranian interviewees also mentioned that they use most of CLT principles in their classes. Also in some institutes head of institute and teaching system force teachers to use communicative based tasks and activities in their classes, but they mentioned that in state schools it is impossible to apply such principles because they system doesn't allow you and there is no need to use such a methods because the aim is teaching reading and grammar:

“In my classes I try to apply integration of 4 skills most of the time, and now days, most of the institutes have so many authentic materials and resources at hand, so learner can have real meaningful conversations most of the time. But in some institutes and most of state schools principles of CLT have no place at all”. (I₁)

“In my opinion in Iran just some aspects of CLT are applied such as contextualization and focusing on meaning, but in teaching grammar we use methods such as GTM or ALM. Because people who are in charge of English in Iran, they don't like to change the traditional view of teaching English”. (I₂)

“As I believe most of the principle are applicable but sometime there is too much emphasize on individuals. As you know CLT emphasize on different individuals, need different way of teaching and teacher should support them differently. this isn't really possible because in the institutes classes there are at least 8 students and if you really want to answer needs of every individuals it needs too much time and I think teachers are not willing to do such a thing at all because it takes too much of your energy and you have another class after that. So I think it is impossible for state schools with at least 30 students in each class”. (I₄)

“Unfortunately in Iran many teachers believe that they should follow those traditional methods and teacher is the only source who should be aware of the all the aspects of language. In addition, students expect that teacher should

know the answer of all question. But this view should change and teachers should accept their role as facilitator, after that we can apply principles of more creative methods". (I₅)

"As you know the materials that teacher use in our institute or mostly in other institute are the text books and basely there is claim on a back cover of each text book that is CLT. I've been working with interchange, natural English, and four corners books and most of them claim to be CLT based but although all these books used in Iran but they cannot change the way of teaching and incline it to CLT". (I_s)

In general it can be inferred from answers of interviewees that although teachers in both countries try to use communicative based tasks and authentic materials in their process of teaching but factors like testing system, attitude of teacher, stakeholders and textbooks do not allow them to apply what they prefer in their classes. According Hunutlu (2011) mentioned in his study that:

although most participants have tried using CLT in their classrooms and agreed that it is essential to utilize CLT to improve the effectiveness of English teaching practices in Turkey, they have shown that there are many difficulties and challenges that they face in their attempts to implement CLT, in the current teaching conditions of Turkey.

Moreover, the study of GH. A. Kalanzade, N. A. Mirchenari and M. Bakhtiarvand (2013) on possibility of application of CLT in general and especially in Iran come to this result that:

Based on the findings of this study one can speculate about the perceived difficulties in utilizing CLT demands and what the EFL situation in many countries allows. This contradiction must be resolved before EFL teaching in these countries can benefit from CLT. One good way to do this is that the delivery of EFL methods courses in education programs should change.

In addition, in another study M. Rahimi, and F.Naderi (2014) pointed out that:

Iranian EFL teachers have a general positive attitude towards CLT, they know what the group work is and what benefits it offers, and they are aware of both strengths and weaknesses of implementing CLT in the EFL context. The only obstacle teachers face in implementing CLT is related to the educational system of Iran and its top-down curriculum

type. Therefore, Iranian mainstream education needs to undergo fundamental changes both at the macro and micro levels in order to guarantee teaching/learning efficiency. As the study shows teachers own enough knowledge of and positive attitudes towards CLT and they are ready to embrace the shift from traditional methods to communicative and learner-centered approaches.

So according to these results and the findings of our study we come to this conclusion that although, all teachers are eager to use principles of CLT in their classes and prefer to have communicative based class rather than structural based classes but most of them cannot apply it completely in their classes because of different factors. Therefore, we can consider the level of application same in both countries because most of the factors are same in Iran and Turkey.

Research question 3: How do Iranians and Turks use principle of CA in their classes?

Every participant who takes part in this study knows the most important principles of CLT.

These principles include:

1. The emphasize is on communication,
2. Authenticity of materials are really important,
3. Student-centered classes is the basic element of CLT classes,
4. Pair work and group work can accelerate learners learning process and help them to be relax in period of learning,
5. Teachers should behave as a facilitator and allow students feel autonomous in class,
6. The errors of learner should consider as a sign of learning and teacher should not interrupt student,
7. Use of communicative based activities like drama, jigsaw, dialogues, etc.,
8. All four skills (listening, speaking, writing, and reading) should apply together,
9. Fluency is more important than accuracy.

These principles mentioned by most of interviewees and all of them have positive view according to use of CLT in their classroom. They pointed out that when they are free to control class and process of teaching, as they want there is no problem and they can apply these principles easily and they can see the result clearly. However, unfortunately because most of the state schools and institutes have certain rules and curriculum it is not possible

for teachers to act in a way that they like, so these factors force them to use the method of teaching which determined by education system and according to testing system.

Participants of Turkey mentioned that they use authentic materials like drama, dialogue, information gap, videos, and jigsaw in order to motivate learners and make communicative atmosphere in class:

“I use communicative activities like drama, dialogue, using authentic materials like bringing a newspaper, brochure and watching a video or commercial. By using these kinds of activities I try to push and motivate students to facilitate their communicative ability”. (T₂)

“I generally bring some drama activity, jigsaw tasks, picture tasks, authenticity activity like information gap and I also make use of songs, films, and videos to make learners familiar with culture of America or Britain”. (T₁)

“I use act outs, information gaps, speaking sessions that include question and answer between students”. (T₃)

“I am creating more authentic activities that some how force interaction between students so one of the thing that I mostly did use to was sort of information gap activities in the first place , activities that foster authentic interaction. I think it is possible to incline classes to be communicative based, as long as we provide and foster communication. we foster interaction and authenticity, it means that we are somehow intergrate the basic principles of communicative language learning in to curriculum”.(T_a)

Iranian participants also mentioned that they provide authentic materials like videos, flash cards, posters, communication based activities, portfoilos and they put emphasis on use of four skills of English at the same time.

“I provide more authentic opportunities for the learners (provide them with American or British movies & series so they can become familiar with the culture, accent, slangs, jargon...) and try to work all the skills at the same time in each session”. (I₁)

“All teachers really consider meaning and we try to work on all four aspects of English at the same time and use the real life context”. (I₄)

“I try to use integration of skills in process of teaching; I focus on accuracy and use of authentic material has the first place in my classes”. (I₃)

“Self-discovery is an important principle of CLT to me and when you guide learners toward the elements of language, which you want to teach and give the learner the chance to discover thing by them in this way you motivate them to be autonomous and show your role as a facilitator not a director”.(I₅)

“Most of CLT principles are applicable but it depends on teacher to make them applicable. I believe authentic texts are very important for involving learners in process of learning. Other important thing is, using four skills simultaneously; we should not just focus on reading and memorizing. We should involve them in many activities like writing short summary of what they read, answer some question to realize the text, ask students to correct each other or to criticize about each other in order to make more involvement in class. The teacher should lend a bit back and allow learner to act in order to move from teacher-centered to student-centered classes. Always within feedback from students, value the opinion they would see that they are in the center of attention”. (I_a)

“I mainly tap in to CLT when I am going to designing the task, I design tasks in away students can communicate with each other in pair works or group works. Therefore, I decide to choose something that encourage students have information gap, in order to make them have talk to each other and then give me a report”. (I_s)

In general, the study come to this conclusion that most of the principles of CLT is applicable in most of language classes in both countries and teachers try to imply the most important ones in their classes in order to have creative and communicative base classes.

Research question 4: Which principles of CA do these countries use the most?

As it mentioned in previous question most of the principles of CLT are applicable in both countries, but if answers of participants from both countries compared with each other it can inferred that focus on communication is the most important principles that applied in both countries. In addition, with a brief look at comparison table, most important principles of each country become clear.

As it can be inferred from the table, in Turkey most of the participants point out that the most important principles of CLT are focus on communication; they try to make a situation that students feel relaxed and start to speak and work with each other. In these classes teachers prefer to put communication and information gap activities in first place to encourage students to take part in activity and be active in the process of learning. The other important principle is use of authentic material; by use of authentic materials like videos, magazines, and other ones, teachers try to make students familiar with the culture of the language students want to learn and provide information about correct pronunciation, correct use of idioms and phrasal verbs, improve listening and understanding skill of students, and use of daily language. Third important principle is make student-centered classes in order to put the responsibility of learning on the shoulder of the learner. That is because teachers want students are more active in the process of learning and teach them that the teacher is only a facilitator in class. The last one is use of variety of communicative activities in class to make a relaxed atmosphere for learning, encourage students to participate, and change boring learning process to more enjoyable and interesting one.

Moreover, in Iran, the most important principle is the same with Turkey, and it is focus on communication. Iranian teachers want to have more communication based classes so, they try to imply different types of communicative activities and make situation more relaxed and enjoyable for learners too. The second important factor in Iranian opinion is use of group work and pair work in classes in order to have more interaction and contribution between learners and make process of learning easier. The third factor is make student-centered classes in order to show that it is not the teachers who only control the class and way of learning but the students have a role in their learning too. In addition, the last one is use of four skills at the same time in order to have creative classes with students who are able to use all they learn in class in daily life. The following tables show the difference between the opinions in both countries:

Table 8. Most important principle of CLT from Turkish participants' point of view

code	T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
communication	*	*	*	*	*	*
Four skills		*			*	
authenticity	*	*		*	*	
Fluency and accuracy			*			*
Student-centered	*	*	*	*		
Meaning focus	*			*		*
Focus on learning process		*				
Pair or group work	*			*	*	
autonomous				*	*	
Variation of activities	*	*	*			*

Table 9. Most important principles of CLT from Iranian participants' point of view

Code	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
Communication	*	*	*	*	*	*
Four skills	*		*	*		*
Authenticity	*		*	*		
Fluency & accuracy	*					
Student-centered	*	*	*	*	*	*
Meaning focused		*		*		*
Focus on learning process			*	*	*	
Pair or group work	*		*	*	*	*
Use native language when it is necessary	*					
Errors are sign of learning	*	*				
Autonomous				*	*	
Variation of activities		*			*	

Research question 5: Which aspects of CA are most preferred in each of these countries? According to the data gathered from Iran and Turkey, most of the participants has positive attitude toward implication of CLT principles in their classes. With refer to previous tables in question four; we can conclude that teachers try to have communicative based classes. Therefore, they imply variety of communicative activities in their classes like drama, information gap activity, jigsaw tasks, free discussions, role-play and they make use of authentic materials that can help students to learn in more in creative and interesting situation and also make them familiar with different cultures of countries and gain information about daily use of language.

In Turkey according to table 8 the most preferred aspects of CLT are:

1. Use of communication and focus on its importance in classes,
2. Lead classes to be more student-centered,
3. And, use of variety of activities in classes

Moreover, according to table 9, in Iran the most preferred aspects are:

1. Focus on communication and know it as the main principles of teaching in classes,
2. Put emphasize on group work and pair work in process of learning,
3. They lead to have more student-centered classes, too.

So when we compared two countries with each other, it becomes clear that in both countries teachers preferred to focus on speaking skills of learners and provide a situation that students feel relax and eager to take part in process of learning. They do not want passive students who just take note, memorize, and repeat what teachers say but also be independence, active and try to produce new things from what they learned. Therefore, the aim is same in both countries but in each country as it mentioned before there are so many matters, which limit or disable teachers from implying what they think is essential and necessary for learning language in foreign countries. In other study Koohsa and Yakhabi (2013) mentioned problems that teachers face in Iran in use of CLT principles in their classes:

1. EFL learners have low intrinsic motivation to communicate in foreign language,
2. CLT teaching method is not compatible with University Entrance Exam,
3. CLT lacks clear cut assessment procedures,
4. CLT is not always compatible with EFL home culture and values,
5. There are not enough teacher training courses to promote awareness of teachers,

6. Creating the right kind of interaction is a major challenge for teachers,
7. CLT compared with other approaches places greater demands on the teacher.

All factors cause classes do not based on communicative language teaching method most of the time but as this study and other studies showed, teachers try to imply it in their classes.

In order to sum up we can say in all EFL contexts like Iran and Turkey most of teachers who educated in field of ELT absolutely know that now it the era that needs to has a productive, creative, and authentic classes and materials for teaching and they should put aside all traditional and boring ways of teaching. According to this, most of teachers try to adopt communicative activities, authentic materials, and facilitator role in their classes and stay away from drilling, chasing textbooks, and being only director of class. But as much as teachers, stakeholders, and learners want to learn and teach language in a communicative way, other factors strict them in these EFL countries needs that needs a huge shift which takes a long time in order to move toward creative way of teaching.

In order to prove our findings from interviews, it is important to control the checklist that was designed for observation of teachers who take part in the study. However, because the aim of this study is not to generalize the findings and observation only used to check the validity of interview, so in observations only three classes controlled from each country that means with twelve teachers only six of them observed.

In check list of observation there are twenty items which are in relation with principles of CLT and the observer only by putting tick on “Yes” or “No” items control the process of teaching and performance of teacher. The checklist of observation is given in appendix E. According to the checklist researcher control does teacher do what they say or not. Up to here, study come to this conclusion that in both countries teachers are aware about principles of CLT and they try to apply it in their process of teaching as well as possible but as it is clear there are other factors that limit them and do not allow them to make use of them properly. Now by analyzing checklist the study will come to the result according to the findings. The first observation happened in an intermediate class with students’ age range from fourteen to seventeen and teacher has one year of experience, I₁. According to checklist observer put sixteen positive points and four negative. With deep look to the checklist it becomes clear that teacher use group work in class, students are eager to work in a group, teacher use different teaching aids in order to make process of learning easy and enjoyable, time to time teacher use creative method in order to teach from her

experience, teacher prefer to teach according to students need, in class time teacher motivate students to communicate, she also use activities in line with CLT principle, she also try change the class situation from traditional one, teacher use authentic material and beside this ask the idea of students about activities that they prefer to do, there is a little or no attention to grammar, and teacher wants student correct each other and cooperate with each other in doing activities. All these are positive sides of this class that tend it to be more communicative class with active students but in other hand there are negative points which are not good if the aim is having CLT base class. One of the those factors is students are not free to choose their partner and teacher force them to work with the one that teacher choose, the other point is the head of institute does not prepare all the essential materials for teaching and teacher faces with this lack of materials which can help in students learning and beside this the textbook and lesson plan are not according to CLT principles and institute needs to change them, and the last point is according to policy of institutes teacher should not use her native language and this cause students who do not understand the lesson never speak in class and it compel teacher to speak all the time in class. In accordance with these data it is clear that teacher try to do her best in order to have communicative based classes but it is not completely CLT based yet. In addition, there is a direct relation between what she said in her interview and what the observer mentioned in checklist.

The second observation took place in pre intermediate level with age range of eleven to fourteen. The teacher is an experienced one with seven years of experience, I₂. In this class, negative points are more than positive ones, it has fourteen negative points. In this class teacher do not change the traditional form of class, students prefer traditional way of teaching and deductive teaching of grammar, textbooks and curriculum are not completely based on CLT, most of time teacher speak in the class, there are not enough teaching and authentic materials in the institute, some tasks are not related to CLT and teacher follow the parts in textbook one by one, and although teacher use group work or pair work but because of the setting of class and seats students cannot choose their pair. These points put a class away from what the teacher want to perform but there are positive point that can help teacher to improve the situation. Teacher encourage students to help each other in learning and try to correct errors of each other and she want to make a stress free circumstance in class, also she allow students to choose activities that they prefer to do, although teacher follows the lesson plan and book but sometime she tries to create more

efficient and new ways and activities that make learning enjoyable and beside this although there are lack of teaching materials but teacher tries to prepare it by herself and has more authentic class. With all these limitations and positive points it is apparent that although it is impossible to have fully communicative based class in such a situation but teacher tries to improve her class and teach in a way that is equal to new ways of teaching and methods.

In observation of third class age of students range between thirteen to seventeen, they are in intermediate level and teacher has two years of experience, I₃. According to what is observed it can imply that teacher and students are eager to have communicative based class so teacher try to use authentic material, group work, encourage student to cooperate and communicate in foreign language, change the setting of class, students can choose their partner and they also can correct each other, textbook designed in accordance with new methods and there is no place for grammar table, beside these there are other factors that limit teacher like testing system of institute and country that force teacher to teach grammar point and students want that too, lack of authentic material an teaching aid materials, because of lack of time and load of work teacher should speak and teach most of the time in class and there is little chance for student to speak. When all these factors compared with each other it becomes clear that this class is CLT based one but also there are some factors that do not allow teacher to establish class with all communicative principles. In controlling the interview with data from observation that shows that, they are in line with each other.

These three observation from Iran show that teacher do what they preach and the aim of them is to have communicative based, enjoyable, modern class but they mentioned that in spite of what they do they cannot change system in a short time but they try to do their best to have ideal and communicative based classes.

In Turkey, the first observation took place in pre intermediate class, age of students range between eleven to fourteen and teacher has one year of experience, T₁. In this class teacher tries to apply principles of CLT. She makes use of authentic and many teaching aid materials, use group work and let students choose the activity, although she follow text book and lesson plan carefully but she some time add creative activity in teaching, teacher does not pay attention to grammar and she encourages students to use foreign language in their speaking, institute prepare appropriate seat arrangement and other teaching material in classes but there are two negative points that limit teacher. One of them is the evaluating and testing system of institute that do not evaluate speaking ability of students and the one

is textbook is not completely based on CLT principles, there are still some part that represent traditional methods. Datas from observation are in accordance with data from interview and it can come to this conclusion that teacher somehow can apply CLT principles in her class.

In second observation, teacher has two years of experiences T₅, the level of class is basic, and the age range of students is seven to nine years old. In this class because it has direct relation to ministry of education teacher should follow the textbook and curriculum step by step, she speak most of the time because students level is basic and they do not speak English, although the textbook is according to CLT principles but testing system compel teacher to teach grammar deductively, she does not put students in group because students do not prefer it and they want teacher work by them one by one, because of the homework and textbook teacher should teach in a way that book want in order to cover all subject so she cannot use new ways of teaching, the setting of class is in traditional way so students can not cooperate with each other easily and take part in group work, lack of authentic materials and teaching aid materials limit teacher from applying creative ways. In spite of all these negative factors, teacher tries to encourage students to take part in group and pair work, help each other, speak in English even a sentence, and prepare a situation that students feel relax and without any anxiety. Findings from interview are same with observation, so teachers believe that although she prefer applying CLT principles in her class but there are too many factors that limit her.

In last observation in Turkey, the class level is pre-intermediate, age of students range between ten to fourteen and teacher has three years of experiences in teaching, T₃. This class takes place in a private English school and school try to prepare all materials that are essential for teaching. Teacher in this class use text book as a guide and tries to use lots of different kind of activities and materials to teach a topic, students should speak English in order to ask for something or with a friend, head of institute prepare all authentic material that a class need and there are too many outside of class activities that motivate students to learn English, teacher put students in a group to do activities, textbook is based on CLT and there is no system of testing which is adverse with what they learn in a class. All these positive points help the teacher and paved the way for students to be in communicative based classes and experience and learn English in their daily life.

By considering all these data from interview and observation the study come to this conclusion that all the participants in this study are aware of principles of CLT and beside

this they prefer to follow and apply them in their classes but because of some factors like lack of time, lack of authentic material, lack of experienced and knowledgeable teachers, unawareness of head of institutes about advantages of applying new methods, system of testing limit teachers and compel them to do what their students need in order to pass that exam and also textbooks which are not designed according to CLT principles change the teaching way of teachers. The finding of this study is in line with other studies from different countries. In all the studies it is mentioned that it is not possible to apply CLT principles fully because there are different factors that restrict using of these principles. As Şeker (2010) mentioned in his study:

In Turkish National Education, language teaching, is based upon CLT and this approach determines the main outlines of English curriculum in national education system. Even though there is a long period of time arranged for English teaching in not only elementary school but also high school curricula, the students still have difficulty to reproduce or understand the target language. There is an increased level of hesitance and lack of confidence among Turkish learners, most of which result from the desire for using the language as well as an ideal native speaker prototype and also because The language perception in Turkish Education System appears to be an imitative and repetitive process, by which learners can only communicate as much as they memorized or were exposed to.

His study shows that despite the long time that Turkey National Education put on changing system of teaching to CLT but is not successful. in another study in Iran, Memari (2013) pointed out that:

The results of the study showed that although the teachers are aware of the CLT and its concepts, they still reported that they have teacher based classrooms and used drills. Given the gap between theories of communicative competence and the task confronting EFL teaching and learning, most of the previous research studies maintained that EFL countries should carefully study their English teaching situations and decide how CLT can best serve their needs and interests.

In addition to these Rahimi and Naderi (2014) in their study found the same results that although teachers have positive attitude toward CLT principles but application of all that principles is impossible in case of Iran:

Descriptive statistics showed Iranian teachers have general positive attitudes towards CLT. This is a promising finding as the EFL teachers are aware of the values of communicative approach. It was also found that EFL teachers had positive attitudes towards group/pair work in communicative classes but it was found that the only obstacle teachers perceived to face in

implementing CLT in language classes is created by the educational system of Iran. They believed that factors such as: lack of enough support from administration, lack of authentic materials, incompatibility of traditional view towards teachers and learners' role with CLT, ineffectiveness of large classes for experiencing CLT, and negative impact of grammar-based examinations on the use of CLT, are the major impediments in using CLT in Iran.

Moreover in other EFL country like Ukraine, Behrenwald (2010) in his study upon attitude of teacher about CLT found that although teachers have positive and favorable attitude toward CLT but they have common challenge in implementing CLT like lack of time in preparing activity and using them in class, the noise and disruption bring by group and pair work activities, unwillingness of students to work with each other, and the most important one was the testing system that compel them to back to traditional system of teaching. In addition to this Haung (2005) did a study on the perception of Chinese teacher about implementation of CLT and he understood that although teachers have positive intention about CLT but there are three barrier for implementation of this method which include: college entrance exam, time, and poor skills of students. He showed that because the time is insufficient and the system of testing do not test communicative ability of students and also students compete to gain a high score from exam so major time of classes spend on teaching grammar, vocabulary, writing, and reading and there is no attention to speaking skill of students. As a result, students are not able to improve their communication ability because this needs student-centered classes but in China, classes are teacher-centered, book-centered, and test-centered classes. However, as it was shown in the case of Karavas-Doukas (1996), despite the fact that the teachers showed overall positive attitudes toward CLT in the scale, the results from the observations and interviews revealed that the teachers were not using CLT in the classroom. All these studies showed that although the principles of CLT method are known by all teachers who educated in field of English Language Teaching and they have positive attitude toward implementation of those principles in their classes but they cannot purely applied it because of barriers that limit them.

The situation is same in both countries, which are considered in this study, Iran and Turkey. According to data gathered through interview and then controlled with observation check list, it can inferred that all participants have positive attitude toward principles of CLT and all of them are aware of them but some points do not allow them to make use of these principles in their class fully. One of these barriers is the aim of educational system

and testing system that limit and force teachers to emphasize on grammatical points and vocabulary in order to have successful students in exams. Second barrier is lack of authentic materials and appropriate textbooks according to creative methods like CLT because of that it takes lots of time and energy from teacher in order to find or even make materials that will help learners to learn more easily. Third point can be the class size and the number of students in a class, huge number of students need lots of energy and very specific plan in order to control the class and can make use of time correctly and most of the time in crowded classes it is not possible to do group activities because it makes chaos and produce lots of noise. The last point is the teachers who are not graduated from ELT field and they do not know much about methods of teaching, they become teacher only because they know English so this cause to have classes which are not communicative based, and not creative so there is a need to provide teaching training courses. But in general with refer to textbooks and teaching materials the study come to this conclusion that Turkey is a little bit more pioneer than Iran in this field.

Conclusion

The aim of this study was to examine the attitude of teacher toward CLT and application of its principles in their classes in case of Iran and Turkey as EFL countries. By interviewing English teachers, it became clear that all the teacher are aware of CLT principles and they have positive attitude toward application of its principles in their classes but according to some factors that they mentioned they cannot make use of CLT principles in their classes fully. By doing observation in some of the classes, it became apparent that what teachers say is correct and despite their positive attitude that they have according to CLT, there are obstacles that limit them from application of CLT principles in their classes.

By analyzing data, it can be inferred that these obstacles include lack of time for doing communicative based activities, lack of teaching aid and authentic materials that make process of learning enjoyable and easy, large classes that unable teachers to use group work in process of teaching because it makes chaos in class and control of class become difficult, system of testing in schools and national standardized tests which only test grammar and vocabulary knowledge of test takers, and also head of institutes who do not prepare appropriate class environment with enough facility, beside this employ teachers that are not proficient in language teaching and graduated from other fields play important role in weak usage of CLT principles in EFL classes.

All these factors tend teacher to use and imply methods according to policy of institute, needs of students for their exams, and the materials they have in hand. So in order to have CLT based classes stakeholders should try to eliminate these factors and pave the way for implementation of creative and new methods in order to help students to improve other skills like listening and speaking which able them to communicate accurately.

In order the results of this study be useful for further studies, which aim to bring shift in implication of communicative based principles in classes the study tries to show the strength and weak points of applying CLT principles in teaching language in EFL countries, and it also point out the opportunities and threats that will make use of CLT possible or impossible.

Use of CLT principles is very important in order to have a dynamic and communicate base classes. In most countries, which English considered as a foreign language it is a priority for classes to plan their process of teaching on more communicative way. Focus on communication and use of different communicative activities are the thing that teacher should pay attention to it and beside these use of group work and pair work help learners to be active in process of learning and also enjoy learning and feel relax. Focus on communication can make learners eager use language in a class in order to learn it and be able to talk a new language because this opportunity never happen in daily life because English is a foreign language for them. So teacher by use of different types of activities encourage learners to be active and enjoy learning. One way, which is suggested by CLT, which can make classes more communicative, based is use of group and pair work because in this way learners feel themselves responsible for their learning they feel more relax and it improve the self-confidence of learners to take apart in a activity. In addition to these, teach all four skills at a same time also put traditional way of teaching aside and make students feel free from repeating, drilling, memorizing, and direct teaching of grammar. By this way teachers work on four ability of students in order to improve them together. The last point that make use of CLT more easier in classes is use of authentic materials which prepare a situation that students can gain information about culture of English speaking countries and also learn about use of daily language and can practice the intonation, pronunciation and meaning of different words.

When it comes to weak point of use of CLT principles, the first factor is lack of teacher training services. Teachers who are not aware of CLT principles or any other methods, because these teachers graduated from different fields but they cannot find a work related

to what they study then because they have knowledge of English, they start to be an English teacher in different institutes, and without any training, they start to teach. The second factor is lack of appropriate materials and classes for applying these principles. Most of schools cannot prepare all the materials, which are need for teaching like projection, CD players, posters, flashcards, and any other authentic material. In addition to these, class size and number of students who are in a class are not appropriate for applying different activities. In most of state schools in each class, there are at least 30 students and in this situation teacher cannot have one by one interaction with learners, or when students want to take part in activities it cause disorder and noisy classes and most of teacher do not prefer to have such class. The third point is, there is no relation between aim of textbooks and aim of testing system at school or national tests. In recent years, state schools textbooks designed according to principles of CLT but in test they only test learners grammar knowledge and ability of reading and understanding a text and there is no sign of parts for testing listening or writing skills. It is same for national standardize tests, too. During all years of studying in school or especially language institutes, they try to improve all four skills in learners but when students need to enter a university, the exam is pure test of grammar, vocabulary, and reading. Although there are so many other factors that have an effect on applying CLT principles in classes but these are the most important ones that mentioned.

In order to have perfect and fruitful classes, that teachers and learners feel satisfied in it, so many opportunities should take in to account and some threats should omit or put aside. When we talk about opportunity, it comes to the mind that we should make use of things we have or prepare a situation for them. One of the important opportunities is to use more materials that are authentic like films, books, magazines and allow these materials to find their place in class. In addition teacher should trained about how to use them in order to get a perfect result, the second point is we should make a situation in which teachers feel relax, do not strictly control them, and do not force them to follow what is exactly says in books. In other hand lesson planners, stakeholders should dedicate enough time for teaching subjects and learning.

Threats that can limit the use of CLT principles should put away in class. One of the threats is the lack of knowledge of teacher about these principles and its effect on students learning. In the way teachers who do not have information about new methods prefer the traditional ones which they learned language with them and try to put their teachers as a

pattern for themselves and act as they acted to them. This will cause repeating the same scenario and it will never change although textbooks and methods of teaching changed. Therefore, we need to employ teachers who are aware of teaching methods and know what they should do in teaching process and increase in-service training course to have more qualified teaching system. The other threat can be the head of institute who do not pay attention to the quality of teaching and classes and the only important thing is number of students who registered and in short money. In most of institutes teachers' payment are very low so these cause teachers do not be energetic for going to class, do not allocate enough time for preparing a lesson or searching for better way of teaching the subjects, and only want to do their part and leave the class. In other hand, head of institutes rarely try to improve the situation even. They do not prepare essential materials for teaching like CD player, dictionary, poster, flashcards, and even suitable textbooks. In addition to these small classes with too many learners, unsuitable seats, tables, and form of class all can cause a threat for teaching process.

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APPENDICES

APPENDIX A: Interview Questions

1. What are the main principles of CLT?
2. How do you make use of CLT principles in your classes?
3. To what extent do you apply communicative tasks or CLT principles in your class?
4. Which aspects of CLT do you think is applicable in your classes? Why?
5. Do you think CLT is effectively applied in English learning classes in your country?
6. What are the most important points of CLT principles that can bring a significant shift in your students' learning?
7. Do you think stakeholders also have an effect on usage of CLT? How?
8. What types of teaching methods do English teachers need in your country?
9. Is there any relationship between learners' needs and the way they learn English?
10. How do you think we can incline curriculum to CLT principles? Is it possible in case of your classes and country?
11. Do you feel satisfied with applying principles of CLT to your classes? Or do you prefer applying traditional methods and way of teaching?
12. Are your students satisfied with using new and creative communicative tasks in their process of learning or they prefer traditional way of learning?
13. Is there any relationship between the testing and teaching methods you choose in teaching English?
14. Are the national standardized tests designed in accordance with the CLT principles in your country?

APPENDIX B: Iranians Participants Answer To Interview Questions

Question 1. What are the main principles of CLT?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
Meaningful & authentic communication	communication	authentic communicative opportunities	communication between the learner and teacher	communication	learner center
fluency and accuracy have the same value	contextualization	use four skills of language	meaning should be clear	that learners must be able to take responsibility for their learning	speaking and listening are very important
four skills are integrated and taught at the same time	Creating language by individual.		pronunciation if acceptable is fine	actively participating in each and every task	grammar taught inductively
learner centered			four macro aspects of English	get information from different sources to learn	meaning is very important
errors seen as a sign of the learner's creative process			responsibility to the learner		
use of native language when is necessary					
Group work & team work					

Question 2. How do you make use of CLT principles in your classes?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
provide more authentic opportunities like movies & series.	Use activities that encourage to speak and use target language on the grammar or vocabulary.	consider meaning	no immediate correction	focus on learner	group work
work all the skills	working on all the skills.	four aspects of English at the same.	focus is on meaning		focus on listening first because of the pronunciation.
		use the context really			

Question 3. To what extent do you apply communicative tasks or CLT principles in your class?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
depends on the policy of the institute	use it a lot teachers just sat back and monitor	speaking in a group, Individuals, pairs like negotiation of meaning these things are really followed in the classroom but again it is not pure CLT.	help them to produce language without paying any attention to the errors.	motivate students to interact with each other to actively participate in the tasks.	A lot
	participate on their own		motivate student	try to change it to some extent or I try to shift it to another one which is similar.	
				focus on the students motivation.	
				focus on communication and Interaction among them.	
				should not interrupt students.	
				help learner to discover new things.	

Question 4. Which aspects of CLT do you think is applicable in your classes? Why?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
Integration of 4 skills is applicable.	integrating skills	Most of the principles are applicable but sometime there is too much emphasis on individual.	emphasize over meaning	learner centered classes	Group work
that authentic materials are provided.	focus on accuracy.	Needs are different.	different activities	teacher is only one source of knowledge	Different activities
have real meaningful conversations.	Authentic material have problem.	Teachers are not willing.	not immediate correction	Pair work	
	movie as authentic material.				

Question 5. Do you think CLT is effectively applied in English learning classes in your country?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
Generally, no. not in all classes, but in some institute.	I can say yes we actually encouraged to apply it.	No what is applied in our country is text book. Use and follow the text books.	just some aspects of CLT are applied (contextualization and focusing on meaning).	No. we try to apply some aspects of it in our classes.	Currently yes I think that the most teachers use them.

Question 6. What are the most important points of CLT principles that can bring a significant shift in your students' learning?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
learners are intrinsically motivated and the quality of their learning has gain an upraise change.	focus on communication.	I cannot say it exactly because all the students are different and have different aim in learning English.	students feel less stress when they decide to produce language because they are not afraid of being corrected by the teacher.	Self-discovery and students depend on themselves and teacher is a motivator.	group work is the main point but is not applicable in our country.

Question 7. Do you think stakeholders also have an effect on usage of CLT? How?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
Of course sponsors have an indirect effect on how the principles of CLT is applied.	They are the decision maker so actually they have a direct effect and the weak and good usage of CLT depend on the institution.	Definitely they have effect but they do not use CLT they say that we use CLT but they are using their text books .	Yes, exactly they have because they decide what teachers are force to do the head of institution is the first source which method to us.	Yes I strongly believe that stakeholders have a very significant role in implementing CLT in Iran because many books that are nowadays available in Iran for teaching in institutes are based on traditional methods.	supervisor force us not to use CLT they ask us to use different ways that are interesting for the student.

Question 8. What types of teaching methods do English teachers need in your country?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
based on learners' needs, they are rather better of choosing from an array of approaches, and techniques (kind of an eclectic approach).	they need cultural and social knowledge what they happened around them they need to be more knowledgeable.	Nothing. they have a text book they teach it.	In Iran methods such as CLT or other new aspects that focus on meaning which needs in Iran but the first and the most important goal of English in Iran is just grammar.	communication and interaction are main purpose of using foreign language or generally a language and they should put it in to practice in their classes.	we need the eclectic method.

Question 9. Is there any relationship between learners' needs and the way they learn English?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
a direct relationship between learner's needs & motivations and the way they learn English.	Most of them do not know why they learn English they do not have specific need. Some have especial needs and we have special classes. they do not have specific needs so they do not need specific strategy.	I am not very sure students really know what they need.	there is strong relationship between these two and as we know in CLT but it is not possible in Iran.	Of course it has a relationship	leaners need are not that much important the way the teacher teach is more important for supervisor.

Question 10. How do you think we can incline curriculum to CLT principles? Is it possible in case of your classes and country?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
have some training courses for the teachers to make them ready for teaching books which are based on CLT principles and teach them some main principles of CLT or method and techniques.	Of course it is applicable in schools but changing system required knowledge.	It is possible as long as you teach the book and cover the material you know not all the students are aware of what teacher are doing it has happened for me a lot.	Our central education in Iran is focused on just grammar in our schools or institutes.	First thing is textbook or because all teachers whether they want or not have to follow what the text book tells them. I think first we have to pay attention to the course book and choose the one which is related to CLT principles. educational program we have to make teachers ready what they are going to teach.	No I do not think so it can be possible in Iran.

Question 11. Do you feel satisfied with applying principles of CLT to your classes? or do you prefer applying traditional methods and way of teaching?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
I rather use all the possible techniques based on my students' needs & level. I prefer to use whatever helps them to learn better, no matter whether it is from traditional methods or CLT or a new approach.	I preferred the new one and i can see my student are satisfied with it.	for grammar I think traditional one is perfect but I don't like it for reading and other skills.	I think all educated teachers prefer applying some principles of CLT but it is not 100% possible in Iran because students like to learn grammar in a way of GTM the teachers write the rules of grammar on the board they take notes.	Of course I am a fan of CLT because I've seen the effect of it on the learner and I've seen it a lot in my classes.	I think we cannot say one of them is the best i think we should the method.

Question 12. Are your students satisfied with using new and creative communicative tasks in their process of learning or they prefer traditional way of learning?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
Most of the time adult learners show lower interest in innovative & creative ways of teaching, but adult learners with high levels of proficiency prefers creative communicative tasks.	I think they like the new way because teenager have lots of fun activities and it is a shift for them from just sitting and listening.	Younger people like variety and creative thing Older people like traditional teacher centered classes.	It differs for example students who are study English for long time use to traditional way of teaching and learning and they believe they will learn better but other students like to try some new ways of teaching and learning English.	students are totally satisfied with CLT but the majority of students be happy with such techniques but some of them are a bit lazy they want teacher to do everything .	learners study what curriculum mentioned and student get used to it and they are not flexible and it is difficult for us as a teacher shift from traditional method in the school to the CLT.

Question 13. Is there any relationship between the testing and teaching methods you choose in teaching English?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
There is direct relationship	Yes in away 40% of mark is from class participation	We don't choose how to test students. it is the institute and it is totally irrelevant. Exams that happen in class by teachers again are not standard and very hard because they don't know anything about test validity they don't know how to organize a test.	Not exactly because in teaching we try to use new and creative methods and we focus on meaning and communication but in testing in Iran our focus is just on grammar, spelling and linguistic competence.	in spite of the fact that CLT methods are followed in the institute that i teach the testing method is a traditional one. and I think in most of the institutes of Iran testing is traditional but teaching methods being up to date.	Not exactly.

Question 14. Are the national standardized tests designed in accordance with the CLT principles in your country?

I ₁	I ₂	I ₃	I ₄	I ₅	I ₆
Unfortunately no most of the standardize test in my country are not at the level that they should be.	They are focus on traditional way of teaching they don't base on CLT.	Not at all traditional way of teaching or the teaching system of Iran is mediocre.	Exactly not any of the principles of CLT applied in Iran.	No, of course not. they just want to determine the level of student according to the course book only and they only pay attention to basic element.	No I don't think so.

APPENDIX C: Turkish Participants Answers to Interview Questions

Question 1. What are the main principles of CLT?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
focus on communication	Real life communication	Learner centered	Learner autonomy	Communication in class	Focus on usage of language
Focus on meaning	Authentic materials	Teachers are director	Student centeredness	Motivate student take responsibility of their own learning	Make students fluent
Use of authentic task in class		Focus on speaking	Indirect teach of grammar	authenticity	Communication between student
Use gaps (information gap, opinion gap)		Major point is communication	Focus on meaning		
			Communicative activities to lead students to speak with each other		

Question 2. How do you make use of CLT principles in your classes?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Drama activity	Drama activities	Act out	Meaningful activities	Use song and video	Assign real life task
Jigsaw tasks	Use newspaper	Information gap	Pair and group work	Use of flashcard and posters	Use what's app to communicate in group
Information gap	Use videos and songs	Speaking session		Textbooks and stories	
Use of songs, film and videos					

Question 3. To what extent do you apply communicative tasks or CLT principles in your class?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Really high	Not fully but as much as possible	Most of time	Most of time but some time students react against it because they prefer the way they used to it.	Motivate to speak and give reinforcement and positive feedback.	Use lot of speaking activity and communicative activity.
	Motivate student to speak but sometime because of lack of knowledge use native language.			Focus on all 4 skills and ignore mistakes and use pair and group work.	role play

Question 4. Which aspects of CLT do you think is applicable in your classes? Why?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
All of them	In some class fully but most Turkish classes are not fully communicative	Communicative element	most of them are applicable indirect teaching of grammar and meaningful activity.	Dialogs and narration	Social aspects, use classroom as small society to communicate in meaningful way and about real life matters.
Authentic materials	Just repeat not production		Problem is learner autonomy		

Question 5. Do you think CLT is effectively applied in English learning classes in your country?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Unfortunately not. Actually it depend on teacher, it depends on the level of students. Curriculum follow but teacher prefer follow curriculum.	No. because teachers are other factor in applying principles in to a class. they are eager to follow the book.	No not at all in public schools grammar, translation method is favored.	In prep. Classes of university yes but in ministry of education no.	I can answer in negative way because there is only drilling and grammar exercises.	I do not think CLT is effectively applied most of the teachers are still in pre method era

Question 6. What are the most important points of CLT principles that can bring a significant shift in your students' learning?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
put importance on communication and student centeredness and gap part and authenticity.	Use of real life materials and CLT exclude direct grammar teaching.	focus on the intelligibility rather than using perfect forms in speaking.	students take their own responsibility and learner autonomy are important.	CLT enable learners to feel comfortable in the classroom by using different activity and especially pair work.	self confidence

Question 7. Do you think stakeholders also have an effect on usage of CLT? How?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Of course by encouraging teachers and do not limit them.	Sure by planning curriculum and want to follow that can have positive or negative effect.	Yes. Everyone in obsessed with covering a curriculum.	Yes. By Designing books and syllabuses.	Yes. By their perspective they have toward learning a language and testing system of country.	Of course by preparing appropriate condition and do not limit teacher with specific program.

Question 8. What types of teaching methods do English teachers need in your country?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Most prefer easiest way GTM but by motivate in-service them we can use CLT.	System is teacher centered but they need to learn have learner centered classes and choose method according to that.	Definitely CLT or maybe suggestopedia. they should give importance to speaking.	using educated teacher in field of ELT and recognize teaching autonomy to make them free to control and teach according to need.	Because of testing system use GTM but some use CLT only in some part.	There is no best method. Teacher should try what is suited to their aim.

Question 9. Is there any relationship between learners' needs and the way they learn English?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Of course, there should be a relationship but unfortunately there is not a relationship between learners need and the way they are learned because teacher choose different unuseful methods.	Language teaching is a whole composed of 4 skills and the learners need to learn the four skills but most of the time the teaching in Turkey does not balance the four skills equally.	Students needs are one of the most important things in choosing methods and strategies.	Of course, according to their needs they react in class.	There is no relation because they do not need to learn it.	Of course.

Question 10. How do you think we can incline curriculum to CLT principles? Is it possible in case of your classes and country?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Our curriculum is in CLT but the main problem is in the classrooms is most about in-service training.	As far as I know, it is not based on CLT but as combination of CLT and other methods. By omitting grammar and find way to teach vocabulary and grammar in communicative way.	Sadly, without further in-service teaching and motivation to teachers integrating CLT to classes is not possible.	Again, here the stakeholders are quite important. Planning suitable program and give enough time to cover materials.	It is very difficult in our country. Lack of time and technology and cultural issues make it impossible.	Curriculum developing is not going well in Turkey because ministry of education cannot decide what to do and they don't know anything about theoretical background.

Question 11. Do you feel satisfied with applying principles of CLT to your classes? Or do you prefer applying traditional methods and way of teaching?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Actually, I am satisfied.	Most of the time I feel positive with CLT and I feel highly satisfied but the curriculum force me to use some traditional method.	I don't prefer traditional methods if I don't give private lessons.	Of course I feel satisfy but before the exams sometimes I have to use more mechanical exercises.	I want to use CLT but system of exams in schools doesn't let me so I have to use GTM.	Yes, I do but I like to use other methods like GTM in some part too.

Question 12. Are your students satisfied with using new and creative communicative tasks in their process of learning or they prefer traditional way of learning?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
I think my students also satisfied with CLT.	students got used to learning explicit grammar rules in a course so they prefer traditional ones.	They prefer CLT otherwise, they get bored with traditional ways.	Ofcourse they prefer traditional way of learning because they are used to it but encourage them can work in short time to use CLT.	they feel satisfy while a communicative task or role play and play game.	Not always, most of the time especially as I teach adult they prefer traditional way of learning.

Question 13. Is there any relationship between the testing and teaching methods you choose in teaching English?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
In my method there is relationship but my country unfortunately only test reading and grammar.	there is a negative relationship between test and teaching method in my country.	Of course what I teach is accordance with what I test.	We just test the grammar rules and vocab so we can never teach English in a communicative way.	There should be a relationship but it makes use to use GTM.	Testing is a core our country or educational system. You have to teach what you test and vice versa.

Question 14. Are the national standardized tests designed in accordance with the CLT principles in your country?

T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
NO. All of them based on reading translation, cloze test, finding phrasal verb, and words.	Mostly not.	No not at all. These tests seek for memorization of vocabulary and grammar rules. It focus on form rather than meaning.	Unfortunately they are not only maybe 10 percent of the exam covers the dialog or function of the language in a way but the rest are mostly grammar vocab, reading.	I can say no because our test is full of reading passages, dialog completion, and there is no speaking item and no listening, and writing.	Of course not

APPENDIX D: Transcribe of Interviews

T₁/English language teaching/ 2 experience in teaching

1. What are the main principles of CLT?

First, it should focus on communication that means students should use language in the classroom. It is not focus on forms, they focus on meaning. Teacher should focus on meaning and in classroom there should be some gaps, information gap or opinion gap and teacher should bring authentic tasks to the classroom so that students can have authentic communication and authentic environment. I can say authenticity, gap, meaning focused instruction they are the main principles of CLT.

2.How do you make use of CLT principles in your classes?

I generally bring some drama activity to my classroom, I bring some role cards and hands out them to my students sometime they write their own script and they act out in front of board sometime I just give the role cards but with character name or personality then they write their own story. I make use of jigsaw tasks I make them groups of three or four and hand out some reading passage so they don't know what the other person have ,sometime I make them some picture tasks then I make them pair and both of them draw some pictures and then tell about their pictures so some authenticity activity information gap and I also make use of songs, films, and videos so that they also have information about the culture in America or Britain.

3.To what extent do you apply communicative tasks or CLT principles in your class?

I guess it is high. If I grade them from 1 to 5 it is 5.

4. Which aspects of CLT do you think is applicable in your classes? Why?

All of them. We are using authentic materials of course some time I am adapting them but generally make use of authentic materials and I give some gap in the task. All of them I think applicable in all English language classrooms.

5. Do you think CLT is effectively applied in English learning classes in your country?

Unfortunately not. But actually it depend on teacher, it depends on the level of students of course in all adult levels CLT can be used but in my country our teachers I don't think so they think they should follow particular curriculum, particular syllabus. Our syllabus also based on CLT, even though our teachers think it is not and we should follow the

curriculum and we should focus on grammar but now we should focus on meaning, of course grammar is an important part of the language. Form is an important part however they generally skip communication they try to practice something it is not authentic.

6. What are the most important points of CLT principles that can bring a significant shift in your students' learning?

CLT is student centered so it takes the students need on the first and while compared to traditional methods CLT put importance on communication so students want use and pick the language they want to usage so communication so gap part and authenticity is are important parts for them.

7. Do you think stakeholders also have an effect on usage of CLT? How?

Of course. As I said before our curriculum based on CLT and all people in the Turkey want that our students talk in English but we cannot. They all want this but they come to language classes all of them have a words to say how teachers teach how students are learned how teacher should act they have really impact on students learning and teachers from ministry to the principle on school and of course they have really good impact in one school the principle can say to teacher you really bring nice things I've heard about you , you made use of some English videos films for reinforcement teacher but in another school principle says no you will teach in English via Turkish via our native language it also effect teacher behavior and classroom practices in the classroom . so I guess stakeholders have a really large impact on that.

8. What types of teaching methods do English teachers need in your country?

They all know actually but when it comes to practice implementation, they choose the easiest, one CLT required some efforts but we generally prefer the easiest one so I guess via in-services training. In service training actually, they can be motivated to do this and I hope they implement this.

9. Is there any relationship between learners' needs and the way they learn English?

Of course. There should be a relationship but teachers generally come to that all students in classroom are different so as I said before they choose the easiest one and unfortunately there is not a relationship between learners need and the way they are learned because teacher choose the GTM just given the form focus some filling blanks activity some restrictive activities that's all it is a multiple choice but actually in our country there are

also our students have to pass some exams in lower secondary schools they take so that they can be placed in to upper secondary schools it is TEOK something like that and the take English exam also in this exam but it is multiple choice question and in eighth grade the teachers just focus on that exam and my friends who are teaching in schools if they are teaching in 8th grade they always saying it is a kind of moral thing I should give all that the students can meet in the exam so they focus on forms

10. How do you think we can incline curriculum to CLT principles? Is it possible in case of your classes and country?

Our curriculum is in CLT but the main problem is in the classrooms and it can be increased the way CLT is taught I thing via in-service training motivating teachers, I do not know but curriculum is already based on this. In addition, maybe some implementation can change curriculum but I do not know I think it is most about in service training.

11. Do you feel satisfied with applying principles of CLT to your classes? Or do you prefer applying traditional methods and way of teaching?

Actually, I am satisfied. Actually, I think my students also satisfied with CLT because when we first started I taught we will talk in English, here it is an English classroom and it starts I brought some drama activity some song, they were trying to find words and made their own stories in first day they said we are not accustomed to this come on please write something on the board and we will write this on our notebook because they always use that method but after two weeks they said it is really great this is amazing we should learn and I feel learning and that really important.

12. Are your students satisfied with using new and creative communicative tasks in their process of learning or they prefer traditional way of learning?

Yeah.

13. Is there any relationship between the testing and teaching methods you choose in teaching English?

In my method there is relationship because I focus on communication so I test their speaking listening skills and all 4 skills but when it comes to my country unfortunately no we just test their writing skills and grammar.in our exam we have that information gap question but there is not.

14. Are the national standardized tests designed in accordance with the CLT principles in your country?

No, TEOK, YDS, LYS. All of them based on reading translation cloze test finding phrasal verb and words not based on CLT.

I₅/MA student of English teaching/3 years of experience

1. What are the main principles of CLT in your opinion?

I totally believe that CLT is focused on communication and it told that learners must be able to take responsibility for their learning they must be able to have interaction with each other in fact the classes are not supposed to be teacher centered but the focus should be on the learner they need to be actively participating in each and every task done in the classroom and they should be able not rely on teacher only but need to get information from different sources to learn in more effective way .

2. How do you make use of CLT principles in your classes? Can you explain it?

It is about three years that I am an English teacher and from the very beginning I had it in my mind to apply CLT principles in my classes because I think that it is like a miracle for learners as I observed some classes in these three years I have seen teachers who teach traditionally and I have seen learners as they are so relying on the teacher and they think teacher is the only god of that class but in fact they should bear in mind that they must do whatever they want in order to learn things and teacher is just kind of motivator just a trigger for learning all the things that are supposed to be done for learning affectively should be done by learner for themselves in fact I try to put the focus on learner I try elicit whatever I am going to teach whether it is vocabulary items or grammatical point I want to put myself aside to some extend but you in iran that is not somehow possible because many people think that using traditional ways are more applicable in iran but i try to do my best in to implement CLT principles in my class.

3. To what extent do you apply communicative tasks or CLT principles in your class?

As I said for the previous question I try to motivate students to interact with each other to actively participate in the tasks that are done in the class and I really pay attention to inter symbolization whenever I supposed to do a task I mean the task that are done in the book I mean the course book whenever I feel the task seems to be so me how boring for the students I try to change it to some extend or I try to shift it to another one which is similar

but I really focus on the students motivation I believe that they should like something in order to do it that is why I focus on communication and Interaction among them and I believe that we should not interrupt students when they are talking because we may distract them and they forget what they want to say and I agreed that everything can be done by learner himself or herself we can each thing and help learner to discover where the new facts and elements of language that we want to teach.

4. Which aspects of CLT do you think is applicable in your classes? Why?

Regarding CLT I think learner centered classes are the most important and teacher must not talk a lot in class, must try to put himself aside and try to motivate students and ask them to participating in class and they should be able to take responsibility of their own learning and they should keep it in mind that teacher is only one source of knowledge it is not the only one they should take knowledge from different sources available to them whether their partners sometime may have information they can get from them I think in my classes these are to some extent are applicable but many teachers unfortunately in iran believe that we should speak to those traditional methods and teacher is the only source he or she should be aware of the all the aspects of language and students regarding some aspects of language the teacher does not know the answer of that question it is a catastrophe to them but to me something natural that we are human being we are still learners of English and learners of foreign languages though it is completely normal .

5. Do you think CLT is effectively applied in English learning classes in your country?

In my opinion in Iran just some aspects of CLT are applied such as contextualization and focusing on meaning but in teaching grammar we use some methods such as GTM or ALM.

6. What are the most important points of CLT principle which should apply in to language classes and can bring a huge shift in learning of your students?

Self-discovery is also another important principle of CLT to me and when you guide learners toward the elements of language which you want to teach and give the learner the chance to discover thing by themselves that is I think a kind of miracle and they will learn that this way is also possible I think in that case they will learn in the most effective way and that is the sign of that you are very good teacher and do not pay attention to the fact that they themselves have done such a great thing and you are only a kind of motivator and if you take this point in to consideration learning will happen in the best way I think.

7. Do you think stakeholders also have an effect on weak usage of CLT? How?

Yes I strongly believe that stakeholders have a very significant role in implementing CLT in Iran because many books that are nowadays available in Iran for teaching in institutes are based on traditional methods and lots of things are mentioned regarding vocabulary and grammar and the person who must implement CLT is only the teacher you know in some books like English result or other books we have got point regarded to vocabulary and grammar and at the end there is just small part regarding interaction and participation of the student in this case you will spend the majority of your time as a teacher for teaching language items and at the end you have only 5 or 10 minutes to ask students use that grammatical or vocabulary items in order to use the language in real world but it is the teacher who must implement CLT and of course that is because of some political or economic issues in Iran that stakeholders believe that traditional method are better to be implemented in course books but fortunately nowadays there is some course books published in markets that have paid a lot of attention to communication there are lots of task for communication that are mentioned in the course book and in that case learners can feel the language without learning about language .

8. What type of teaching methods English teachers need in your country?

As I told You some of the teachers use traditional methods are the best one in spite of the courage and effort that they have to make teaching a language is so difficult for most of them but they believe that communication and interaction is not so important I believe that English teachers should keep in mind that communication and interaction are main purpose of using foreign language or generally a language and they should put it in to practice in their classes they should pay enough attention to communication and interaction among students because whatever we teach the students they have to use them in well conversation when they want to go to foreign country they need language in real context a person that ask nonnative speaker to tell him or her the grammatical point they want to communicate and share the idea and if learners have just memorize different language aspects they will not be able to use it in real world and that is I think useless.

9. Is there any relevance between learners' needs and the way they learn or prefer to learn English?

Of course it has a relationship and there is a mutual relationship between them there are some students who learn English in order to go to foreign countries they want to

immigrate and that is why they want to learn English practically because they have to use it is not important for them to memorize and learn about the language but some of the students forgetting MA or PhD level in iran they need to have English degree or IELTS examination for example they have to past tests and what is important for them is they need to memorize language aspects in order to be able to do some tests regarding that level and in fact it affects the course that they take or the aims that they have for learning English.

10. How do you think we can incline curriculum to CLT principles? Is it possible in case of your classes and country?

Yeah but the main thing we should take in to consideration is first is textbook or course books because all teachers whether they want or not have to follow what the text book tells them and then we go to the teacher unfortunately first it is the course book which make decision regarding what is supposed to be taught in the class I think first we have to pay attention to the course book and choose the one which is related to CLT principles and then try to teach those methods or principles to the teachers it means like kind of educational program we have to make teachers ready what they are going to teach and somehow we to change principles and believes regarding language maybe they have learn language in traditional way that is why they want to transfer it to the learner but this is not the case in iran in fact and we need to pay attention to the course books at first then have some training courses for the teachers to make them ready for teaching those books and teach them some main principles of CLT or method and techniques like that then If students learn to rely on their own ability that is when they will learn language in best way. they should not think that the teacher is the main and only source of the knowledge in the class.

11. Do you feel satisfy with applying principles of CLT in your classes? Or you prefer to apply traditional methods and way of teaching?

Of course I am a fan of CLT because I have seen the effect of it on the learner and I have seen it a lot in my classes I have got feedback from my students that they are tired of traditional methods and they are always silent in those classes when they are participating actively in the class and they involved and they think teacher pay attention what they like and in fact interest and motivation they respect the teacher more and more because they believe that the teacher respects them and they try to do whatever teacher ask them because they totally understand that the teacher wants them to make profit points them language not just memorize it and as I said traditional method should be put aside but it is better to be

aware of them and also the principles at the end we should come up with some techniques and principles that pay attention to learner not just the teacher

12. Are your students satisfied with using new and creative communicative tasks in their process of learning or they prefer traditional way of learning?

In the previous question I answer the something students are totally satisfied with CLT but you know the majority of the students be happy with such techniques but some of them are a bit lazy they want teacher to do everything they want to be silent and follow rules precisely they do not want to participate to be active in the class they just want sit and write whatever teacher write on the board but the majority of the students fortunately love CLT principles and things like that.

13. Is there any relevance between the way of testing and methods you choose for teaching?

Testing has got I think many problems in fact in institutes in spite of the fact that CLT methods are followed in the institute that I teach the testing method is a traditional one I mean the testing pays attention to vocabulary items, grammatical points, writing, reading and there is no part for testing students speaking activities and that is why it is about a year i have paid attention to this aspect and after each and every part 15 minutes for all students to speak and actively use the language and I want to measure their speaking scores but unfortunately most of the time and I think in most of the institutes of iran testing is traditional but teaching methods being up to date and I should they should pay enough attention to testing too because when you teach in a specific way you have to test it in that way too and you teach a method like CLT and you test it in a traditional way it does not work do not test that method in fact.

14. Do tests methods design according to CLT principles in your country?

No of course not basic elements of language and they just want to determine the level of student according to the course book only and they only pay attention to basic element they do not take in to account that learners have to use language finally and if they not test a language usage all the process teaching were use them because they teach the language and remind to the learner how to use it and if we teach the elements and without taking into account the fact that speaking activities and speaking abilities of the student is also important everything will be under the question but whatever teacher does or learners do will be use.

APPENDIX E: The Criteria List for Observation

Statements	Yes	No
1. Teacher use only text book and follow it step by step without any creative idea from himself/herself.	*	
2. Most of the class time spends by teacher's speaking.	*	
3. Teacher put students in groups in order to do activities.		*
4. Students are eager to do activity in groups and feel confident in reporting the result.		*
5. Teacher use different teaching aids materials and he knows how to use them effectively.		*
6. Although teacher follow lesson plan but he use other methods and techniques.		*
7. Teacher prefers teaching in away his/her students need and prefer to learn.	*	
8. The text book and curriculum are according to CLT principles.		*
9. The emphasis of teacher and students are on grammar points and teacher explains them explicitly.	*	
10. Teacher motivates students in order to help them use foreign language to communicate.		*
11. Tasks that teacher give to learners are based on CLT principles.		*
12. Teacher changes the setting of traditional class and tries to help learners to be creative and use new techniques to learn better.		*
13. Although teacher applies CLT principles in class, learners prefer continuing studying in the traditional way because they feel it's the way they can learn easily.	*	
14. Stakeholder prepares a very good situation and very qualified materials in order to have communicative base classes but teacher can't make use of it effectively		*

Statement	Yes	No
15. Teacher uses authentic materials in order to make the lesson more practical for learners.		*
16. Students are more eager to use authentic materials in order to practice what they learn rather than use text book exercises.		*
17. Teacher allows students to choose the activity which they prefer and also help them to manage procedure between themselves.	*	
18. Students are free to choose their members of a group and also they have this opportunity to discuss how they prefer to do the activity.		*
19. Teacher encourages students in order to evaluate their own learning and have control over their process of learning.		*
20. Teacher makes such a circumstance in a class that students can co-operate with each other and also they can easily ask for correction or clarification from their teachers or other peers.	*	



GAZİ GELECEKTİR..