Investigating EFL Teachers' Attitude toward Implementing CLT Principles in Public Schools and Private Language Institutes in Iran

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Communicative Language Teaching came into vogue as a result of repeatedly articulated discontentment with audio-lingual approach and its mechanical nature. CLT draws on the positive points or techniques utilized in previous methods. The final objective of this approach is to achieve Communicative Competence. It sees language as a vehicle for communication. All these features have made CLT a very popular approach to teaching of second or foreign languages. In order for language teachers to be able to put into practice the principles of CLT in language classrooms, they have to be familiar with these principles. This study investigates to what extent Iranian public school and institute teachers are familiar with the principles of CLT and what attitudes they hold toward these principles. To this end a questionnaire designed by Doukas (1996) was utilized to elicit public school and institute teachers' views and their attitudes towards CLT. It was found that public school language teachers had lower understanding of CLT principles and their private institute counterparts although both had moderate understanding of CLT principles.

Overview

English has enjoyed popularity from the beginning of the 20th century. As soon as United States excelled in terms of science, economy and industry, it saw a torrent of immigrants flooding into the country, hoping to start a new, comfortable life. In addition to advancements in science, economy and industry, Hollywood plays an important role in attracting people's attention to English as lingua franca. If one asks EFL students why they are interested in learning English, they will probably answer the question with phrases like: to study in the U.S.A, to be able to understand Hollywood movies, to be able to read articles which are being published in famous journals and the like. All these reasons beside many others contribute to the pervasive use of English in all corners of the globe.

In Iran, English assumes a significant role in our educational system. Many parents who have come to realize the significance of English in today world send their children to language academies in early ages of eight or nine. Having understood the importance of English , university students who lack competence in this language flood into language institutes to supposedly gain the ability to listen, read, write and speak in this target language; e.g English. It is unfortunate to note that educational system of Iran has produced students who lack the ability to express themselves in the target language in real-world contexts. It has been a decade since the inclusion of Communicative Language teaching and its principles in the curriculum of some of the institutes in Iran. It now enjoys popularity across the country. Every language academy in Iran claims to follow the principles of CLT in their teaching of second languages. After the acceptance of CLT by people in different language academies across the country, High schools which were applying the principles of GTM and in some cases ALM in their curriculum decided to have a turnabout in the way they were presenting materials. Having felt the satisfaction of language learners, attending language academies, with the principles of CLT and how they were applied, the high school syllabus designers decided to apply the same principles in high schools to see if these principles are suitable for objectives followed in high schools. In this study, we are going to compare the perceptions of teachers working in high-schools with the ones teaching in language academies across the city.

Background

Before the world-war II the language skills which were highly emphasized during language instruction were reading and somehow writing. In Grammar Translation Method speaking and listening did not have any place because according to advocates of GTM, reading the literature and intellectual development were the ultimate goals of the foreign language study. During the world-war II, United States army needed soldiers who could communicate effectively in German, Italian, Russian, etc. As a result, they asked applied linguists across the country to come up with a method that best can improve soldiers' ability to communicate fluently, in another language, in a short time. Army Method was the method which was introduced by American applied linguists to U.S government. "Its objective was for students to attain conversational proficiency in a variety of foreign languages" (Richards &Rodgers, 2001). The Army Specialized Training Program, Army Method, lasted about two years but attracted the attention of many people in the academic community. This method was then transferred into the educational context of United States and was named Audio-lingual

Method. Richards and Rodgers enumerated the tenets of Audiolingualism proposed by Moulton:

 1. Language is speech.

 2. Language is a set of habits.

 3. Teach the language, not about the language.

 4. Language is what native speakers say

 5. Languages are different (quoted in Rivers, 1964)

Simultaneously but separately, somewhat similar movement to Audiolingualism was led by British applied linguists. It was called Situational Language Teaching. "It was the first approach to methodology that involved systematic principles of selection, gradation and presentation." (Richards &Rodgers, 2001) .The main characteristics of SLT are enumerated by Richards &Rodgers (2001):

1. Language teaching begins with the spoken language.

2. The target language is the language of the classroom.

3. New language points are introduced and practiced situationally.

4. Items of grammar are graded from simple to complex.

5. Grammar is taught inductively.

6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

Audiolingualism and Situational Language Teaching reached their apex in 1960s. But then came criticism on two fronts. The MIT linguist, Noam Chomsky, criticized the theoretical underpinnings of Audilingualism. He maintained that the theoretical assumptions held by advocates of ALM are unsound in terms of both theory of language and learning. He rejected structural approach to language description and advocated a mentalistic view to theory of language. 'He proposed that fundamental properties of language derive from innate aspects of mind from how humans process experience through language."He also rejected behaviorist

view of language learning. He maintains that "language is not habit structure" (Chomsky, 1966, cited in Richards &Rodgers, 2001).

He went on to say that humans can produce infinite number of novel sentences by using finite number of rules. He rejected behaviorism because it did not account for creativity and productivity of language. As mentioned before, in the mid-1960s, the theoretical foundations of ALM and SLT were called into question. As a result of dissatisfaction with the principles underlying Situational Language Teaching, British applied linguists came up with Communicative Language Teaching as a solid approach to teaching of foreign languages. CLT appeared to account for and find answer to all inadequacies of ALM and SLT. Some experts assert that CLT is the amalgamation of all methods. It emphasizes all the four skills simultaneously. This approach advocates the development of communicative competence as a primary goal via the extensive use of the foreign language as a means of communication during classroom sessions. Understandably, education authorities and teacher educators are keen to know what teachers understand by CLT and how well they have incorporated this approach into their foreign language teaching (Razmjoo, A. &Riazi, M. 2006, 1).

In CLT, the emphasis is put on producing students who can communicate effectively and fluently while taking into account the role relationships between the speakers, and the context in which the conversation takes place .To put it simply, what to say, when to say and how to say something is at the heart of communicative competence. Li &Song (2007,cited in Wong,2010) maintain that the purpose of CLT is to create learners who can use language appropriately in a given social context.   Communication and its elements, including negotiation of meaning, expression and interpretation are at the heart of Communicative Language Teaching (Brown, 2000; Ellis, 1982; Johnson &Johnson, 1988; Lee &Van Patten, 2003; Littlewood, 1981; Nunan, 1991; Richard-Amato, 1996; Savignon, 1997; Wong, 2010).

In CLT, one of the main duties of a teacher is to increase learner's opportunity to practice communication. In so doing, Communicative Competence can be achieved through a plethora of opportunities given to learners in order for them to apply the principles of Communicative competence while doing real world or pedagogical tasks. Savignon (2002, cited in Wong, 2010) identifies two components of communicative competence as grammatical competence and pragmatic competence. Hymes was the one who first came up with the idea of communicative competence. He coined this term as a reaction to Chomsky's linguistic competence. He maintained that Chomsky's linguistic competence did not account

for the social context in which linguistic competence come to be utilized. Hymes' communicative competence encompasses four components: Grammatical competence, Discourse competence, Sociolinguistic competence, Strategic competence

Statement of the problem

In recent years CLT has been embraced by many language teachers across the country. Its principles have been supposedly utilized in Iranian language programs. Syllabus designers claim to have included the principles of CLT in developing the curriculum for language learners. However, we do not know to what extent language teachers are familiar with these principles in our high-schools. Do Iranian high-schools are fully aware of the principles of CLT and consequently apply these principles in their immediate activity of teaching?Moreover, this research tries to find out what the perceptions of CLT are among language teachers teaching in different language academies across the city.

Savignon (2002, cited in Wong, 2010) asserts that in spite of the fact that CLT has been given a lot of attention in the literature, language teachers have not sufficiently received training on how to apply the principles of CLT in their classes. This is because the term CLT lacks precise definitions(Brown, 2007).Wong(2010) mentions that there is a great deal of confusion about what it means to teach communicatively as well as lack of research on applying CLT in language classrooms(Canale,1983). As cited in Wong (2010),Nattinger (1984) notes that in CLT, "definitions are vague and contain many variations."

In a similar vein, Richards reports that many language teachers when get asked about what method they use in their classes, CLT is the answer they provide. Many teachers believe that they apply CLT in their classroom, but they do not have a consistent definition and understanding of what CLT exactly means. Wong (2010)goes further by saying that many teachers state that not allowing the students to use their mother tongue, extensive use of the target language and communication are the only things that make their classes communicative(wu, 2008). Wu adds that some teachers do not adopt CLT in their classes because of their misconception of this slippery term, CLT.

Purpose of the study

The focus of this research is to understand what the overall perception of Iranian high-school and institute teachers is with respect to the concept of CLT and its principles. Moreover, it investigates whether high-school teachers adopt CLT in their teaching practices.

If yes, to what extent they implement CLT in their classroom. Most teachers have read about principles of CLT but when it comes to implementing those principles in their teaching practices, they adopt an approach that is different from that of CLT. Some teachers have no idea how they can apply CLT in their classroom because its definitions are vague and contain many variations.

Research question

This study encompasses three research questions:

1. What are the perceptions of Iranian high-school language teachers with respect to the concept of CLT and its principles?

2. What are the perceptions of Iranian language teachers, working in private institutes, with respect to the concept of CLT and its principles?

3. Is there any statistically significant differences between high school and private institute language teachers' perceptions of the concept of CLT and its principles?

Significance of the study

The study aims to improve L2 teacher education by comparing high-school language teacher's perceptions of CLT with that of teachers working in language academies. The information gained from this study is expected to yield informative insights regarding the design of future language teaching training programs to researchers and teachers. It is believed that comparing the perceptions of CLT within high-school teachers and those of language institute teachers can help educational policymakers to identify the gaps that exist within teachers' understanding of the principles of CLT. Identifying these gaps would help our educational policymakers to make a few changes in pre-service teacher training programs and therefore, train teachers who are both perfectly familiar with the principles of CLT and able to apply these principles in their immediate activity of teaching.

CLT enjoys popularity nowadays. Therefore, every language academy persists to apply its principles within the context of the classroom. It is promised by some scholars that if these principles are perfectly applied in the classes, learning will be augmented within learners and their communicative needs will be met.

Methodology

Participants:

The participants of this investigation were 76 English teachers from public school and private institute, 43 of whom were teachers in public schools, whereas the other 34 were teachers in private institute.

Instrument:

A questionnaire involving the main principles of communicative language teaching, namely group work, quality and quantity of error correction, the importance of grammar and its place, the role and benefits of learners' involvement, and also the role of teacher, is considered as different components of this study' instrument. This aforementioned questionnaire, that is mainly constructed by Karavas-Doukas (1996), has 24 statement (12 favorable and 12 unfavorable) that is developed in Likert scale.

According to Karavas-Doukas (1996), the maximum score that can be attained in the attitude scale and the one indicative of the most favorable attitude toward the CLT is 120, while the minimum score that can be obtained is 24. Hence, the participants' answers can range from 24 to 120; the neutral point of this continuum is 72.

Reliability of Questionnaire

The reliability of aforementioned questionnaire was commutated by Karavas-Doukas (1996) benefiting from the split-half method. The correlated split-half reliability coefficient was .81 that is virtually high and can be referred as a suitable index.

Data Collection and Analysis

The data is collected by administration of language teachers' questionnaire; descriptive statistics namely, mean and the frequency of items and also its percentages is calculated. Moreover, inferential statistics such as independent *t*-test is utilized.

Results and discussion

In this part, the results of the study are presented and discussed. The items of the teachers' questionnaire in the two domains were examined in terms of their percentage so as to see what their general attitude is toward the factors representing the communicative language teaching (CLT) features. To better illustrate the pattern of the respondents' answers to the

questionnaires, the first two alternatives (strongly agree and agree) and the last two (disagree and strongly disagree) were combined.

As table 1 indicates, the majority of the teachers, in the private institutes, agreed with and appreciated some of the items in the questionnaire more than the others such as "*Grammatical correctness is one of the criteria to judge learner's performance*" (item1), "*Group work activities are essential*" (item2), "*Organizing the teaching so as to suit the needs of all is impossible in a large class*" (item11), "*Knowledge of the rules of a language is not sufficient*" (item12), *"The teacher must supplement the textbook with other materials and tasks"* (item24).

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Some of the items in the questionnaire were devised to elicit teachers' perception of CLT principles. Only 29.4 percent of the teachers in private institutes agreed with item 9, "Group work allows students to explore problems". That is, the majority of EFL teachers, in this study, teaching in institutes did not agree with this principle of CLT. Only 44.1 percent of the teachers in private institutes agreed with item 5, "Training learners to take responsibility for their own learning". Only 29.4 percent of the teachers in private institutes agreed with item 10, "Errors are a natural part of learning language". That is, majority of the teachers considered errors as elements that should be avoided at all cost. This kind of view is against CLT principles. Items 8, 14 and 11 contained three other principles of CLT. Institute teachers had relatively acceptable appreciation of these three principles of CLT. However,[61.7] percent of institute teachers disagreed that grammar should be seen as a means not as an end. This shows that Iranian EFL teachers are still using traditional approaches to teaching grammar. Moreover, [58.8] percent of the institute teachers disagreed with the idea of viewing language as an effective vehicle for doing something. The highest percentage of unsure was that of item 22 with 58.8 percent, "through group work the teacher can monitor the students' performance". In addition, 35.3 percent of the institute teachers expressed their uncertainty about the idea that "errors are a part of learning a language". Overall, regarding the 24 items of the questionnaire, the teachers of institutes had relatively positive attitude toward the CLT principles. To present a clearer picture of the teacher attitude findings, the items of the questionnaire are categorized and summarized under the 5 principles of CLT (see table 2).

Table 1: Institute teachers' perception of CLT principles

Items	SA+A		U		D+SD	
	F	P	F	P	F	P
1. Grammatical correctness is one of the criteria to judge learner's performance.	34	100	0	0	0	0
2. Group work activities are essential	28	83	2	6	4	11
3. Grammar is as a means not and end	5	14.8	8	23.5	21	61.7
4. Learners can suggest the content of the lesson	19	45.9	10	20	15	34.1
5. Training learners to take responsibility for their own learning	15	44.1	5	14.7	14	41.2
6. The teachers' feedback must be focused on the appropriateness	21	61.7	5	14.7	8	23.6
7. The teacher is no longer an "authority" and "instructor"	15	44.1	6	17.6	13	38.3
8. The learner –centered approach to LT encourages responsibility	19	55.8	1	2.9	14	41.3
9. Group work allows students to explore problems	10	29.4	9	26.5	15	44.1
10. Errors are a natural part of learning language	10	29.4	12	35.3	12	35.3
11. Organizing the teaching so as to suit the needs of all is impossible in a large class.	25	73	9	20	6	7
12. Knowledge of the rules of a language is not sufficient	26	76.4	4	11.8	4	11.8
13. Group work activities are potential	9	26.5	10	29.4	15	44.1
14. Much correction is wasteful of time	23	67.7	6	17.6	5	14.7
15. CLT learners are fluent and accurate	16	47	12	35.3	6	17.7
16. The teacher has many different roles while teaching	24	71.5	7	21.6	3	9.9
17. Mastering the rules of grammar is not enough	25	73.5	7	20.7	2	5.8
18. Language is effective as a vehicle for doing something	7	20.6	7	20.6	20	58.8
19. Activities such as explanations, writing and example are not the only role of teachers	25	73.5	6	17.6	3	8.9
20. Tasks and activities should be based on the students' need	13	38.3	8	23.5	13	38.2
21. Small group work can replace whole class and formal instruction	10	29.4	7	20.6	17	50
22. Through group work the teacher can monitor the	10	29.4	20	58.9	4	12

students' performance						
23. To communicate effectively , direct instruction in the rules and terminology of grammar is NOT essential	18	52.9	9	26.5	7	20.6
24. 4	32	94.2	0	0	2	5.8

Table 2: Institute teachers' attitude regarding the five principles of CLT

Principles	SA+A		U		D+SD	
	F	P	F	P	F	P
1. Grammar role(Item 1,3,12,17&23)	21	61.9	6	17.6	7	20.5
2. Group work task and activities(Item 2,9,13,21&22)	17	50	6	17.6	11	32.4
3. Error correction (Item 6,10, 14&15)	18	52.9	9	26.4	7	20.7
4. Learner role(Item 4,5,8,11,18,&20)	16	47	7	20.5	11	32.5
5. Teacher role(Item 7,16,19,24)	24	70.5	5	14.7	5	14.8

 On the other hand, table 3 manifests public school teachers' attitude toward CLT principles. As table 3 indicates, the majority of the teachers, in the public schools, agree with and appreciate some of the items in the questionnaire more than the others such as *"Grammatical correctness is one of the criteria to judge learner's performance"* (item1), *"Group work activities are essential"* (item2), *"Organizing the teaching so as to suit the needs of all is impossible in a large class"* (item11), *"Knowledge of the rules of a language is not sufficient"* (item12)*, "The teacher must supplement the textbook with other materials and tasks"* (item24). Intriguingly, the same items appreciated by institute teachers have had the highest percentage of approval among public school teachers, too.

Items 9, 5, 10, 8, 14, 11 are devised to elicit teachers' attitude toward CLT principles. Only 39.5 percent of the teachers in public schools agreed with item 9, "Group work allows

students to explore problems". That is, the majority of EFL teachers, in this study, teaching in public schools did not agree with or had no idea of this principle of CLT. Only 23.2 percent of the public school teachers agreed with item 5, "Training learners to take responsibility for their own learning". Only 34.8 percent of the public school teachers agreed with item 10, "Errors are a natural part of learning language". That is, majority of the teachers considered errors as elements that should be avoided at all cost. This kind of view is against CLT principles. 48.8 percent of public school teachers had positive attitude toward item 8,

"The learner –centered approach to LT encourages responsibility". That is, nearly half of the public school teachers do not agree with learner-centered language classrooms. This stems from the fact that public school teachers are using traditional teacher-centered approaches to language teaching for a long time. They are accustomed to teacher-centered classrooms and they do not like to change it. On the contrary, Institute teachers had a positive view of learner-centered classrooms. Items 14 and 11 contained two other principles of CLT. Public school teachers had relatively acceptable appreciation of these two principles of CLT. However, [65.1] percent of public school teachers expressed their disagreement with item 21, "small group work can replace whole class and formal instruction". In a similar vein, [60.4] percent of the public school teachers disagreed with item 5, "training learners to take responsibility for their own learning". The highest percentage of public school teachers' uncertainty was that of item 5 in which 48.8 percent of public school teachers expressed their uncertainty regarding the idea that "Errors are a natural part of learning a language". This shows that Iranian public school teachers are more inclined to accepting traditional views of error correction. Overall, regarding the 24 items of the questionnaire, the teachers of public schools had relatively low understanding of CLT principles compared to institute teachers. They were either against some of the main principles of CLT or had no idea of those principles, indicating their low understanding of this popular method. To present a clearer picture of the teacher attitude findings, the items of the questionnaire are categorized and summarized under the 5 principles of CLT (see table 4).

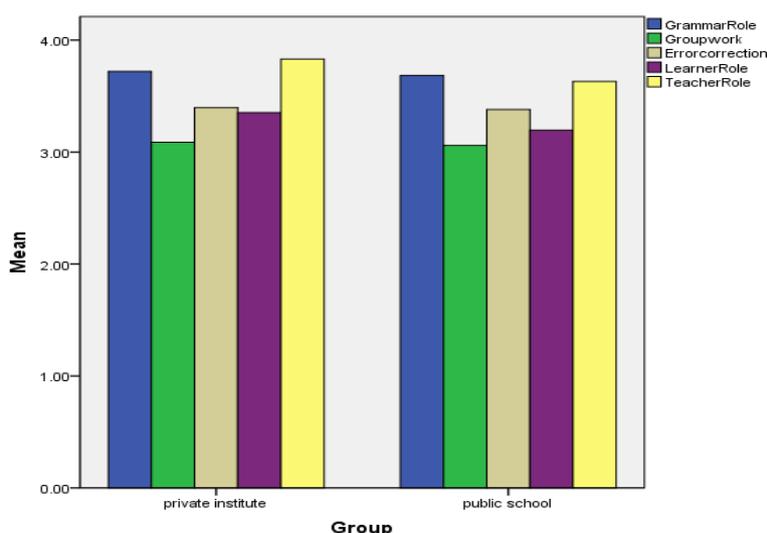*Table 3*: *public school teachers' perception of CLT principles*

Items	SA+A		U		D+SD	
1. Grammatical correctness is one of the criteria to judge learner's performance.	F	P	F	P	F	P
	36	83.7	5	11.6	2	4.7
2. Group work activities are essential	34	79	7	12	4	9
3. Grammar is as a means not and end	20	48.5	5	14.3	16	37.2

4. Learners can suggest the content of the lesson	22	51.1	7	16.2	14	32.7
5. Training learners to take responsibility for their own learning	10	23.1	7	16.2	26	60.4
6. The teachers' feedback must be focused on the appropriateness	10	23.3	17	39.5	16	37.2
7. The teacher is no longer an "authority" and "instructor"	29	67.6	3	6.9	11	25.5
8. The learner –centered approach to LT encourages responsibility	21	48.9	8	18.6	14	32.5
9. Group work allows students to explore problems	17	39.5	11	25.6	15	34.9
10. Errors are a natural part of learning language	15	34.9	21	48.9	7	16.2
11. Organizing the teaching so as to suit the needs of all is impossible in a large class.	34	79	6	13.9	3	7.1
12. Knowledge of the rules of a language is not sufficient	30	69.9	7	16.2	6	13.9
13. Group work activities are potential	10	23.4	19	44.1	14	32.5
14. Much correction is wasteful of time	30	69.8	8	18.6	5	11.6
15. CLT learners are fluent and accurate	19	44.3	15	34.8	9	20.9
16. The teacher has many different roles while teaching	28	65.2	7	16.2	8	18.6
17. Mastering the rules of grammar is not enough	34	69.7	4	14.3	5	16
18. Language is effective as a vehicle for doing something	9	20.9	11	25.7	23	53.4
19. Activities such as explanations, writing and example are not the only role of teachers	37	86	3	7.1	3	6.9
20. Tasks and activities should be based on the students' need	23	53.4	6	13.9	14	32.7
21. Small group work can replace whole class and formal instruction	6	13.9	9	20.9	28	65.2
22. Through group work the teacher can monitor the students' performance	29	67.7	9	21.3	5	13
23. To communicate effectively , direct instruction in the rules and terminology of grammar is NOT essential	17	39.5	7	18.7	18	41.8
24. The teacher must supplement the textbook with other materials and tasks	39	90.8	2	4.6	2	4.6

Table 4: public school teachers' attitude regarding the five principles of CLT

Principles	SA+A		U		D+SD	
	F	P	F	P	F	P
1. Grammar role(Item 1,3,12,17&23)	23	53.4	7	16.2	13	30.4
2. Group work task and activities(Item 2,9,13,21&22)	19	44.3	11	25.5	13	30.2
3. Error correction (Item 6,10, 14&15)	20	46.6	13	30.2	10	23.2
4. Learner role(Item 4,5,8,11,18,&20)	21	48.8	7	16.4	15	34.8
5. Teacher role(Item 7,16,19,24)	35	83.3	3	6.9	4	9.8

As graph 1 indicates, overall, Institute and public school teachers' understanding of 5 main CLT principles are very close to one another. It is indicated that institute teachers had a more positive attitude toward teachers' role in CLT than their public school counterparts. Similarly, in other 4 main aspects of CLT such as learner role, error correction, group work activities and grammar role, institute teachers had higher understanding and positive attitude toward all aspects of CLT than their public school counterpart.

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As the figures present, the public school and institute teacher attitudes toward the five factors representing the CLT principles are very close to each other. Therefore, they do not vary significantly. To find out whether the difference between the two domains in terms of teacher attitude is significant or not an independent t-test was run. The results show that the difference is not statistically significant because the Sig-value is not less than [.05] (see table 5).

Table 5: independent t-test

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Domain	N	Mean	T	Sig
Private	34	3.245	.343	.406
Public	43	3.481		

1. Conclusion

CLT represents the current trend of English language education that aims to develop learners' communicative competence. Although teachers play a crucial role in preparing students to communicate effectively in various situations, few studies have focused on Iranian language teachers' attitudes toward CLT. This study was motivated to investigate Iranian language teachers' attitudes toward CLT and their thinking and experiences regarding CLT practice.

The present study intended to investigate what the English language teachers' attitudes toward Communicative Language Teaching (CLT) are. Based on the results of the present study, it can be concluded that the institute language teachers held a more positive view toward CLT principles than their public school counterparts. However, this difference between their attitudes was not statistically significant. The results are somehow consistent with the common sense view that the public school teachers view CLT principles less positively in EFL contexts than the teachers working in language academies. The results of the study show that since public school teachers hold somehow less positive attitude toward CLT principles due to many reasons such as lack of knowledge of these principles, they do not mostly implement these principles in second language classrooms. The results of the study indicate the fact that in real practice, the public domain teachers attach the least amount of importance to the tenets representing CLT; that is, "the target language is not used as the medium of communication," "error correction is done directly and on the spot, "the use of idioms, authentic sources and oral skills is the least," and "grammar is taught systematically and in details."

2. Conclusion

While the present study focused on English teachers in Iran, a prototype example of the expanding circle, much of what the Iranian teachers said about communicative and non-communicative activities in the Iranian classrooms and about their difficulties in using communicative activities is common to many parts of the world. EFL teachers and students in these countries share much of the same perception with regard to their classroom teaching activities. In addition, information from this kind of study is also crucial for teachers to develop their teaching methods based on their students' needs.

In addition, different from the grammar translation method focusing merely on reading skills, CLT considers four skills - listening, speaking, reading, and writing as integrated skills, which

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should not be taught separately. CLT aims to develop students' communicative competence. To communicate effectively, the students are involved in different kinds of activities that require practicing various skills to understand their peers and make themselves understood by others.

Further, CLT creates a non-threatening language environment that lowers the learners' anxiety and make class input comprehensible. In the classroom where CLT is applied, the students can develop their language as well as social skills when they work together with their group members to achieve a common goal.

Finally, in CLT, both students and teachers play different roles than those in the traditional classrooms. Instead of waiting for the teacher to make decisions for them, students take the initiative and responsibility for their own learning. Instead of being spoon-fed by the teacher, the students can explore knowledge themselves and find their own answe

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Investigating EFL Teachers' Attitude toward Implementing CLT Principles in Public Schools and Private Language Institutes in Iran
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