

Investigating The Iranian Learners' Attitudes Towards Implementation of CLT as A Classroom Practice in Vision Series

Abstract

Communicative language teaching is an overarching method used in most parts of the world. The current study selected 288 Iranian learners through stratified sampling procedure to examine their attitudes about using CLT in Vision series in Iran's high schools. To this aim, the required data collected through questionnaire, checklist and interview. By using quantitative and qualitative methods such as descriptive statistics, one sample t-test and content analysis, the researchers analyzed and explained the data. The researchers faced a myriad of changing findings in this study. The findings revealed that Iranian learners had a positive attitude towards using CLT but more meaningful and communicative tasks and content should be included in the Vision series. Also, it is shown that learners feel more comfortable to have an active role in classroom while using CLT procedure and tasks. These findings are important for language teachers and book writers as the findings could pave the way for better teaching and more suitable content in the books.

Keywords: Attitude, Iranian Learners, Communicative Language Teaching, Vision Series

Introduction

Communicative language teaching or CLT is an overarching and comprehensive methods in all over the world. Nowadays, CLT is used as a common and widespread teaching method for teaching English language in all language classes. Plenty of definitions have been introduced for CLT during the history and the common point among all of them is that CLT focused on communication, meaningful interaction and real-life communications. Many scholars introduced a range of objectives for using CLT in language classes such as improving learners' autonomy, communicative competence and independence (Gor & Vatz, 2009; Yim, 2016; Richards and Rodgers, 2014).

Many scientists and scholars did empirical experiments on the effect of communicative language teaching on English learning in language classes. Savignon and Wang (2003) and Chung and Huang (2009) examined the learners' attitudes toward using and working with CLT and concluded that learners had a positive view about communicative language teaching in their classes. Littlewood (2010) and Rao (2002) concluded that the use of CLT could lead to more willingness and motivation for language learners and made them more active.

In the context of Iran, Sabzalipour and Mousavi (2013) performed a case study to assess the English language textbooks employed in the first year of high school from the students' perspective. A questionnaire of 41 questions was utilized, encompassing eight categories: textbook content, physical appearance, exercises and activities, clarity of instructions, textbook level, vocabulary, grammar, and consideration of learning style differences. The findings demonstrated that students are delighted with their English textbooks and agree with the criteria. Moreover, the researchers provided significant evidence that the English language textbooks employed in Iran's secondary schools fulfill students' expectations.

However, few studies have been done regarding learners' attitudes towards using CLT in Iranian English classes especially in Iran's high schools. This study aims to address the gap by examining learners' perceptions on the impact of Communicative Language Teaching in the Vision series inside Iranian high schools. This study is of high importance for language teachers, book writers and curriculum developers to focus more on the needs of language learners and the importance of CLT in Iran's high schools.

Theoretical Foundations: CLT in Theory

CLT approach illustrates a pedagogical philosophy centered on communicative language use, defined as "a method of foreign or second language instruction that prioritizes communicative competence as the objective of language acquisition and seeks to make meaningful communication and language application the focal point of all classroom activities" (Richards & Schmidt, 2010, p. 90). It emphasizes communication over accuracy and proficiency in language structures, requiring the allocation of tasks distinct from those in traditional language classes (Richards & Rogers, 2001). The CLT enhances communication, articulation, meaning transfer, and social interaction skills among language learners" (Gor & Vatz, 2009, p. 245).

In a student-centered classroom, students ought to feel comfortable, confident, and at ease, while the instructor should refrain from adopting an authoritarian and teacher-centered approach (Rahimi & Asadollahi, 2011). Consequently, the CLT instructor serves as a facilitator, an unbiased contributor, a researcher, a demanding advisor, a consultant, and a supervisor of collaborative efforts (Richards & Rodgers, 2001). Communicative Language Teaching (CLT) is being advocated and employed as an efficient method for instructing English, to enhance students' communicative competencies (Burns, 2010; Brown, 2014; Littlewood, 2011, 2014). It has expanded beyond English as a Second Language (ESL) contexts to encompass English as a

Foreign Language (EFL) contexts (Larsen-Freeman & Anderson, 2011), and numerous EFL nations have demonstrated considerable interest in Communicative Language Teaching (CLT) due to its ability to facilitate student interaction as a prerequisite for the development of communicative competence (Savignon, 2007).

According to Yim (2016), the objective of CLT is to enhance individuals' capacity to generate and formulate (spoken and written) expressions with appropriate cultural significance or intent. Furthermore, other academics contend that there is significant contention regarding the definition of CLT and that no single model is universally acknowledged as definitive. Breen and Candlin, as cited in Richards & Rodgers (2001), articulate that the learner's role in Communicative Language Teaching (CLT) is that of a negotiator among the self, the learning process, and the object of learning, which arises from and interacts with the role of joint negotiator within the group and classroom dynamics. Kheirabadi and Alavimoghaddam (2014) conducted an extensive meta-analysis examining both internal and external factors, focusing on Authenticity, Gender Parity, Cohesion and Coherence, and Cultural Issues. Their findings indicated that the primary weakness of "Right Path to English" lies in its traditional methodology, which predominantly emphasizes Grammar and Reading instruction.

Adopting a communicative approach in foreign language education enhances competency in foreign language communication, hence nurturing communicative competence, the ability to employ all modalities of language expression, including reading, listening, speaking, and writing (Kamariddinova, 2024). Richards and Rodgers (2014) contend that educators exhibit greater motivation to implement small-group work in classroom activities. Small-group exercises are beneficial for achieving communication objectives in the classroom. Students derive advantages from small groups in language instruction as they promote increased participation. Moreover, these activities afford educators increased opportunities to deliver feedback, observe students, and provide suitable guidance. The pair and group activities offer exceptional chances for language utilization and enhancement of fluency. Ellis and Shintani (2013) assert that task-based language training facilitates L2 learners' engagement in "meaning-focused communication through the completion of tasks," hence augmenting their communicative competence (p. 135). The negotiation of meaning allows language learners to focus on conveying meaning instead of the accuracy of their output.

Empirical Foundations: CLT in Practice

Savignon and Wang (2003) assessed the perspectives and attitudes of Taiwanese EFL learners on instructional methods that illustrate form-focused and meaning-based approaches. The schooling reported by the pupils was found to be inconsistent with their needs and aspirations. Littlewood (2010) emphasizes the importance of students' perceptions, asserting that when the teaching methods employed by teachers improve opportunities for learning that students deem valuable and enjoyable, their willingness to engage increases, thereby enhancing the effectiveness of learning (p. 47).

Chung and Huang (2009) interviewed 24 Taiwanese senior high school students to examine their thoughts on the CLT-centered classroom learning experience. Despite the Ministry of Education's endeavors to introduce Communicative Language Teaching and the favorable perceptions of students regarding it, their findings indicated that language instruction prioritized memorization, grammar, and translation to meet testing requirements. They encountered challenges in integrating Communicative Language Teaching with long-standing traditional pedagogical methods. They asserted that the focus of English instruction should transition towards enhancing students' communicative competence.

Rao (2002) investigated the viewpoints on communicative and non-communicative behaviors of thirty Chinese EFL freshmen to understand their beliefs. The results indicated that participants were amenable to both communicative (e.g., student-student interaction) and non-communicative (e.g., drills, direct instruction of grammatical rules by the teacher, and the teacher's authority) principles. Consequently, the integration of both types of activities was highly recommended.

İNceçay and İNceçay (2009) surveyed to examine the perspectives of thirty Turkish EFL university students on communicative and non-communicative activities. According to the findings, learners endorsed both communicative and non-communicative activities, such as whole-class discussions and pair/group work, alongside standard error correction tactics and audio-lingual drills. The researchers proposed a change that would integrate both types of activity. Savignon and Wang (2003) examined the attitudes and perspectives of Taiwanese EFL learners about classroom methodologies characterized as primarily meaning-oriented and form-focused. The findings indicated a discrepancy between learners' requirements and preferences and their reported classroom instruction experiences.

Aubrey (2010) conducted a study including 22 Japanese EFL students. The CLT approach significantly enhances learners' motivation to communicate, indicating that promoting positive attitudes toward CLT increases learners' willingness to talk in EFL circumstances. Aubrey (2014) investigated 202 Japanese students enrolled in communicative English courses. Following one semester of practice, he discovered that most students associated their elevated self-concepts with their academic endeavors. Their experiences in communicative classes also impacted their L2 learning habits.

In Japanese contexts, certain studies examined students' opinions towards Communicative Language Teaching (CLT). Taguchi (2013) investigated 1,534 Japanese university students who had positive attitudes toward the communicative teaching approach. Taguchi contended that the "ideal L2 self" of Japanese university students emphasizes speaking and communication, thus the communicative teaching method aligns with their needs and expectations, while grammar-translation methods fail to meet these requirements and are regarded as passive approaches that do not engage students in classroom activities (Kikuchi, 2009).

Shower (2010) did a study comparing 11 college students in a Communicative Language Teaching class to 10 college students in a pattern-drill teaching program. His study employed questionnaires, interviews, and classroom observations to ascertain that Communicative Language Teaching (CLT) markedly enhanced students' willingness to engage in communicative activities. Moreover, their conversational competence and enthusiasm to acquire English enhanced more significantly than through pattern-based drills.

Research by Pae and Shin (2011) found that 119 Korean university students in communicative English classes and 136 in traditional English classrooms successfully translated materials. While students exhibited extrinsic motivation in both classes, a significant correlation between Intrinsic Motivation and Motivation to Learn English ($r = .58, p < .05$) was observed just among participants in communicative English classes. Chen (2015) investigated the perspectives of 27 Taiwanese high school students concerning Communicative Language Teaching in a distinct study. He indicated that although certain students appreciated CLT lessons, many with restricted English competence preferred increased L1 clarification in the classroom.

Asassfeh et al. (2012) examined the perceptions of Jordanian EFL school students about traditional form-focused instruction in contrast to communicative meaning-focused education in English. The pupils preferred meaning-oriented training over form-focused instruction.

Nevertheless, the statistics indicated that CLT classrooms did not accurately reflect the students' choices. McClintock's (2011) evaluation of university students' perceptions of CLT in Korea indicated that the sample possessed a favorable opinion of CLT principles.

McDonough and Chaikitmongkol (2007) examined the attitudes of instructors and students toward a task-based EFL course. The authors identified task assessments, learning notebooks, observations, course evaluations, and interviews concerning the replies of the two groups. Furthermore, the findings indicated that the course promoted enhanced student autonomy and independence. This research examines the viewpoints of language learners regarding language acquisition overall. Furthermore, Jarvis and Atsilarat (2004) examined the perspectives of Thai teacher trainers and students concerning Communicative Language Teaching (CLT). Their findings indicated that although Thai practitioners regarded CLT concepts positively, they encountered challenges in their application. Furthermore, most students expressed interest in learning approaches that were inconsistent with CLT principles.

Ngoc and Iwashita (2012) examined the viewpoints of 37 professors and 88 university students in Vietnam about Communicative Language Teaching (CLT). The majority of students in both groups regarded CLT and communicative activities, such as group and pair work, positively. Several students demonstrated a pronounced desire for enhanced speaking clarity, perhaps due to the grammar-centric assessment procedures employed in Vietnam. According to the review mentioned above of the literature, the researchers are going to answer the following research questions:

1. What are Iranian EFL learners' attitudes towards communicative language teaching?
2. What are Iranian EFL learners' attitudes towards the CLT-ness of Vision Series?
3. To what extent do Iranian EFL classroom procedures (using Vision Series) correspond with the principles of communicative language teaching?

Methodology

Participants and Sampling

To collect the participants for the current study, the researchers selected 288 language learners through a stratified sampling procedure. It should be mentioned that all of the learners were at intermediate language proficiency and their ages ranged from 16 to 18 years old. It is worth mentioning that 88 students were in grade 10, 100 in grade 11, and 100 in grade 12.

Research Design

The current research applied a mixed methods design as both quantitative and qualitative techniques were used based on the purpose of the study. In other words, the researcher used an explanatory sequential design. In the quantitative section, the researcher used a questionnaire filled by language learners, and in the qualitative section, the researcher used an interview technique. Thus, the mixed methods design served the purpose of the study right.

Instrumentations

The research instruments used in this study include questionnaires and checklists filled by students, and interview questions answered by learners. In other words, the current study made use of three important instruments to collect the necessary data. The researcher used a questionnaire, and checklist to collect the quantitative data from the participants. It should be mentioned that the learners' questionnaire was translated into the Persian language to ensure that all students understand the questions thoroughly and the questionnaire is suitable to learners' knowledge and the study's objectives. The researcher used the questionnaire developed by Savignon and Wang (2003), which included 22 items about the learners' attitudes about the classroom practices based

on the Likert scale. In the meantime, the researcher used a checklist developed by Cunningsworth and Grant (1995) to examine learners' attitudes about the CLT-ness of the Vision series (1991 cited in Dewi & Saukah, 2013). To collect the qualitative data, the researcher used the semi-structured interview instrument. Twenty students from Tabriz High School were selected randomly for in-depth interviews. During the interviews, the native language "Farsi" was also employed to acquire a better understanding. Each interview lasted about 20 minutes. Also, all interviews in this study were tape-recorded and then transcribed. The interview questions were translated into Persian to make them comprehensible for students.

Data Collection Procedure

To gather the required data, the researcher asked 288 students to fill out the questionnaire and checklist to extract the quantitative data about their attitudes and opinions about CLT first. Then, the researcher asked 20 students to take part in interview sessions to extract the qualitative data about the CLT procedures. It should be noted that the researcher used a face-to-face semi-structured interview format to collect the data and each interview process lasted for 20 minutes. All interview sessions were recorded, transcribed, and coded for subsequent analysis. It should be noted that both quantitative and qualitative data were collected by the researcher based on the design and purpose of the study.

Data Analysis Procedure

Depending on the design and objective of the investigation, the researcher implemented both quantitative and qualitative data analysis. At first, the researcher used descriptive along with single samples t-test, to analyze the quantitative data collected from the questionnaire and checklist. To this aim, the researcher utilized SPSS20. Secondly, the researcher used content and thematic analysis to code, categorize, and analyze the qualitative data of the interview data collected from the participants during the interview process. In other words, at first learners' attitudes towards CLT and CLT-ness of textbooks based on the questionnaire and checklist were checked and analyzed and at the second round of the analysis, the learners' attitudes and challenges were dissected through interview data analysis.

Results and Discussion

This section dealt with the quantitative analyses of the questionnaire and checklist first and then the researcher went through the qualitative analysis of the interview data. In other words, the qualitative sections reinforced and elaborated more on the quantitative findings. The following table (Table 4.1) reveals the quantitative analysis for the first research question: learners' attitudes and perceptions towards CLT.

Table (4.1). Single Sample T-Test: Distribution of The Learners' Attitudes Towards CLT

Variable	N	df	Mean	Std. Deviation	t	Sig
Learners' attitude towards communicative teaching method	288	287	3.66	0.39	28.38	0.000

The researcher used a single sample t-test to discover the participants' attitudes and views about the CLT. According to Table (4.1) and based on a single sample t-test, it is observed that the average score of the calculated index for students' views on the communicative method is 3.66, at the level of $\alpha = 0.05$ and $t = 28.38$ with The degree of freedom is 287 above the hypothetical mean of the intermediate level (3) and the critical t value; As a result, it is observed that students had a positive view about the central communication method ($p < 0.05$). The following tables revealed different aspects of CLT from learners' point of view based on the items of the questionnaire.

Table (4.2) shows the learner's views about the instructional practices in language classrooms and table (4.3) shows the learner's views about the English practices in the classrooms.

Table (4.2). Distribution of The Learners' Perceptions About Instructional Practices in The Classroom

Variable	N	df	Mean	Std. Deviation	T	Sig
Item 1	288	287	3.53	1.17	7.72	0.000
Item 2	288	287	3.94	1.13	14.13	0.000
Item 3	288	287	2.61	1.43	4.52	0.000
Item 4	288	287	3.65	1.08	10.27	0.000
Item 5	288	287	1.86	1.16	16.45	0.000
Learners' attitude towards Form-focused instruction	288	287	3.12	0.69	3.06	0.002
Item 6	288	287	4.07	0.9	20.16	0.000
Item 7	288	287	4.11	0.96	19.67	0.000
Item 8	288	287	3.84	0.98	14.55	0.000
Item 9	288	287	3.72	1.1	11.22	0.000
Item 10	288	287	4.31	0.88	25.31	0.000
Learners' attitude towards communication-based instruction	288	287	4.01	0.68	25.37	0.000
Learners' attitude towards error correction	288	287	4.2	0.94	21.73	0.000
Learners' attitude towards instructional practice	288	287	3.78	0.49	26.76	0.000

Based on the information in Table (4.2) and according to the single-sample t-test, it is observed that the average score of the calculated index for students' views on structural exercises in the form-based structure dimension in class 3.12, at the level of $\alpha = 0.05$ And $t = 3.06$ with a degree of freedom of 287 is higher than the hypothetical mean of the mean level (3) and the value of t is critical; As a result, it is observed that students had a positive attitude about structural exercises in the form-based structure dimension in the classroom ($p < 0.05$). Also, a significant level of other relevant items shows the effect of these items on students' positive views about structural exercises in the form-based structure dimension in the classroom ($p < 0.05$), in items 3 and 5. This effect was below average (Mean > 3). Also, the average score of the index is calculated for students' views on structural exercises in the structure-based relationship dimension in class 4.01, at the level of $\alpha = 0.05$ and $t = 25.37$ with a degree of freedom of 287 above the hypothetical mean of the intermediate level (3) and the critical t value is; As a result, it is observed that students had a positive attitude about structural exercises in the structure-based relationship dimension in the classroom ($p < 0.05$). Also, a significant level of other relevant items shows the effect of these items on students' positive view of structural exercises in the structure-based relationship dimension in the classroom ($p < 0.05$). The average score of the calculated index for students' views on structural exercises in the error correction dimension was 4.2, at the level of $\alpha = 0.05$ and $t = 21.73$ with a degree of freedom of 287 above the hypothetical average of the intermediate level (3) and the value of critical t ; As a result, it is observed that students had a positive view about structural exercises in the dimension of error correction ($p < 0.05$). In general, the mean score of the calculated index for students' views on structural exercises is 3.78, at the level of $\alpha = 0.05$ and $t = 26.76$ with a degree of freedom of 287 above the hypothetical average of the average level (3)

and the value of t is critical; As a result, it is observed that students had a positive view about structural exercises ($p < 0.05$).

Table (4.3). Distribution of The Learners 'Perceptions of English Practice in The Classroom

Variable	N	df	Mean	Std. Deviation	T	Sig
Item 12	288	287	3.19	0.94	3.55	0.000
Item 13	288	287	3.76	1.08	11.97	0.000
Item 15	288	287	3.4	1.02	6.72	0.000
Item 16	288	287	2.39	1.24	8.25	0.000
Learners' attitude towards Form-focused instruction	288	287	3.19	0.61	5.3	0.000
Item 17	288	287	3.38	1.005	6.44	0.000
Item 18	288	287	3.42	1.13	6.34	0.000
Item 19	288	287	3.27	1.24	3.73	0.000
Item 20	288	287	3.46	1.14	6.9	0.000
Item 21	288	287	3.69	1.14	10.25	0.000
Learners' attitude towards communication-based instruction	288	287	3.44	0.69	10.87	0.000
Learners' attitude towards error correction	288	287	4.01	0.68	25.37	0.000
Learners' attitude towards English practice in class	288	287	3.55	0.41	22.32	0.000

According to the table (10-4) and based on a single-sample t-test, it is observed that the average score of the index calculated for students' views on English exercises in the form-based structure dimension in class 3.19, at the level of $\alpha = 0.05$ And $t = 5.3$ with a degree of freedom of 287 is higher than the hypothetical mean of the mean level (3) and the value of critical t; As a result, it is observed that students had a positive attitude about English exercises in the form-based structure dimension in the classroom ($p < 0.05$). Also, a significant level about other relevant items shows the effect of these items on students' positive view of English exercises in terms of structure-based structure in the classroom ($p < 0.05$), which in item 16 of this Impact was below average (Mean > 3). Also, it is observed that the average score of the calculated index for students' views on English exercises in the structure-based relationship dimension in class 3.44, at the level of $\alpha = 0.05$ and $t = 10.87$ with a degree of freedom of 287 above the hypothetical average The mean level (3) and the value of t are critical; As a result, it is observed that students had a positive attitude about English exercises in the structure-based relationship dimension in the classroom ($p < 0.05$).

Also, a significant level of other relevant items shows the effect of these items on students' positive view of English exercises in the structure-based relationship structure in the classroom ($p < 0.05$). The mean score of the calculated index for students' views on English exercises in the error correction dimension was 4.01, at the level of $\alpha = 0.05$ and $t = 25.37$ with a degree of freedom of 287 above the hypothetical average of the intermediate level (3) and the value of critical t Is; As a result, it is observed that students had a positive attitude about English exercises in the dimension of correcting mistakes ($p < 0.05$). In general, the mean score of the calculated index for students' views on English exercises in the classroom is 3.55, at the level of $\alpha = 0.05$ and $t = 22.32$ with a degree of freedom of 287 above the hypothetical average of the intermediate level (3) and The value of t is critical; As a result, it is observed that students had a positive attitude about English

exercises in the classroom ($p < 0.05$). Table (4.4) provides the answer to the second research question.

Table (4.4). Distribution of The Learners' Perceptions Towards CLT-Ness of Vision Series

Variables	Items		Yes	No	Not Sure	Average/ somehow	No Idea	Total
Learners' Attitude Towards Communicative Claims of CLT-ness of X-vision series	a1	Frequency	114	77	3	40	8	242
		Percent	47	32	1	17	3	100
	a2	Frequency	140	88	-	9	3	240
		Percent	58	37	-	4	1	100
	a3	Frequency	84	114	-	46	-	244
		Percent	34	47	-	19	-	100
	a4	Frequency	90	66	-	82	1	239
		Percent	38	28	-	34	-	100
	a	Frequency	107	86.25	0.75	44.25	3	241.25
		Percent	44.5	36	-	18.5	1	100

As seen in Table (4.4), the researcher Examined the learners' attitudes towards the CLT-ness of vision series based on "yes, no, and somehow" scales according to various items (a1, a2, a3, a4). Based on the information in Table (4.4), it can be seen that 114 (47%) of the students in relation to the a1 dimension of the communication claims of the books of the Vision series answered YES, 77 (32%) answered NO, 3 (1%) I AM NOT SURE The answer, 40 people (17%) gave SOME HOW answer and 8 people (3%) did not have an opinion; 140 (58%) of the students answered YES to a2, 88 (37%) answered NO, 9 (4%) answered SOME HOW and 3 (1%) did not have opinion; In relation to a3, 84 (34%) answered YES, 114 (47%) answered NO and 46 (19%) answered SOME HOW; 90 (38%) of the students answered YES to a4, 66 (28%) answered NO, 82 (34%) answered SOME HOW and 1 (less than 1%) did not have opinion; In total, it can be seen that 107 (44.5%) of the students believe that there is a claim of communication in the books of the Vision series, 86.25 (36%) do not exist, 44.25 (18.5%) believe there is to some extent and 3 people (1%) have no opinion. The following tables provide the answer to the third research question. Various aspects of the CLT in classroom procedures such as learning by doing, meaningful communication, etc. were taken into account.

Table (4.5). Distribution of The Learners' Perceptions About Learning by Doing in The Vision Series

Variables	Items		Yes	No	Not Sure	Average/ somehow	No Idea	Total
Learners' attitude towards Learning by Doing of X-vision series	b1	Frequency	106	104	2	26	-	238
		Percent	44.5	43.5	1	11	-	100
	b2	Frequency	120	93	-	20	-	233
		Percent	51.5	40	-	8.5	-	100
	b	Frequency	113	98.5	1	23	-	235.5
		Percent	48	42	-	10	-	100

According to Table (4.5), 106 people (44.5%) of students about the b1 dimension of "learning by doing" the books of the Vision series responded YES, 104 people (43.5%) NO, 2 people (1%) I AM NOT SURE and 26 (11%) answered SOME HOW; Also, 120 (51.5%) of the students answered YES to b2, 93 (40%) answered NO and 20 (8.5%) answered SOME HOW; In total, 113 (48%) of students believe that there was learning by doing in Vision series books, 98.5 (42%) did not exist, 1 (less than 1%) was unsure, and 23 (10%) believe that it exists to some extent.

Table (4.6). Distribution of The Learners ‘Perceptions About Authentic and Meaningful Communication Orientation

Variables	Items		Yes	No	Not Sure	Average/ somehow	No Idea	Total
Learners` attitude towards Authentic and meaningful communication orientation of X-vision series	c1	Frequency	119	108	-	11	1	239
		Percent	50	45	-	5	-	100
	c2	Frequency	89	100	-	50	1	240
		Percent	37	42	-	21	-	100
	c3	Frequency	64	145	-	28	1	238
		Percent	27	61	-	12	-	100
	c	Frequency	90.5	117.5	-	29.5	1	238.5
		Percent	37.95	49.27	-	12.37	0.41	100

According to the information in Table (4.6), it can be seen that 119 (50%) of the students about the c1 dimension of valid and meaningful communication orientation of Vision series books answered YES, 108 (45%) answered NO, 11 (5 %) SOME HOW and 1 person (less than 1%) had no opinion; 89 (37%) of the students answered YES to c2, 100 (42%) answered NO, 50 (21%) gave SOME HOW and 1 (less than 1%) did not have opinion. Regarding c3, 64 people (27%) answered YES, 145 people (61%) answered NO, 28 people (12%) answered SOME HOW, and 1 person (less than 1%) did not have a comment; In total, it can be seen that 90.5 (37.95%) of the students believe that there was a valid and meaningful communication tendency in the books of the Vision series, 117.5 (49.27%) did not exist, and 29.5 (12.37%) believe that it exists to some extent and 1 person (less than 1%) has no opinion.

Table (4.7). Distribution of The Learners ‘Perceptions About Focusing On Fluency

Variables		Yes	No	Not Sure	Average/ somehow	No Idea	Total
Learners` attitude towards focusing on fluency of X-vision series	Frequency	86	125	1	25	1	238
	Percent	36	52.5	0.5	10.5	0.5	100

According to Table (4.7), 86 (36%) of the students about d dimension of emphasis on the psychology of the books of the Vision series answered YES, 125 (52.5%) answered NO, 1 (5) 0%) I am not sure the answer, 25 people (10.5%) gave SOMEHOW and 1 person (less than 0.5%) did not have an opinion; In total, 86 (36%) of students believe that there is an emphasis on the psychology of the books in the Vision series, 125 (52.5%) do not exist, and 1 (0.5%) believe that there is some. There were 25 people (10.5%) who believed there is to some extent and 1 person (less than 1%) had no opinion.

Table (4.8). Distribution of The Learners ‘Perceptions About Integrating Different Language Skills in Communication

Variables	Items		Yes	No	Not Sure	Average/ somehow	No Idea	Total
Learners` attitude towards Integrating different language skills in the communication of X-vision series	e1	Frequency	88	81	-	67	4	240
		Percent	36.5	34	-	28	1.5	100
	e2	Frequency	144	67	-	26	1	238
		Percent	60.5	28	-	11	0.05	100
	e	Frequency	116	74	-	46.5	2.5	239
		Percent	48.5	31	-	19.5	1	100

Based on the information in Table (4.8), it can be seen that 88 students (36.5%) of the students related to the e1 dimension of integrating different language skills in the books of the Vision series have answered YES, 81 people (34%) No, 67 (28%) gave SOMEHOW and 4 (1.5%) did not have comment; 144 students (60.5%) answered YES to e2, 67 (28%) answered NO, 26 (11%) gave SOME HOW and 1 (less than 1%) did not have a comment. In total, it can be seen that 116 people (48.5%) of the students believe that there was a combination of different language skills in the books of the Vision series, 74 people (31%) did not exist, 46.5 people (19.5%) believe there is to some extent and 2.5 people (1%) have no opinion.

Qualitative Analysis of Interview Data

The following qualitative analysis of the interview data reinforces and complements the quantitative analysis section. The researcher tried to shed more light on each research question by formulating related interview questions. To shed more light regarding the first research question, that is, learners' attitude towards CLT, the following interview questions were formulated:

IQ1: do you use the English language in the classroom while talking with your friends and teacher?

The above-mentioned questions examined the learners' attitudes indirectly about the use of CLT in the classroom. Most of the students asserted that they used the English language communicatively in the classroom based on their language proficiency and they tried to raise their questions in English in the classroom because they believed that using English helped them to be more active in the classroom. Thus, it is concluded that the learners had a positive attitude towards using English in the classroom which supported the quantitative findings for the first research question. The next interview questions are related to the second interview question, which is learners' attitudes about the CLT-ness of the Vision series.

IQ2: Do you think the Vision series textbooks focus on developing English communication skills? Why or why not?

IQ3: Do you feel the content in the Vision series relates to real-life everyday situations?

Most of the students admitted that the Vision series tried to show that they are based on CLT but if we glanced at the series superficially, they might be deemed as communicative textbooks if we glanced at them deeply, we would understand that the Vision series are more structure-based and their focus is on vocabulary and grammar drills. In other words, the learners asserted that some exercises and tasks tried to represent the communicative drills but at most they oriented towards the grammatical and lexical points. Another point is that the Vision series is culturally irrelevant and couldn't be so much real-life-based. The Vision series tried to show themselves are real-life-based books but the cultural points and drills showed the reverse. So, it can be concluded that we can barely say that the Vision series is based on the CLT theories and they are more structure-based and based on traditional methods of teaching. To shed more light on the third research question, that is, the classroom procedure and CLT principles, the researcher formulated the following interview questions from various aspects.

IQ4: Do the activities and exercises provided in these textbooks help you to use English in real and meaningful situations?

IQ5: Do you believe the Vision series provides enough opportunities for "learning by doing" and practical application of English?

IQ6: Do you think the Vision series integrates and teaches the different language skills (listening, speaking, reading, and writing) in an interconnected way?

The learners admitted that exercises in the Vision series are mostly suitable for grammatical and lexical drills rather than meaningful drills. In other words, the learners asserted that the Vision series should pay more attention to communicative tasks such as simulations, role-plays, and discussions to have much more real-life and meaningful tasks. Also, the learners admitted that the Vision series lacked hands-on activities and thus the learners couldn't do practical things in the classroom. Thus, the learners believed that more hands-on projects should be included in the books. From another point, the learners touched upon that all the skills in the Vision series are separated and demarcated. There is no natural flow of integration among various language skills. In some cases, there exist some signs of integration of lexis and grammar in skills but there is a weak link among the main four skills. So, the learners concluded that there is a very weak integration among skills raised in the Vision series and the learners observed and experienced a very weak relationship between classroom procedures and CLT principles. In a nutshell, as you see, the interview analysis gave worthwhile but changing information about the learners' attitudes regarding the Vision series and communicative language teaching in Iran's educational system. In other words, both the quantitative and qualitative analysis complemented each other and revealed various and changing data and information about learners' attitudes in using CLT in the Vision series.

Discussion

The current paper examined the learners' attitudes toward communicative language teaching and its implementation in the Vision series in Iran's educational system. The findings of quantitative and qualitative analyses revealed a miscellaneous of changing views in this regard. The quantitative and qualitative results indicated that learners had a positive and strong disposition toward using CLT in language classes but at the same time, they believed that the Vision series lacked the component of communication and meaningful interaction in their content. Some learners believed that there is an integration of all skills in the Vision series while others believed that all four main skills are separated in the Vision series. Also, the learners asserted that the Vision series is not based on learning by doing real-life tasks and content. As seen in the result section, the learners raised a wide range of changing attitudes regarding communicative language teaching which may be in agreement or disagreement with previous studies. The following provides a succinct and useful comparison with the previous studies.

Kheirabadi and Alavimoghaddam (2014) studied the previous book "Right Path to English" in the Ministry of Iran and concluded that these books are mainly based on grammar and vocabulary. The current paper revealed that even the Vision series as the newly published books in the ministry of Iran are also based on grammar and vocabulary.

Chung and Huang (2009) interviewed 24 Taiwanese senior high school students and concluded that their English books are mainly based on traditional methods such as memorization, grammar, and translation which is in harmony with the current study as the Vision series also is based on memorization, grammar and translation exercises.

Rao (2002) in a study in China concluded that students are inclined to both communicative and non-communicative types of activities and they prefer to integrate both types. This finding is in accord with the current study as the Iranian learners also prefer to use more communicative and meaningful drills along with traditional exercises such as grammar and vocabulary.

Savignon and Wang (2003) examined the attitudes and perspectives of Taiwanese EFL learners about classroom methodologies characterized as primarily meaning-oriented and form-focused. The results revealed that there is a discrepancy between students' attitudes and the practice in the classes. The students were predisposed to communicative tasks while the practice

in the class was based on traditional methods. The same story is right for the Vision series based on the current study findings.

Aubrey (2010;2014) focused on learners' motivation, willingness to communicate, and learners' attitudes toward CLT in language classes and concluded that their attitude could impact their practice. This study also showed that learners' attitudes and types of tasks in the Vision series could influence the motivation and activity of the learners.

Taguchi (2013) investigated 1,534 Japanese university students and concluded that these students worked best with communicative learning rather than traditional methods of learning. The current study also showed that Iranian learners prefer to work with communicative methods in their classes as most of the students had a positive and strong attitude toward CLT.

In other studies, such as Shower (2010), Chen (2015), and Pae and Shin (2011), it is shown that the use of communicative teaching methods and meaningful tasks could increase the motivation and willingness of the learners in the classroom. The current study revealed that Iranian learners in their interviews asserted that they need more meaningful and communicative tasks based on real-life matters to become more active and positive in their class participation.

Plenty of other studies such as Ngoc and Iwashita (2012), Sabzalipour and Mousavi (2013), Asassfeh et al. (2012), and McDonough and Chaikitmongkol (2007) revealed that learners are more comfortable in language classes with communicative language teaching methods rather than traditional methods as the learners agreed on hands-on tasks such as role play, discussion, and many other meaningful and real-life tasks. Also, these communicative tasks impacted the learners' attitudes toward using CLT in the classroom.

The above-mentioned discussion revealed that plenty of studies are in agreement and disagreement with the outcome of the current research and lots of changing views exist based on the Iranian learners' attitudes about the implementation of CLT in Iran's classrooms.

The current paper examined the learners' attitudes toward using CLT in Iran's English classes by using the Vision series. Thus, 288 learners were selected through stratified sampling procedure and a variety of quantitative and qualitative procedure were used by the researcher. The findings revealed that language learners had a positive view about the CLT methods. However, the learners disclosed that the Vision series should include more real-life based and meaningful tasks and exercises to make learners more active in English classes. Anyway, these findings are of high importance for language teachers, curriculum developers and book writers respectively since language teachers could pay more attention to the students' involvement in the classroom and change the exercises towards being more meaningful and real-life based. Also, curriculum developers should include more supplementary sources along with Vision series in the school syllabus and curriculum to enable learners to take part more in class activities. In the meantime, the book writers should pay more attention to the content of the Vision series to revise the content regularly to include more communicative and meaningful content and tasks. The researchers suggested other scholars to replicate this study in other countries to compare the findings and results. Also, this study can be done in other cities of Iran and in different schools and institutes such as guidance school and private institutes.

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