

Cambodian EFL teachers' and learners' beliefs about communicative language teaching

Davut Nhem

Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia

This paper investigates Cambodian EFL teachers' and students' beliefs about communicative language teaching (CLT) in Phnom Penh, Cambodia. A quantitative approach was employed in the study; 33 teachers and 80 students responded to a questionnaire adapted from Khatib and Tootkaboni (2017). The questionnaire covers six aspects of CLT (the role of learners; the role of teachers; the role of grammar; the role of the learners' native language; pair and group work activities, and error and correction). The results show that teachers and students held positive beliefs toward CLT, especially regarding the roles of teachers and learners, and pair/group work. In addition, teachers and students held different beliefs about CLT in the areas of the role of teachers, the role of the native language, and pair/group work. This study concludes that CLT is positively welcomed in the Cambodian context.

Keywords: Communicative language teaching; language acquisition; language learning; and teachers' and learners' beliefs; Cambodia

Introduction

Communicative language teaching (CLT) has become well recognized in the ELT profession (Littlewood, 2007; Sato & Kleinsasser, 1999; Thompson, 1996) since its inception in second language teaching in the 1970s (Dörnyei, 2009). A large number of research articles, conference papers and books support and endorse it (see, for example, Brandl, 2008; Chang, 2011; Morrow, 2018; Richards, 2006). CLT is based on (Hymes, 1972) theory that knowing a language does not mean knowing only a set of linguistic structures or rules (linguistic competence) but the use of language (communicative competence) (Spada, 2007). Thus, acquiring a new language is not only about knowing grammatical rules but also knowing how and when to use the language (appropriateness). Later researchers (for example, Canale, 1983; Canale & Swain, 1980; Halliday, 1985) applied Hymes' notion of communicative competence under the tenet of "learning through doing" (Dörnyei, 2009, p. 34). That is, L2 learners develop their communicative competence when they participate actively in doing tasks to seek the meaning of the language. A further interpretation of CLT was developed by Littlewood (1981) who sees it as including both functional and structural perspectives of language teaching which shows that the structures of language are important and can serve as a springboard for the functional activities. Richards (2006, p. 2) later redefined CLT as a set of principles which include "the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom".

More recently, teachers' and students' beliefs regarding the use of CLT have been considered as an important way to understand the CLT approach in diverse educational settings. Various studies have investigated teachers' perceptions of CLT in a range of contexts (for example, Ahmad & Rao, 2013; DordiNejad, Ashouri, Hakimi, Moosavi, & Atri, 2011; Lee, 2014; Nishino, 2008; Sarab, Monfared, & Safarzadeh, 2016), or students' beliefs about the use of CLT (Chung & Huang, 2009; Durrani, 2016; Khatib & Tootkaboni, 2017). However, while much has been written about teachers' beliefs or learners' beliefs separately, there is a lack of research into whether teachers and students hold the same beliefs toward the use of CLT in the ELT classroom. Research by Dörnyei and Csizér (1998) claimed that tasks or activities used in the classroom have significant impacts on learners' interest in learning. Thus, it is important to know whether teachers' and learners' views align regarding the activities of the learning process being used in the classroom. This study, contributes towards filling this gap by seeking answers to the following questions:

1. What are teachers' and students' beliefs about communicative language teaching?
This question will be approached with reference to: the role of teachers, the role of learners, the role of grammar, the role of learners' native language, pair and group work classroom activities, and error and correction.
2. Do teachers and students differ in their beliefs about communicative language teaching?

Literature review

The role of teachers and learners

In traditional classrooms, teachers are viewed as an authority in delivering knowledge to students. However, in the CLT classroom, the teacher and the learners both play vital roles in constructing knowledge. Littlewood (1981) views the teacher as a facilitator of learning who coordinates and leads group learning activities. Nunan (1989) discusses the role of the teacher and the learners as the task performers who take social and interpersonal aspects into consideration. Thus, the relationship among all participants is part of the learning process. In this respect, Richards (2006) defines the teacher as a co-learner in the CLT classroom. Learners are given more freedom to choose their own learning content, process and assessment (Nunan, 1989; Richards, 2006). This form of learner autonomy provides students with a sense of control over their learning progress.

However, not all studies are consistent on this point. Sarab et al. (2016) in Iran and Nishino (2008) in Japan reported that teachers viewed themselves as a facilitator of the learning process, a provider of learning material, and a co-communicator. Similarly, Ngoc and Iwashita (2012) in Vietnam reported that teachers regarded themselves as facilitators of learning activities while students perceived their teachers as knowledge providers. Those students also viewed the teacher as their friend and the motivator of their learning. Khatib and Tootkaboni (2017) in Iran also claimed that although the students expected teachers to establish an interactive learning environment which motivates them to learn the language, they also believed the teacher is at the centre of the classroom and a provider of knowledge to students. Regarding their own role as learners, the students believed they should have opportunities to communicate or interact with each other and take control of their learning process (Khatib &

Tootkaboni, 2017). Additionally, Coskun's (2011) study in Turkey found a discrepancy between what the teachers believed and what they did in the classroom. Those teachers viewed themselves as facilitators but they did not promote many students' activities during class. Those teachers spent most time lecturing, leaving few opportunities for students to interact with each other. In the contexts reviewed here, the roles of teachers and learners are not consistent with each other or with the theoretical position detailed earlier.

The role of grammar

In the CLT approach the meaning is given more focus than the structure. Littlewood (1981) suggests that grammar functions as a basic step leading to communicative activities, and proposed a methodological framework consisting of pre-communicative activities and communicative activities (Figure 1). In the pre-communicative phase, students are taught a set of skills or linguistics knowledge which provides them with communicative capability. Learners are also given a chance to practice those skills in isolation. The purpose of practicing language skills is to allow students to acquire partial skills in communication and produce satisfactory linguistic competence. Practicing new language skills can be done by using quasi-communicative activities (focus on both meaning and structure) or structural activities (totally structure). Through communicative activities, students are required to apply skills or knowledge earned in the pre-communicative activities to negotiate meanings in contexts. In other words, students are given the opportunity to activate their language skills to explore meanings.

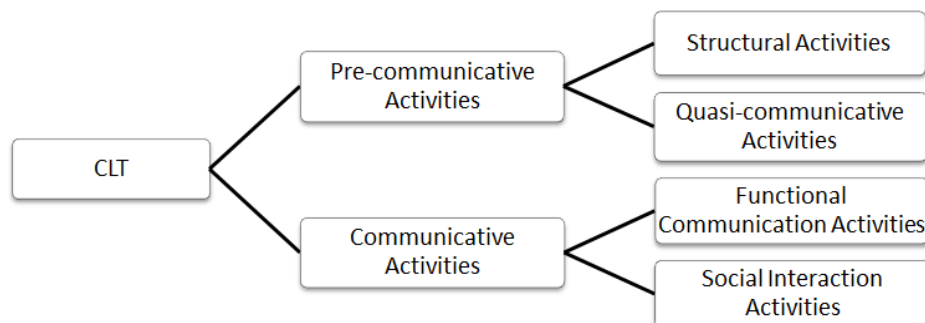


Figure 1: Reproduced from Littlewood's (1981) methodology framework, p. 86

By contrast, Krashen (1982) argued that although second language teaching should provide input that allows learners to acquire the language subconsciously, the role of grammar also plays a crucial part in conscious learning of the language. From his perspective, subconscious learning should happen first. Learners should be encouraged to make mistakes in the output phase whereas conscious learning would serve as a mistake editor. Several studies have reported issues related to grammar. Coskun's (2011) study in Turkey found that teachers excessively focused on explaining and practicing grammatical patterns in the classroom even though they believed that grammar should be introduced through communicative activities. Similarly, DordiNejad

et al. (2011) in the Iranian context found that accuracy was more important than fluency; linguistic features (i.e. structures, reading, or vocabulary) were taught separately. Other studies (Ahmad & Rao, 2013; Jafari, Shokrpour, & Guetterman, 2015; Lee, 2014; Sarab et al., 2016) have revealed that teachers placed an emphasis on the importance of university entrance examinations, leading them to focus more on teaching grammar. Given the importance of examinations, Chung and Huang (2009) also found that students in Taiwan highly favoured teachers' explanation of grammar, memorization of structures, and translation. The studies cited here, imply a myth about the role of grammar in the CLT approach. It seems that the teachers think grammar is not introduced in CLT and this might lead them to favour the grammar translation method over CLT because they perceive grammar as important. Indeed, Ahmad and Rao (2013) discovered that teachers did not want to use CLT because it does not prioritize grammar. This is despite the fact that CLT takes a balanced view of the role of grammar and communicative activities as explained above.

The role of learners' native language

The role of learners' mother tongue in the ELT classroom has been long debated by scholars (see, for example, Atkinson, 1987; Auerbach, 1993; Sert, 2005). Atkinson (1987) suggests that using learners' native language is beneficial for eliciting students' ideas, checking comprehension, giving instruction on activities or facilitating the learning process. In addition, Auerbach (1993) claims that when students' L1 literacy is limited, the available linguistic repertoire should be used. Code-switching in the ESL classroom can help the teacher clarify meaning (Sert, 2005). However, injudicious use or overuse of native language would also create drawbacks (for a discussion, see Atkinson, 1987).

Research on Iranian students' perceptions toward CLT indicated that the judicious use of native language in the classroom is preferable, especially when the teacher has to give the instruction about tasks or homework (Khatib & Tootkaboni, 2017). On the contrary, DordiNejad et al. (2011) found that teachers believed that translation would reduce students' enthusiasm for learning. To clarify, the aim of the CLT approach is to maximise opportunities for students to use English through communicative activities such as pair or group work (Richards, 2006) but this does not mean that the native language should be entirely avoided in the classroom.

Pair and group work activities

Classroom activities can be undertaken by individuals, pairs, groups or the whole class depending on the nature and goals of the activity. In the CLT approach, most of the tasks favour pair/group work activities (Richards, 2006) because they best allow students to negotiate meaning and activate the language. This emphasis is based on the belief that learning a language is not about acquiring a set of grammatical structures or vocabulary through memorization, but it is more about learner engagement in the cognitive process and social aspect (Nunan, 2004).

Research has reported inconsistent results regarding the role of pair/group work. Nishino (2008) indicated that most teachers in Japan frequently employed the CLT approach in their classroom. Those teachers usually used activities such as games (bingo, board game), information gap, role play, and discussion. Other studies which investigated teachers' beliefs (Rahimi & Naderi, 2014) and students' perceptions (Durrani, 2016; Khatib & Tootkaboni, 2017) also found positive attitudes towards

pair/group work. Conversely, Rao's (2002) study in China indicated that students preferred non-communicative activities (i.e. drilling, practicing exercise, grammar explanation by the teacher, or error correction) more than communicative activities (i.e. pair/group work). Lee (2014) also found that teachers preferred not to use CLT because they thought it only focuses on speaking and listening activities (communicative activities) which would not help their students to master grammar and reading skills without which students might not be able to perform well in examinations. Both these studies with a negative view of CLT (Lee, 2014; Rao, 2002) demonstrated a misconception of the role of pair/group work in CLT. They were wrong to assume that by employing pair/group work activities, they would have precluded the teaching of structures.

Errors and correction

The aim of CLT is to develop learners' ability to achieve communicative purposes (Richards, 2006). In relation to this, fluency and accuracy have become a focus of discussion. Harmer (2007) proposes that evaluation of fluency or accuracy should relate to the aim of specific learning activities. He suggests that non-communicative activities like completing worksheets are designed for practice to ensure that students can produce the target language points accurately. Thus, the evaluation of accuracy is important. Communicative activities like role-play allow students to develop language fluency. With this focus on fluency, errors in accuracy should be tolerated.

Some recent findings on the role of error correction and evaluation are not consistent. Coskun (2011) found that teachers corrected grammatical errors immediately while students were producing learning output. Conversely, Ngoc and Iwashita (2012), who compared the attitudes towards CLT of 37 Vietnamese teachers and 88 university students, found that the teachers were more likely to be positive toward error correction than the students. The teachers believed that errors should not be judged strictly and should be tolerated while the students were not likely to share the same view. Similarly, Khatib and Tootkaboni (2017) found that most students preferred to be corrected regularly.

Methodology

This study investigates teachers' and learners' beliefs about CLT using a quantitative approach to facilitate examination on a large scale. Using the convenience sampling method of Ary, Jacobs, Sorensen, and Razavieh (2009), this study was undertaken at a private school providing a K-12 programme and a public university (offering an MA in TESOL programme). Data were collected using an online survey sent to participants through social media so it could easily reach them. The participants in the MA TESOL programme responded to the survey as teachers because in addition to studying for their MA they were also teaching English at their own school. Eighty students and thirty-three teachers of English responded to the questionnaires.

The EFL learners (Table 1) consisted of 42 females and 38 males. The majority were below twenty years old, and they had learned English for around ten years. There were similar numbers of students across the proficiency levels but the English for Academic Purposes group was small (8% of the total). The teacher participants (Table 2) consisted of 9 females and 24 males. Most of the teachers were either between 26 and 30 years-old (49%) or 20 and 25 years old (39%). The majority of the teachers (70%) had been teaching English for around 5 years although 21% had worked as teachers of

English for approximately 10 years. The teachers taught at various proficiency levels from beginner to advanced. In addition, most of them (79%) possessed at least a BA degree in teaching while some had an MA degree in TESOL (21%).

Table 1. Summary of demographic information of the student respondents (n=80)

Category	Sub-category	Frequency	Percentage
Gender	Female	42	48%
	Male	38	52%
Age of Students	12-15 Years old	46	58%
	16-20 Years old	32	40%
	21-25 Years old	2	2%
Year of Learning English	1-5 Years	32	40%
	6-10 Years	37	46%
	11 Years or more	11	14%
Level of Learning English	Beginner – Elementary	23	29%
	Pre-Intermediate –	20	25%
	Intermediate	30	38%
	Upper-Intermediate –	7	8%
	Advanced EAP & Others		

Table 2. Summary of demographic information of the teacher respondents (n=33)

Category	Sub-category	Frequency	Percentage
Gender	Female	9	27%
	Male	24	73%
Age of Teachers	20-25 Years old	13	39%
	26-30 Years old	16	49%
	31 Years old or above	4	12%
Year of Teaching English	1-5 Years	23	70%
	6-10 Years	7	21%
	11 Years or more	3	9%
Level of Teaching	Beginner-Elementary	13	40%
	Pre-intermediate- Intermediate	7	21%
	Upper-intermediate- Advance	5	33%
	EAP & others	2	6.0%
Teachers' Education	BA	26	79%
	MA	7	21%

The questionnaire used (adapted from Khatib & Tootkaboni, 2017, see Appendix 1) focuses on six aspects of CLT (the role of teachers, the role of learners, the role of grammar, the role of learners' native language, pair/group work activities, and error and

correction). Its reliability and validity were demonstrated in a previous study (Khatib & Tootkaboni, 2017). Each of the six aspects of CLT is covered in a number of items. There is a total of 28 items in the questionnaire. All items consist of statements using a five-point Likert scale (1 = strongly agree, 5 = strongly disagree).

The data were analysed using IBM SPSS version 23. Scores of negative statements were reversed to ensure consistency. Therefore, where the combined mean scores of a subcategory are lower, this indicates that respondents' are more positive toward CLT. Moreover, an independent *t*-test was used to investigate the differences between teachers' and learners' beliefs on CLT.

Results

RQ1. What are teachers' and students' beliefs about Communicative Language Teaching?

Overall, the results show that CLT is positively welcomed by the teachers and the students in the study (Table 3). Three of the aspects investigated, the role of learners, the role of teachers, and pair/group work activities, have been highly favored by the participants. The mean scores for the role of learners are markedly low for both groups of the participants ($M = 2.22$ for students; $M = 2.23$ for teachers). It should be remembered that lower scores indicate stronger positive beliefs. Thus, both teachers and students recognized the significance of the role of learners in taking control of the learning process, negotiating with peers and the teacher, sharing ideas or experiences, and suggesting content and activities for learning. This suggests a noticeable degree of learner autonomy. The two groups of participants also perceived the teacher as a facilitator in the classroom ($M = 2.45$ for students; $M = 2.03$ for teachers). This may indicate that the participants viewed the teacher as a person who provides an interactive learning environment, facilitates learning activities, and motivates students to learn the language. Likewise, the role of pair/group work is also regarded as of importance in the learning process ($M = 2.50$ for students; $M = 2.18$ for teachers). This indicates that participants believe that pair/group work activities could help learners develop ideas, confidence, and effective communication skills.

Table 3. Teachers' and learners' belief mean scores (n=80 for students; n=33 for teachers)

Aspects of CLT	M (students)	SD	M (teachers)	SD
The Role of Learners	2.22	.51	2.23	.37
Error and Correction	2.83	.37	2.70	.38
The Role of Grammar	3.02	.50	2.91	.26
The Role of Teachers	2.45	.51	2.03	.45
The Role of Native Language	3.16	.49	2.83	.55
Pair/Group Work	2.50	.56	2.18	.51

The other aspects of CLT such as error and correction, the role of grammar and the role of the learners' native language have also been viewed as relatively positive in regard to CLT. The mean scores for error and correction are $M = 2.83$ for students and $M = 2.70$ for teachers. This may suggest a preference for evaluating learning performance based on communicative activities. Mistakes in learning would be considered as natural learning outcomes in language learning, and therefore could be tolerated. Importantly, since the mean scores for error correction are fairly low, it is possible that both accuracy and fluency have been taken into account by the participants. The mean scores for the role of grammar are also somewhat low ($M = 3.02$ for students; $M = 2.91$ for teachers). It seems possible that the direct explanation of grammatical structures or forms might not be highly favored by the participants. Instead, they might prefer teaching/learning grammar through communicative contexts and activities in which practicing grammatical patterns would be less favored. Finally, the scores for the role of the native language in learning English are also low ($M = 3.16$ for students; $M = 2.83$ for teachers). This could indicate that the use of the native language might not always be necessary for facilitating language teaching and learning for the teachers and students.

RQ2. Do teachers and students differ in their beliefs about Communicative Language Teaching?

Table 4 shows that teachers were not significantly different from students in their beliefs about CLT and the role of learners ($p = .852$), errors and correction ($p = .095$), and the role of grammar ($p = .125$). However, the beliefs of teachers and students were significantly different on the role of teachers ($p = .000$). The effect size (Cohen's d), is approximately .8, which is considered large for effects in studies within the behavioural sciences. Inspection of the two group means reveals that the average mean scores of learners' beliefs ($M = 2.45$) is significantly higher than the score ($M = 2.03$) for teachers which indicates that the teachers were more positive toward CLT than the students. Likewise, there is also a statistically significant difference between the teachers and learners in their beliefs about the role of the native language ($p = .002$). The effect size (d) is roughly .6, which is considered a moderate effect in such research. The mean score of learners ($M = 3.16$) is significantly different from the score ($M = 2.83$) for teachers. The teachers' and learners' belief about the importance of pair/group work activities is also statistically different ($p = .007$). The effect size is approximately .7, which is considered a medium effect. The mean score ($M = 2.50$) for students is significantly higher than the score (2.18) for teachers which indicates that teachers are more positive about the value of pair/group work in relation to CLT. The above analysis shows that the teachers were more likely to hold positive beliefs about the role of teachers, the role of the native language, and pair/group work activities in relation to CLT than the students.

Table 4. Independent-samples t-test for teachers' and learners' beliefs toward CLT

Variables	M	SD	t	df	p	d
The Role of Learners						
Students	2.22	.51				
Teachers	2.23	.37	-.19	79.92*	.852	.02
Error and Correction						
Students	2.83	.37				
Teachers	2.70	.38	1.70	111	.095	.3
The Role of Grammar						
Students	3.02	.50				
Teachers	2.91	.26	1.54	104*	.125	.4
The Role of Teachers						
Students	2.45	.51				
Teachers	2.03	.45	4.15	111	.000	.8
The Role of Native Language						
Students	3.16	.49				
Teachers	2.83	.55	3.11	111	.002	.6
Pair/Group Work						
Students	2.50	.56				
Teachers	2.18	.51	2.74	111	.007	.7

*The t and df were adjusted because variances were not equal.

Discussion

This study investigated Cambodian teachers' and learners' beliefs toward six aspects of CLT. The results show that overall CLT was positively favored by the teachers and students. The results are consistent with those of other studies. For instance, pair/group work activities were highly preferred by the participants in this study and this concurs with studies on EFL teachers' views of CLT by DordiNejad et al. (2011), Nishino (2008), and (Rahimi & Naderi, 2014), as well as research on students' perceptions of CLT by Durrani (2016), and Khatib and Tootkaboni (2017); all of which report that pair/group work is frequently employed in the CLT classroom. It is not surprising that pair/group work activities are popular because they can help students develop ideas for communicative purposes; allow students to be more active in learning; and may replace formal class instruction which does not develop students' communicative competence. Importantly, the teachers in the current study held at least a bachelor's degree in Education in TEFL and some were working on an MA degree in TESOL demonstrating that they were well-trained teachers of English language education and may indicate why they were attracted to using CLT. It is, moreover, intriguing to note that even though there was a wide range of students' levels (beginner to advanced), pair/group work was still highly favored by these students. This is inconsistent with Rao's (2002) finding that students tended to favour communicative activities like pair/group work less. It is also inconsistent with Lee's (2014) study reporting that the teachers mostly

preferred lecturing in lessons related to reading and grammar. Perhaps these differences occur because of differences in context but also differences in the backgrounds and training of the participants.

The results relating to the role of teachers and the role of learners in this study are consistent with previous studies by Ngoc and Iwashita (2012), Nishino (2008) and Sarab et al. (2016) which found that teachers viewed their role as the facilitators of learning in the classroom. This might also be related to the use of pair/group work that requires students to actively engage in learning activities, interact with each other to negotiate meanings, and participate in suggesting learning contents and activities. In such a scenario, the teacher's role is to create an interactive learning environment which could stimulate the level of students' interest and motivation in learning. The goal, as Richards (2006) states, is that students should feel comfortable in listening to their peers in pair/group work activities, instead of depending on the teacher.

The aspects investigated in this study (error and correction, the role of grammar, and the role of the native language) were also viewed relatively positively as parts of CLT by the participants. However, these results contradicted those of previous studies (Chung & Huang, 2009; Durrani, 2016; Khatib & Tootkaboni, 2017) in relation to the role of grammar, and in relation to error and correction (Coskun, 2011; Khatib & Tootkaboni, 2017). Those previous studies found that grammar is excessively focused on in the classroom while error correction is strictly utilised. There may be diverse reasons for this, particularly the major role of examinations which lead teachers to focus on accuracy rather than fluency (Ahmad & Rao, 2013; Jafari et al., 2015; Lee, 2014; Sarab et al., 2016); or the use of a zero tolerance approach when correcting students' learning mistakes as reported by Coskun (2011). Although there are some inconsistencies in comparing the current study to previous studies this might be expected as there are inevitably differences in contexts.

Although all participants in the current study were generally positive towards CLT, the teachers were more positive than the learners in relation to the role of teachers, the role of learners, the role of the native language, and pair/group work activities. These results are consistent with the results of Ngoc and Iwashita (2012) who compared teachers' and learners' attitudes toward CLT in Vietnam.

Conclusion

In investigating the beliefs about CLT of teachers and learners in Cambodia this study found that the learners' role, the teachers' role, and pair/group work activities are considered important aspects of CLT by both teachers and students. Pair/group work activities have become the major aspect that allow learners to play an important part in their learning while the teachers' role facilitates the learning process. The study revealed some differences between teachers' and learners' beliefs about three aspects (the teachers' role, the role of native language, and pair/group work), which means that the teachers are more positive toward CLT about these principles than the students, but both groups remained positive overall. What differences existed would not be sufficient to challenge the implementation of CLT in the classroom.

It is important to recognize that in this study all respondents were based in Phnom Penh. The results, therefore, might not represent teachers and students from outside the city. It would be useful to collect further data from more diverse contexts within the Cambodian education system, especially from remote provinces, to investigate the degree to which CLT might be favoured throughout Cambodia.

About the author

Davut Nhem is currently an MA student at the Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia. He obtained a B.Ed in TEFL from the same university. He has worked as a coordinator of the Adult English Programme and as an ESL teacher at various levels. He can be contacted at: davut_nhem124@yahoo.com

References

- Ahmad, S., & Rao, C. (2013). Applying communicative approach in teaching English as a foreign language: A case study of Pakistan. *Porta Linguarum*, 187-203.
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Razavieh, A. (2009). *Introduction to research in education* (8th ed.). Belmont, CA.: Wadsworth.
- Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? *ELT Journal*, 4(4), 241-247.
- Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9-32.
- Brandl, K. (2008). *Communicative language teaching in action: Putting principles to work*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 2-27). Harlow: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Chang, M. (2011). EFL teachers' attitudes toward communicative language teaching in Taiwanese college. *Asian EFL Journal*, 53(1), 17-34.
- Chung, I. F., & Huang, Y. C. (2009). The implementation of communicative language teaching: An investigation of students' viewpoints. *The Asia-Pacific Education Researcher*, 18(1), 67-78.
- Coskun, A. (2011). Investigation of the application of communicative language teaching in the English language classroom – A case study on teachers' attitudes in Turkey. *Journal of Linguistics and Language Teaching*, 2(1).
- DordiNejad, F. G., Ashouri, M., Hakimi, H., Moosavi, Z. S., & Atri, R. (2011). Communicative curriculum perceived by Iranian language teachers. *Procedia Social and Behavioral Sciences*, 1761-1765.
- Dörnyei, Z. (2009). Communicative language teaching in the 21st century: The 'principled communicative approach'. *Perspectives*, 36(2), 33-43.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2(3), 203-229.
<https://doi.org/10.1177/136216889800200303>
- Durrani, H. (2016). Attitudes of undergraduates towards grammar translation method and communicative language teaching in EFL context: A case study of SBK women's university Quetta, Pakistan. *Advances in Language and Literary Studies*, 7(4), 167-172.
- Halliday, M. A. (1985). *An introduction to functional grammar*. London: Edward Arnold.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Edinburgh: Pearson.
- Hymes, H. D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. Harmondsworth: Penguin.
- Jafari, S. M., Shokrpour, N., & Guetterman, T. (2015). A mixed methods study of teachers' perceptions of communicative language teaching in Iranian high schools. *Theory and Practice in Language Studies*, 5(4), 707-718.
- Khatib, M., & Tootkaboni, A. A. (2017). Exploring EFL learners' beliefs toward communicative language teaching: A case study of Iranian EFL learners. *Journal of English Language Teaching and Learning*, 109-134.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Lee, M. W. (2014). Will communicative language teaching work? Teachers' perceptions toward the new educational reform in South Korea. *Indonesian Journal of Applied Linguistics*, 3(2), 1-17.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. United Kingdom: Cambridge University Press.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243-249.
- Morrow, C. K. (2018). Communicative language testing. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7).

- Ngoc, K. M., & Iwashita, N. (2012). A comparison of learners' and teachers' attitudes toward communicative language teaching at two universities in Vietnam. *University of Sydney Papers in TESOL*, 7, 25-49.
- Nishino, T. (2008). Japanese secondary school teachers' beliefs and practices regarding communicative language teaching: An exploratory survey. *JALT Journal*, 30(1), 27-51.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Rahimi, M., & Naderi, F. (2014). The relationship between EFL teachers' attitudes towards CLT and perceived difficulties of implementing CLT in language classes. *International Journal of Applied Linguistics & English Literature*, 3(3), 237-245.
- Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classrooms. *System*, 30(1), 85-105.
- Richards, J. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Sarab, M. R., Monfared, A., & Safarzadeh, M. M. (2016). Secondary EFL school teachers' perceptions of CLT principles and practices: An exploratory survey. *Iranian Journal of Language Teaching Research*, 4(3), 109-130.
- Sato, K., & Kleinsasser, R. C. (1999). Communicative language teaching (CLT): Practical understandings. *The Modern Language Journal*, 83(4), 494-517.
- Sert, O. (2005). The functions of code-switching in ELT classrooms. *The Internet TESL Journal*, 11(8). Retrieved from <http://iteslj.org/Articles/Sert-CodeSwitching.html>
- Spada, N. (2007). Communicative language teaching: current status and future prospects. In J. Cummins & C. Davison (Eds.), *International Handbook of English Language Teaching* (pp. 271-288). New York: Springer.
- Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT Journal*, 50(1), 9-15.

Appendix 1: Questionnaire for students and teachers

Notes: 1= Strongly Agree (SA); 2= Agree (A); 3= Neutral (N); 4= Disagree (DA); 5= Strongly Disagree (SD). The statements with an asterisk are negative ones.

Items	SA	A	N	DA	SD
1. It is the learner who plays a great role in the process of learning.	1	2	3	4	5
2. Learners are expected to interact with each other either in the flesh, through pair and group work, or in their writing.	1	2	3	4	5
3. Learners need to have freedom to choose their language use rather than practicing what they are told to say.	1	2	3	4	5
4. Learner's own personal experience should be regarded as an important contributing element in language classrooms.	1	2	3	4	5
5. * The learner is not in a position to suggest what the content of the lesson should be or what activities are useful for him/her	1	2	3	4	5
6. * For evaluating learners' progress in communication, their vocabulary and structural knowledge should be assessed.	1	2	3	4	5
7. Errors are seen as a natural outcome of the development of the communication skill and are therefore tolerated.	1	2	3	4	5
8. * Because of the learners' limited linguistic knowledge, they should not be allowed to correct each other's errors.	1	2	3	4	5
9. It is better to evaluate learners' performance in communicative based activities such as role-play.	1	2	3	4	5
10. Constant error correction is unnecessary and even counter-productive (an effect that is opposite to the one wanted).	1	2	3	4	5
11. * Good evaluation is carried out when the focus of evaluation is on accuracy.	1	2	3	4	5
12. Correction from teacher should happen only when there is a communication breakdown.	1	2	3	4	5
13. * Direct instruction of language rules leads to effective communication.	1	2	3	4	5
14. Less attention should be paid to the overt presentation and discussion of grammatical rules.	1	2	3	4	5
15. Language forms should be addressed within a communicative context and not in isolation.	1	2	3	4	5
16. * The most important part of learning English is practicing grammatical patterns.	1	2	3	4	5
17. Learners seem to focus best on grammar when it relates to their communicative needs and experiences.	1	2	3	4	5

18. The teacher should set an environment that is interactive and not excessive formal.	1	2	3	4	5
19. The teacher should facilitate communication process and advise learners during task performance.	1	2	3	4	5
20. * The teacher's role is to act as 'authority' in the language classroom.	1	2	3	4	5
21. Teacher should help learners in any way that motivates them to work with language.	1	2	3	4	5
22. Judicious or careful use of learner's native language is acceptable when feasible or workable.	1	2	3	4	5
23. * Learners' native language should be a vehicle for communication in language classrooms.	1	2	3	4	5
24. * Teachers must provide directions of homework, class work and test directions by using learners' native language.	1	2	3	4	5
25. Group/pair work activities can lead to more developed ideas, and therefore greater confidence and more effective communication.	1	2	3	4	5
26. More emphasis should be given to active and effective modes of learning such as pair or group work.	1	2	3	4	5
27. * Group/pair work tasks can never be replaced the whole class formal instruction.	1	2	3	4	5
28. Group/pair work activities provide knowledge and skills which lead to greater success in undertaking tasks.	1	2	3	4	5