

Teachers' Perspectives of the use of CLT in ELT Classrooms: A Case of Soran District of Northern Iraq

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Abstract

This mixed-method study aims at exploring Iraqi English as a Foreign Language (EFL) teachers' attitudes towards Communicative Language Teaching (CLT). The study was conducted in Soran town, in the northern part of Iraq. The participants of the study were 58 EFL teachers from secondary and high school classrooms. In the first phase, a five-point Likert-scale questionnaire was administered (Karavas-Doukas, 1996) to examine the participants' attitudes towards CLT principles: "place/importance of grammar, group/pair work, quality and quantity of error correction, the role of the teacher in the classroom, the role and contribution of learners in the learning process." The second phase of the study was qualitative and consisted of semi-structured interviews to examine the reasons behind the implementation of CLT in terms of the factors that hinder and encourage the implementation of CLT in the Iraqi setting. The results of the quantitative analysis revealed that the teachers held overall positive attitudes towards the use of CLT. The findings of the interview phase concluded that the main factors that cause the failure and success of the implementation of CLT in Iraq can be categorized under four headings: educational factors, teacher factors, student factors, and CLT factors. The results of the study suggest that the educational system and the teachers' communicative competence are essential to promote the employment of CLT in Iraqi EFL classrooms.

Keywords: CLT, communicative competence, Iraq, teachers' attitudes

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