

Research paper

4(3), Fall 2025

Exploring Iranian Teachers' Perspectives on the Implementation of CLT in the Vision Series: Attitudes and Challenges

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Article Info

Article type:

Research article

Article history:

Received: 24 Nov. 2024

Accepted: 9 Feb. 2025

Keywords:

Teachers' attitudes,
CLT implementation,
Vision series,
teachers' challenges,
CLT-ness of Vision books

ABSTRACT

Communicative language teaching is a dominant teaching method in English classes all over the world. This study investigated the teachers' attitudes toward CLT principles in the Vision series and challenges that language teachers faced while teaching. In this mixed methods design study, 71 Iranian language teachers were selected through stratified sampling procedures. The researcher used Karavas-Doukas (1996) questionnaire and a checklist along with observation and interviews to collect the necessary data. The results revealed that Iranian language teachers had a strong and positive attitude towards using CLT in language classes but most of the teachers agreed to some extent that the Visions series are teachable based on the CLT principles. Also, the results disclosed that most of the changes had roots in teachers themselves, students, and class time. This study is of great help for language teachers and book writers to put their effort into teaching Vision series communicatively and include more communicative tasks in the books respectively.

Cite this article: Mirzaei, Sh., Kuhi, D., & Seifoori, Z. (2025). "Exploring Iranian Teachers' Perspectives on the Implementation of CLT in the Vision Series: Attitudes and Challenges". *Journal of Linguistic Studies: Theory and Practice*, 4(3), 93-117.



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Publisher: University of Kurdistan.

DOI: [10.22034/jls.2025.142728.1199](https://doi.org/10.22034/jls.2025.142728.1199)

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Introduction

Communicative Language Teaching (CLT) is a leading approach in contemporary language education, prioritizing interaction and practical communication skills rather than focusing solely on grammar. CLT emerged as a response to traditional methods such as Grammar-Translation and Audio-Lingual methods, which were criticized for being too rigid and not fostering real communication. The goal of CLT is to improve learners' communicative competence by immersing them in real-life language use, encouraging social interaction, and fostering meaningful communication (Mora, 2022; Hien, 2021; Salam, 2024). In a student-centered classroom, the emphasis shifts from teacher-dominated instruction to active student involvement. This shift promotes a learning environment where students take ownership of their education, leading to greater comfort and confidence (Rahimi & Asadollahi, 2011). Teachers act as facilitators, supporting and guiding rather than controlling the learning process. This contrasts with traditional, authoritarian teaching methods and encourages collaboration and interaction among students (Nanney, 2020; Kukiboyeva, 2022; Huang, 2022). Both CLT and student-centered learning share the common goal of creating more engaging and effective language learning experiences by empowering students and fostering meaningful communication.

Many scholars all over the world experimented with the principles of communicative language teaching. For example, Pouran Shirvani (2017) studied the Vision series and concluded that the teachers are satisfied with the Vision series teaching communicatively. According to the above-mentioned matters, the current paper still thinks that the CLT principles should be explored more, especially the Vision series. Thus, the main gap was the investigations of communicative-based the Vision series and its practice in real situations, specifically in Iran's state high schools. Therefore, the researcher tried to focus on this gap and collected 71 Iranian language teachers from Tabriz province and 20 various state high schools. This study filled several gaps, that is, teachers' attitudes towards CLT, teachers' attitudes towards CLT-ness of the Vision series, and also the challenges which teachers faced while teaching the Vision series. This study is of great significance for language teachers' course coordinators, curriculum developers, and book writers since the current paper will help them to take into account the CLT principles in their books, teaching practices, and syllabi. The problem that motivated the current study arises from a gap in existing research regarding the implementation of Communicative Language Teaching (CLT) principles, particularly in the context of the Vision series used in Iran's state high schools. While CLT has been widely explored and experimented with globally, there is limited research specifically addressing its application to the Vision series, especially in real classroom settings in Iran. Pouran Shirvani (2017) examined the Vision series and found that teachers expressed satisfaction with its communicative approach. However, the need for further investigation into how the Vision series aligns with CLT principles and its practical application in Iranian high schools remains underexplored. This gap became the central motivation for the current study, which aimed to address teachers' attitudes towards the CLT-

based content of the Vision series, the challenges they face in implementing it, and their overall experience with its communicative practices. The significance of this study lies in its potential to inform educators, curriculum developers, and textbook authors about the effectiveness and challenges of using the Vision series in alignment with CLT principles. By understanding teachers' attitudes and the obstacles they encounter, stakeholders can make informed decisions about how to adapt the Vision series to better foster communicative learning, ensuring that English language instruction in Iranian high schools can better meet the needs of students and promote effective communication skills. Based on the aims of the study, the following research questions were formulated:

1. What are Iranian EFL teachers' attitudes towards CLT?
2. What are Iranian EFL teachers' attitudes towards the CLT-ness of the Vision Series?
3. To what extent do Iranian EFL classroom procedures (using Vision Series) correspond with the principles of CLT?
4. What are the practical challenges and considerations regarding implementing CLT in the Iranian context?

A brief note of previous works

Theoretical foundations

Communicative language teaching (CLT) 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). 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). 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).

Communicative Language Teaching (CLT) is being advocated and employed as an efficient method for instructing English, to enhance students' communicative competencies (Littlewoods, 2012). 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.

According to Richards and Rodgers (2001), Communicative Language Teaching (CLT) conceptualizes language as a means of communication and aims to enhance learners' communicative competence. The CLT approach prioritizes communication as the central aim of the classroom (Kramsch, 2006), as "meaning-focused self-expression" (Savignon, 2005) is a more efficacious method for enhancing communicative competence than the ALM. Students typically enroll in foreign language classes not to memorize grammatical rules, but to attain L2 competency, which is described as the capacity to use language to accomplish linguistic activities in a range of circumstances (Shrum & Glisan, 2010, p. 247). 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.

Savignon (2007) posits that CLT classroom activities, being communication-centric, possess certain attributes such as meaningful communication, information gaps, choice, and feedback that encompass information negotiation. 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. Richards and Rodgers (2014) assert that the teacher functions as a needs analyst (assessing and addressing student language requirements), counselor (required to exhibit superior communication abilities), and group process manager (structuring the classroom for communication and interactive activities). Educators are not just present to evaluate students' verbal and written communication. The educator must create conducive learning environments, deliver comprehensible material, and afford students the chance to produce language, engage, and err; to facilitate language acquisition, instructors must embrace a novel viewpoint on students' errors.

Although the role of L2 teachers has evolved significantly over recent decades, transitioning from an authoritative presence in teacher-centered Grammar-Translation classes to a facilitator or mediator in Communicative Language Teaching, this does not imply that teachers should completely relinquish their responsibilities. Irrespective of classroom dynamics, individuals and their convictions remain paramount. Increased knowledge correlates with a higher likelihood of making sound, justifiable judgments (Al-Mekhlafi & Ramani, 2009). The efficacy of adopting many theoretical and practical challenges in L2 teaching and learning hinges on the attitudes of the educators.

The integration of communicative language teaching (CLT) in English language instruction is not a novel notion; yet, educators remain unsure about its definition and possess divergent views on its classroom implementation. The divergence between educators' perspectives and actions indicates that teachers' beliefs must be considered before the implementation of any new method (Khatib & Ashoori Tootkaboni, 2017).

Empirical foundations

The literature surrounding CLT reveals significant variation in the adoption and effectiveness of this approach across different regions and educational settings. A consistent theme across numerous studies is the gap between teachers' theoretical understanding of CLT and its practical implementation in the classroom. Kheirabadi and Alavimoghaddam (2014) highlight this issue within the context of Iran, where the traditional focus on grammar and reading remains dominant despite the introduction of a more communicative curriculum. This shift, while consistent with national policy, encounters resistance due to ingrained pedagogical practices.

Tayjasanant and Barnard (2010) further demonstrate this discrepancy in Thailand, where teachers expressed mixed attitudes toward CLT. Despite recognizing its potential, their application of CLT was often at odds with its theoretical underpinnings, leading to inconsistencies in classroom practices. Similarly, Tsai (2007) found that negative teacher attitudes significantly hinder the implementation of CLT. Carless (2007) argues that educators' beliefs, influenced by contextual factors, often lead to a compromise between CLT's ideals and the practical realities of the classroom.

Li (2013) provides a broader perspective, noting that teachers across multiple global contexts struggle with the core principles of CLT, citing challenges such as inadequate training, insufficient teaching materials, and student resistance. These issues, coupled with the large class sizes and a focus on exam-oriented education, make the shift to CLT difficult. Othman (2016) echoes this sentiment, noting that Saudi Arabian educators, despite government efforts to promote CLT, still prioritize traditional methods like grammar instruction and rote memorization.

In Japan, Nishino (2008) and Chang (2011) suggest that CLT's success is heavily dependent on contextual factors such as smaller class sizes, longer class durations, and supportive institutional environments. Teachers' professional development also plays a key role in the effective implementation of CLT, as seen in studies by Hawkey (2006) and Karim (2004), who note that well-trained teachers are more likely to successfully integrate communicative practices in their classrooms.

However, even in contexts where teachers are familiar with CLT, there remains a gap between knowledge and practice. Raissi and MohdNor (2013) found that Malaysian teachers, although aware of the importance of communicative principles, often reverted to traditional practices like translation and grammar drills. Farooq (2015) reports similar findings in Saudi Arabia, where teachers support CLT in theory but often fail to implement it due to structural and pedagogical constraints.

The challenge of integrating CLT in classrooms also extends to textbooks, with studies by Rahimpour and Hashemi (2011) and Razmjoo and Barabadi (2015) revealing that the content and design of many textbooks remain rooted in traditional approaches, hindering the shift to communicative practices. Teachers' feedback indicates dissatisfaction with the materials' failure to meet the communicative needs of students. Moreover, studies like Munakampe (2005) show that while teacher training can potentially alter attitudes, many in-service and pre-service programs do

not effectively prepare teachers to implement CLT strategies in practice.

Pouran Shirvani (2017a) conducted an external evaluation of "Vision1" from the instructors' perspective. In her study, she solicited 25 senior high school instructors to complete surveys and share their perspectives on the book's physical attributes, objectives, and supplementary materials. The findings indicated that educators are satisfied with the book's physical characteristics and objectives, although they oppose the additional support. Pouran Shirvani (2017b) undertook a supplementary study entitled "Vision1," focusing on the intrinsic attributes of the book, including its language, pedagogical subject matter, and linguistic competencies. Thirty educators participate in the research. Despite teachers' disappointment in certain areas, such as socio-cultural contexts, they express complete satisfaction with the course's content and competencies, as indicated by the data.

In terms of the implementation of CLT in various educational contexts around the world, several challenges can significantly affect its effectiveness in fostering communicative competence. One of the most frequently reported issues is the lack of proper training for teachers in CLT methodologies. Many teachers are not adequately trained to implement communicative techniques and activities, which hampers their ability to foster interactive and communicative classroom environments. This problem is particularly prominent in contexts where CLT is not traditionally part of the educational framework, leading to difficulties in adapting teaching practices to align with the communicative focus of the approach. Studies have highlighted that a lack of professional development and ongoing training in CLT limits teachers' ability to understand and apply its principles in practice (Asmari, 2015; Shaikh, 2024).

Another significant challenge is the students' proficiency and motivation. In many cases, low English proficiency among students, combined with a lack of motivation, creates a barrier to effective CLT implementation. Communicative activities require students to actively participate in conversation and problem-solving tasks, but students who struggle with basic language skills or are disengaged from the learning process often feel apprehensive about participating. This lack of confidence and interest makes it difficult for teachers to establish the interactive and collaborative environment that CLT demands. Additionally, students' insufficient language proficiency may also limit the complexity of the communication tasks that can be conducted, leading to a reduction in the overall effectiveness of CLT-based teaching (Huang, 2016; Fatima, 2024).

The pressure of formal examinations also represents a considerable challenge to the implementation of CLT. In many educational systems, the focus is heavily placed on formal examinations that assess students' ability to recall grammar rules and vocabulary rather than their ability to communicate effectively in the target language. This examination-centric culture often forces teachers to prioritize grammar instruction and rote memorization over practical communication skills, which undermines the goals of CLT. The expectation to prepare students for these exams leads teachers to adopt more traditional, teacher-centered approaches, limiting opportunities for communicative activities in the classroom (Maryslessor, 2014; Alharbi, 2022).

Additionally, classroom dynamics play a critical role in the successful implementation of CLT. Large class sizes and overcrowded classrooms make it difficult for teachers to engage each student in meaningful communication. In smaller, more intimate classrooms, teachers are better able to facilitate group discussions and pair work, which are central to CLT. However, in larger classes, it becomes challenging for teachers to manage and monitor individual student participation effectively. The lack of sufficient time and resources to provide personalized feedback further exacerbates this problem, diminishing the potential for CLT to succeed in such environments (Dizayee, 2023; Kamiri, 2022).

Finally, the limitations in resources available to teachers for CLT implementation present a significant hurdle. Effective CLT requires a variety of materials, including multimedia, real-world materials, and task-based resources, to support authentic communication activities. However, many teachers lack access to these essential resources, which are necessary to create a communicative and interactive classroom environment. The absence of appropriate teaching aids and materials limits the scope of CLT practices, forcing teachers to rely on outdated or insufficient resources. This can lead to less engaging and meaningful language lessons, hindering students' ability to develop communicative competence in the target language (Salam, 2024; Abdelaty, 2023). In summary, the challenges faced by teachers when implementing CLT are multifaceted, involving training deficiencies, student-related issues, exam pressures, classroom dynamics, and resource limitations. Overcoming these challenges requires systemic changes in teacher education, classroom management, assessment methods, and resource allocation to ensure the successful implementation of CLT and, ultimately, the enhancement of students' communicative competence in foreign language classrooms. Despite existing literature highlighting challenges to the implementation of CLT in various global contexts, there is a gap in the literature specifically addressing the perceptions and practical implementation of CLT within the Iranian EFL classroom, particularly with the Vision Series textbook. While previous studies have explored CLT adoption in general, few have focused on how Iranian EFL teachers perceive the CLT-ness of specific teaching materials such as the Vision Series. Furthermore, while teacher training, student proficiency, and exam pressures are common challenges identified in the literature, there is a need for further exploration into how these factors specifically affect the implementation of CLT in Iran and how these challenges interact with national policies promoting communicative methods. This study aims to fill these gaps by focusing on Iranian teachers' attitudes, the alignment of Vision Series with CLT principles, and the practical challenges they face in the Iranian context.

Method

Participant and sampling

The study employed a stratified random sampling method to ensure a diverse and representative selection of participants. A total of 71 English language teachers (both male and female) from

five different districts of Tabriz, Iran, were chosen. The teachers had 10 to 25 years of teaching experience and were actively teaching English at grades 10, 11, and 12 in high schools. The selection criteria were based on accessibility and relevance to the study's objectives. To ensure a more in-depth qualitative analysis, 20 teachers from the initial 71 participants were selected for classroom observation and interviews. The selected teachers represented a range of backgrounds and teaching contexts to enhance the generalizability of the findings. The age range of the participants was 30 to 55 years old.

Research design

The study followed a mixed-methods design, specifically employing an explanatory sequential design. Stratified sampling was chosen because it allows for a balanced representation of participants across different subgroups, reducing sampling bias and increasing the generalizability of the study's findings. Unlike convenience sampling, which may limit the diversity of perspectives, stratified random sampling minimizes bias by ensuring proportional representation from different districts. This approach first collected and analyzed quantitative data through a questionnaire and checklist, followed by qualitative data obtained via classroom observations and semi-structured interviews. The mixed-methods approach ensured a triangulated and comprehensive understanding of teachers' attitudes toward CLT and its practical implementation.

Instrumentations

The current study made use of four important instruments to collect the necessary data. The researcher used a questionnaire, a checklist, interviews, and classroom observation to collect the data from the participants.

Questionnaire and checklist: the researcher used the Karavas-Doukas (1996) questionnaire to extract the teachers' attitudes towards CLT. It should be mentioned that this questionnaire covered all aspects of CLT features. It consisted of 24 items based on a Likert scale from 1 to 5, that is, from strongly agree to firmly disagree. It should also be noted that the current questionnaire was piloted on 15 students to check its reliability and validity. To assess teachers' attitudes toward CLT principles, the study utilized the Karavas-Doukas (1996) questionnaire, which is widely used in CLT research. This questionnaire consists of 24 Likert-scale items (ranging from 1 = strongly disagree to 5 = strongly agree) and evaluates various CLT aspects, such as student interaction, task-based learning, and teacher roles. To ensure the validity and reliability of the questionnaire, it was piloted on a small group of 10 EFL teachers, rather than students, to obtain more relevant feedback. The reliability coefficient of the questionnaire was re-evaluated, and necessary modifications were made based on pilot responses, and the

reliability was reported to be .78.

In the meantime, the checklist created by Cunningsworth and Grant (1995) was utilized as an evaluation instrument. This checklist was created based on the CLT principles to extract the teachers' attitudes by answering 12 open-ended questions.

Interview: the researcher performed a semi-structured interview with 20 English language teachers to obtain in-depth information about the teachers' attitudes towards CLT and its implementation in Iran's context. During the interviews, the native language "Farsi" was also employed to acquire a better understanding. Each interview lasted about 20 minutes. This research interview was an individual face-to-face interview. All the interview processes were recorded and transcribed for subsequent analysis procedures. It should be mentioned that the researcher formulated 20 interview questions based on the purpose of the study. The teachers who were observed in their classes were selected for the interview section. The teacher should answer twenty interview questions patiently.

Classroom observation: The classroom observations in this study were designed to assess the extent to which teachers implemented Communicative Language Teaching (CLT) principles in their instructional practices. The Ibrahim et al. (2017) observation checklist was used as the primary evaluation tool, consisting of 40 Likert-scale items (0–4) that measured the frequency of CLT-oriented instructional behaviors. The observations specifically focused on several key aspects of communicative teaching, including teacher-student interaction patterns, the use of authentic communication activities, the degree of student engagement and participation, and teacher feedback and scaffolding strategies. These elements were chosen to ensure a comprehensive evaluation of how CLT principles were applied in real classroom settings. To strengthen the reliability of the findings, the observation data were later compared and triangulated with teachers' self-reported responses from the questionnaire and interviews, allowing for a deeper understanding of both stated and observed teaching practices.

To ensure observer reliability and minimize potential biases, a structured observer training program was implemented before the data collection process. The researcher underwent extensive training in using the Ibrahim et al. (2017) checklist, which included mock observations and practice coding sessions to ensure consistency in rating. Additionally, the researcher consulted experienced EFL professionals to refine the observation procedures, clarify potential ambiguities in the checklist items, and ensure alignment with CLT principles. To further enhance the reliability of the observations, an inter-rater reliability check was conducted, wherein a second trained observer independently rated a subset of observed classes. To assess the level of agreement between observers, Cohen's kappa coefficient was calculated, providing a statistical measure of inter-rater reliability and ensuring consistency in data

interpretation.

Several measures were also taken to mitigate observer bias and enhance the validity of the data collected. Observations were conducted in a non-intrusive manner, with minimal interaction between the researcher and participants to reduce the Hawthorne effect, in which teachers might modify their behavior due to being observed. To ensure uniformity across all sessions, a standardized observation protocol was followed, maintaining consistency in observation procedures. Additionally, to prevent preconceived judgments from affecting the ratings, observers did not have prior interactions with the teachers before the classroom sessions. Throughout the observations, detailed field notes were taken alongside the checklist ratings, providing qualitative insights that supplemented the numerical data and added further depth to the analysis. By implementing these rigorous procedures, the study aimed to enhance the validity and reliability of the classroom observation findings. These measures ensured that the observations provided an accurate and objective representation of CLT practices in Iranian high school EFL classrooms, contributing to a well-rounded evaluation of teachers' attitudes and instructional approaches.

Data collection procedure

To check whether English language teachers use CLT in their teaching process in the Vision series, the researchers collected the following data. It should be noted that both quantitative and qualitative data were collected by the researcher based on the design and purpose of the study. In the first round of data collection, 71 English language teachers filled out the questionnaire (Karavas-Doukas, 1996) and checklist (Cunningsworth and Grant, 1995) to extract their opinions and attitudes. In the second round, the researcher interviewed 20 language teachers to reach an in-depth collection of data regarding teachers' attitudes, and each interview lasted 20 minutes. All interview sessions were recorded, transcribed, and coded for subsequent analysis. It is worth mentioning that the researcher used face-to-face semi-structured interviews, and the participants could answer the questions in Persian or English. For estimating the credibility of the interview questions, the researcher presented the information gathered from the interviewees and asked them to pay attention to each question, and the answers were given by themselves to see whether there was any problem with or differences in the answers. The participants approved the accuracy of the data, and so the credibility of the interview was approved. For the aim of dependability, 30% of the results of the interview were re-checked by two of the researchers' colleagues who were familiar with the data analysis section, and the results of the inter-rater reliability were reported to be .95.

In the third round of the data collection process, the researcher observed the teachers practice

for at least 45 minutes and take notes of what the researcher saw in the class based on the observation checklist by Ibrahim, et al, (2017) which had a high-reliability index of .98. The researcher observed various grades including grades 10,11 and 12 based on the purpose of the study. The researcher used a triangulated data collection process by using a questionnaire, checklist, interview, and observation cycles.

Data analysis procedure

The researcher used both quantitative and qualitative data analysis based on the design and purpose of the study. At first, the researcher used descriptive along with single samples t-test to analyze the quantitative data collected from the questionnaire and observation checklist. To this aim, the researcher utilized SPSS20. Secondly, the researcher used thematic analysis to code, categorize, and analyze the qualitative data of the interview and observation data collected from the participants during the interview and classroom observation of their teaching practice. In other words, at first, teachers' attitudes towards CLT and CLT-ness of textbooks based on the questionnaire and checklist were checked and analyzed, and in the second round of the analysis, the teachers' attitudes and challenges were dissected through interview data analysis.

Results

This section dealt with the quantitative analyses of the questionnaire and observation 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 1) reveals the quantitative analysis for the first research question, that is, teachers' attitudes and perceptions towards CLT.

Table 1. Single sample t-test: Distribution of teachers' views on CLT

Variable	N	Df	Mean	Std. Deviation	t	Sig
Teachers' attitudes towards communicative teaching method	71	70	3.96	0.22	36.71	0.000

The researcher used a single-sample t-test to discover the participants' attitudes and views about the CLT. As seen in Table 1), the average score of the calculated index for teachers' views on the communication method is 3.96, at the level of $\alpha = 0.05$ and $t = 36.71$ with The degree of freedom is 70 above the hypothetical mean of the intermediate level (3) and the critical t value; As a result, it can be seen that teachers have a positive view about the communicative method ($p < 0.05$).

To answer the second research question, that is, teachers' attitudes about the CLT-ness of the Vision series, the following table presents the necessary data. Table 2 reveals the attitude of teachers towards the CLT-ness of the Vision series in Iran's educational system.

Table 2. Distribution of the Teachers' perceptions towards the CLT-ness of the Vision series

Variables	Items		Yes	No	Somehow	Total
Teachers' Attitude Towards Communicative Claims of						
X-vision series	a1	Frequency	26	5	40	71
		Percent	36.61	7.05	56.34	
	a2	Frequency	61	1	9	71
		Percent	86	1	13	
	a3	Frequency	22	21	25	68
		Percent	32	31	37	
	a4	Frequency	39	18	14	71
		Percent	55	25	20	
	A	Frequency	37	11.25	22	70.25
		Percent	52.66	16.02	31.32	

The data in Table 2 illustrate teachers' perceptions of the communicative language teaching (CLT) orientation of the Vision series. Item a1 shows that 56.34% of teachers believe the series is "somehow" communicative, while 36.61% affirm its CLT nature, and 7.05% disagree. In contrast, item a2 reflects a strong endorsement, with 86% agreeing that the series aligns with CLT principles, 13% considering it somewhat communicative, and only 1% rejecting the claim. However, responses to item a3 are more evenly distributed, with 32% agreeing, 31% disagreeing, and 37% responding "somehow," indicating mixed perceptions. Similarly, item a4 presents a moderate level of agreement (55%), with 25% disagreeing and 20% expressing uncertainty. The overall aggregated results (A) reveal that 52.66% of teachers support the communicative claims of the Vision series, while 31.32% perceive it as only somewhat communicative, and 16.02% disagree. These findings suggest that while the majority of teachers recognize communicative elements in the Vision series, a considerable portion remains skeptical or uncertain about its full adherence to CLT principles.

To answer the third research question, the researcher focused on classroom observation and its notes based on the observation checklist. As the third research question asked about whether the Iranian Vision classroom practice is based on the CLT principles or not, the researcher took into account five aspects separately to answer this question: lesson planning, lesson content, classroom environment, teaching performance, and CLT principles. It should be mentioned that Table (3) reveals the data on lesson planning, Table (4) reveals the data on lesson content, Table (5) reveals the data on classroom environment, Table (6) reveals the data from teaching performance, and finally Table (7) reveals the data for CLT principles. Each of these aspects, along with their table are presented below. Table 3 reveals the frequency and percentage of the lesson planning phase to check whether the Vision classroom procedure is based on communicative language teaching (CLT).

Table 3. Frequencies and Percentages of Lesson Planning

	Choices	Total							
	Rarely	Sometimes	Frequently	Always					
Emphasizing English in Use	Count	6	7	4	3	20			
	%	30.0%	35.0%	20.0%	15.0%	100.0%			
Balancing Language, Culture, and Subject Content	Count	2	13	4	1				
	%	10.0%	65.0%	20.0%	5.0%	100.0%			
Experiencing Literature, Social Life, and Culture	Count	3	12	2	3				
	%	15.0%	60.0%	10.0%	15.0%	100.0%			
Providing Successful Learning Experiences	Count	8	7	1	4				
	%	40.0%	35.0%	5.0%	20.0%	100.0%			
Incorporating New and Familiar Materials	Count	0	9	6	5				
	%	0.0%	45.0%	30.0%	25.0%	100.0%			
Planning Carefully	Count	1	12	4	3	20			
	%	5.0%	60.0%	20.0%	15.0%	100.0%			
Total	Count	20	60	21	19	120			
	%	16.7%	50.0%	17.5%	15.8%	100.0%			

Table 4.3 presents the frequencies and percentages of lesson planning practices observed in Vision classrooms, highlighting the extent to which teachers integrate CLT-oriented strategies. The most frequently adopted approach is balancing language, culture, and subject content, with 65% of teachers applying it "sometimes" and 20% "frequently," while only 5% always emphasize this balance. Similarly, planning carefully is a common practice, with 60% of teachers engaging in it "sometimes" and 20% "frequently." Experiencing literature, social life, and culture follows a similar trend, with 60% practicing it "sometimes," though only 10% do so "frequently." In contrast, providing successful learning experiences shows lower implementation, with 40% rarely incorporating this aspect, and only 5% frequently doing so. Emphasizing English in use also appears inconsistent, as 30% of teachers rarely focus on this, and only 20% do so frequently. However, incorporating new and familiar materials is relatively well-integrated, with 45% sometimes, 30% frequently, and 25% always engaging in this practice. Overall, the findings indicate that while certain CLT-aligned lesson planning strategies, such as balancing language, culture, and content, are somewhat prioritized, other essential aspects, like emphasizing English in use and providing meaningful learning experiences, are less consistently applied. This suggests that lesson planning in Vision classrooms exhibits partial adherence to CLT principles but lacks uniformity in execution.

Table 4 shows the frequency and percentage of lesson content in Vision language classrooms based on the CLT principles.

Table 4. Frequencies and Percentages of Lesson Content

	Choices	Total							
	Rarely	Sometimes	Frequently	Always					
	Providing Realistic Situations			Count	0	13	5	2	20
		%	0.0%	65.0%	25.0%	10.0%	100.0%		
	Drawing Real Life Information								
And Experiences	Count	5	9	5	1	20			
		%	25.0%	45.0%	25.0%	5.0%	100.0%		
	Lesson, Content, and Activities								
Appropriate to Age and Culture	Count	0	10	7	3	20			
		%	0.0%	50.0%	35.0%	15.0%	100.0%		
	Using Diversity of Materials and Techniques				Count	9	6	5	0
20		%	45.0%	30.0%	25.0%	0.0%	100.0%		
	Using Audi-Visual, Drama, and								
Group Activities	Count	8	7	2	3	20			
		%	40.0%	35.0%	10.0%	15.0%	100.0%		
Total	Count	22	45	24	9	100			
		%	22.0%	45.0%	24.0%	9.0%	100.0%		

Table 4 revealed that 65 percent of teachers sometimes provided students with realistic life situations. The results also showed that 45 percent of teachers sometimes provided students with real-life information and experiences in language classrooms. The data also showed that 50 percent of the teachers sometimes provided students with data suitable to the age and culture of the students. It is shown that 40 percent of the teachers rarely provide students with audio-visual activities, and 45 percent of the teachers rarely use diverse materials and techniques in the classroom. Table 4 also shows a range of changing practices in language classrooms on behalf of English teachers regarding teaching the Vision series based on the CLT principles. In sum, the findings indicate that while Vision classrooms incorporate some communicative and engaging lesson content, particularly in terms of realistic contexts and age-appropriate materials, they show limitations in diversifying instructional techniques and fully integrating real-life experiences and interactive methods, which are essential elements of CLT. Table 5 shows the frequency and percentage of classroom environments for the third research question.

Table 5. Frequencies and Percentages of Classroom Environment

Choices	Total							
Never	Rarely	Sometimes	Frequently	Always				
Keeping Students Active in Individual and Group Work					Count	0	6	9
2	3	20						
	%	0.0%	30.0%	45.0%	10.0%	15.0%	100.0%	
Balancing all Patterns of Interaction					Count	0	4	10
20								
	%	0.0%	20.0%	50.0%	10.0%	20.0%	100.0%	
Preventing Dominating Group Work					Count	0	2	11
20								
	%	0.0%	10.0%	55.0%	25.0%	10.0%	100.0%	

Being Enthusiastic and Motivated in Two-Way Interactions					Count	0	2	12
1	5	20						
	%	0.0%	10.0%	60.0%	5.0%	25.0%	100.0%	
Giving Varied and Motivating Feedback					Count	0	11	4
20								5
	%	0.0%	0.0%	55.0%	20.0%	25.0%	100.0%	
Leading Non-Interrupted Class Activities					Count	0	2	13
20							3	2
	%	0.0%	10.0%	65.0%	15.0%	10.0%	100.0%	
Being Aware of Students' Enthusiasm and Motivation					Count	0	0	11
5	20							4
	%	0.0%	0.0%	55.0%	20.0%	25.0%	100.0%	
Making Students Feel Happy as Members of Class					Count	0	1	12
4	20							3
	%	0.0%	5.0%	60.0%	15.0%	20.0%	100.0%	
Attracting Students to Learn English for Life, not Exams					Count	17	3	0
0	0	20						
	%	85.0%	15.0%	0.0%	0.0%	0.0%	100.0%	
Total	Count	17	20	89	24	30	180	
	%	9.4%	11.1%	49.4%	13.3%	16.7%	100.0%	

Table 5 revealed that 45 percent of teacher sometimes kept their students involved in individual and group work.20 percent of the teachers rarely created a balance between all patterns of interaction and 55 percent of the teachers were sometimes prevented from dominating students in group work. Also, 60 percent of the teachers were enthusiastic about two-way communication with students. The table also showed that 65 percent of the teachers kept the flow of class activities with no interruption. 60 percent of the students sometimes made students feel happy as being active members of the classroom, and 85 percent of the teachers never attract students to learn English for their lives, not for exams. In other words, while Vision classrooms maintain some interactive and motivational elements, there is inconsistency in fully fostering a communicative and engaging learning atmosphere, particularly in promoting intrinsic motivation for language learning beyond assessments. The following tables (6) and (7) revealed the results of teaching performance and CLT principles based on frequency and percentage respectively.

Table 6. Frequencies and Percentages of Teacher Performance

Choices		Total						
Rarely		Sometimes	Frequently	Always				
Providing Opportunities for								
Extended Listening	Count	9	8	1	2	20		
	%	45.0%	40.0%	5.0%	10.0%	100.0%		
Using Authentic Social Life for Communication					Count	6	9	2
20								3
	%	30.0%	45.0%	10.0%	15.0%	100.0%		
Using Questions and Activities for Real Exchange of Ideas					Count	5	8	3
4	20							
	%	25.0%	40.0%	15.0%	20.0%	100.0%		

Student-Centered Process	Encourage Students to Ask/Answer Questions				Count	4	7	4	5	
	20									
	%	20.0%	35.0%	20.0%	25.0%	100.0%				
	Providing Logical Transition of Activities				Count	0	8	6	6	
	20									
	%	0.0%	40.0%	30.0%	30.0%	100.0%				
	Giving Clear Directions to Maintain									
	Count	3	9	5	3	20				
	%	15.0%	45.0%	25.0%	15.0%	100.0%				
	Allowing Ample Time after Questions				Count	0	17	3	0	20
	20									
	%	0.0%	85.0%	15.0%	0.0%	100.0%				
	Maintain a Pace to Create a Sense of Direction				Count	3	12	5	0	
	20									
	%	15.0%	60.0%	25.0%	0.0%	100.0%				
	Using Games and Activities for Communication				Count	8	7	3	2	
	20									
	%	40.0%	35.0%	15.0%	10.0%	100.0%				
Being Patient for Students to Communicate in English				Count	2	12	1	5		
20										
%	10.0%	60.0%	5.0%	25.0%	100.0%					
Total	Count	40	97	33	30	200				
	%	20.0%	48.5%	16.5%	15.0%	100.0%				

Table 6 shows the frequency and percentage of teaching performance related to the third research question. The table results showed that 40 percent sometimes create opportunities for students to have extended listening practices. The results also indicated that 30 percent of teachers rarely, and 45 percent sometimes, used authentic and social life communication. The results revealed that 40 percent sometimes used questions and activities for students to exchange ideas. The results also showed that 25 percent of teachers encouraged students to ask/answer questions; another 40 percent sometimes involved students in asking and answering questions. It can be concluded that 40 percent of instructors sometimes, 30 percent frequently, and another 30 percent always provide logical and timely transitions from one task to another. It is also shown that 25 percent of instructors frequently, and 15 percent always, provided clear direction to maintain a student-centered process. The results also indicated that 85 percent of teachers sometimes gave students ample time to answer the questions, because students differ in their levels of ability; moreover, 15 percent of instructors frequently gave students enough time to answer the questions. Overall, the findings suggest that while some CLT-aligned strategies are occasionally integrated, teacher performance in Vision classrooms lacks consistency in fostering an interactive, communicative learning environment. Also, the following table (7) reveals the CLT principles in language classrooms.

Table 7. Frequencies and Percentages of CLT Principles

Choices	Total							
	Rarely	Sometimes	Frequently	Always				
Using English as a Normal Means of Communication	Count	7	5	4	4			
20								
	%	35.0%	25.0%	20.0%	20.0%	100.0%		
Keeping Persian and English Separated Unless Necessary	Count	9	4	4				
3	20							
	%	45.0%	20.0%	20.0%	15.0%	100.0%		
Avoiding Dominating Talk-Time and								
Verbatim Translation	Count	2	13	3	2	20		
	%	10.0%	65.0%	15.0%	10.0%	100.0%		
Focusing on Meaningful Fluency	Count	6	9	2	3	20		
	%	30.0%	45.0%	10.0%	15.0%	100.0%		
Correcting Errors for Exchangeable Meaning	Count	0	14	4	2			
20								
	%	0.0%	70.0%	20.0%	10.0%	100.0%		
Accelerating Communication by Teaching Functional Chunks	Count	8	7	2				
3	20							
	%	40.0%	35.0%	10.0%	15.0%	100.0%		
Complementing and Integrating Four Language Skills	Count	2	10	4	4			
20								
	%	10.0%	50.0%	20.0%	20.0%	100.0%		
Introducing Grammar and Vocabulary in Meaningful Context	Count	3	8	4				
5	20							
	%	15.0%	40.0%	20.0%	25.0%	100.0%		
Presenting Grammar through Use rather than Critical Analysis	Count	0	14	6				
0	20							
	%	0.0%	70.0%	30.0%	0.0%	100.0%		
Balancing Test Scores on Communication	Count	1	10	5	4			
20								
	%	5.0%	50.0%	25.0%	20.0%	100.0%		
Total	Count	38	94	38	30	200		
	%	19.0%	47.0%	19.0%	15.0%	100.0%		

Table 7 revealed the frequency and percentage of CLT principles done in language classrooms during the teaching Vision series. The table information disclosed that 25 percent sometimes used English as a normal means of communication; on the other hand, 20 percent frequently, and another 20 percent always used English as a normal means of communication. It is also indicated that 45 percent of teachers rarely separated Persian and English unless it was necessary. It is also shown that 65 percent sometimes avoided dominating the talk time and did not translate everything into Persian. The results also indicated that 30 percent of teachers rarely, and another 45 percent sometimes focused on students' meaningful fluency rather than form/ structure/ grammar accuracy, and it is shown that 70 percent of teachers corrected students' errors with a primary focus on exchangeable meaning rather than structure or form. The results also indicated that 40 percent of teachers rarely, and another 35 percent sometimes, accelerated communication by teaching class functional chunks of the English language. The results also indicated

that 50 percent sometimes made sure that reading and writing for communication are strongly complemented and integrated with listening and speaking. In general, while Vision classrooms incorporate certain CLT principles, their inconsistent application suggests a need for stronger emphasis on communicative fluency, functional language use, and minimizing reliance on Persian to foster a more interactive and immersive learning environment.

Qualitative Analysis of Interview Data

The following qualitative analysis of the interview data reinforces and complements the quantitative analysis section. The researcher aimed to shed more light on each research question by formulating related interview questions. To better understand the first research question regarding teachers' attitudes towards CLT, the following interview question was formulated:

IQ1: Do you use the Communicative Approach to teach English Language?

This question aimed to discover whether teachers actively use CLT in their classrooms, their thoughts about its implementation, and their overall attitude towards it. The content analysis of the interview data revealed that most teachers had strong and positive attitudes towards CLT, asserting that its use in the classroom leads to frequent student participation, shifting students from a passive stance to an active one. Others expressed satisfaction with CLT because it encourages integrated skill development, enabling students to engage with all language skills in classroom interactions. However, some teachers acknowledged a significant contradiction—while CLT focuses on authentic interaction and students' needs, it is often difficult or even impossible to implement in Iran's high schools due to a lack of sufficient instructional materials. This indicates a paradox where teachers conceptually support CLT but struggle with its practical application, leading to a wide range of changing attitudes among Iranian English language teachers. The next interview question is related to the second research question concerning teachers' perceptions of the CLT-ness of the Vision series:

IQ2: Are the textbooks properly designed to fulfill the objectives of CLT?

This interview question sought to determine whether the Vision series is written in alignment with CLT principles. Teachers exhibited highly contradictory views regarding the effectiveness of the series. Around 50% stated that the Vision series only partially aligns with CLT principles, while many others believed that the textbooks are predominantly grammar- and lexical-based rather than communicative. They argued that the Vision series heavily emphasizes grammar instruction, vocabulary acquisition, and reading passages, while communicative aspects such as listening and speaking receive minimal attention. Writing skills are also largely overlooked. This contradiction is crucial because, despite the textbooks' theoretical alignment with CLT principles in some aspects, their actual execution in the classroom remains largely traditional. In sum, while certain sections of the books may incorporate CLT principles, they fall short of fully adhering to them. The next interview question is related to the third research question, which examines CLT principles in classroom procedures:

IQ3: Is it possible to adapt a communicative approach in EFL contexts?

The data analysis revealed further contradictions in teachers' attitudes. While some teachers expressed optimism, believing that CLT could be adapted if simplified and supplemented with social media and internet-based resources, others strongly disagreed. Many teachers contended that it is impossible to use CLT with books like the Vision series because, in Iran's context, communication is not centered around English. Additionally, they pointed out the lack of necessary equipment and resources to facilitate effective role-plays and simulations, further impeding CLT implementation. Another critical issue raised was the lack of specialized CLT training among Iranian language teachers. Even teachers who had received some CLT training admitted that they were unable to effectively implement it, citing weaknesses in the training workshops and the lack of practical applicability in real classroom settings. This contradiction highlights a significant gap between the theoretical feasibility of CLT and its practical challenges within Iran's educational framework. The fourth research question focused on the challenges that Iranian teachers faced while implementing CLT in Iran's educational context. To explore these challenges in depth, the researcher formulated several interview questions. Interview questions 4, 5, and 6 addressed various aspects of the challenges indirectly, while question 7 explicitly focused on teachers' difficulties. The responses revealed a wide range of challenges, further reinforcing contradictions in teachers' perspectives.

Time Constraints: In my view, limited class time and strict curriculum schedules prevent teachers from fully implementing CLT principles in the Vision series.

Student-Related Challenges: In my opinion, students' preference for traditional, exam-focused learning and their low language proficiency make it difficult for them to engage meaningfully in CLT activities.

Teacher-Related Challenges: From my perspective, the lack of adequate pre-service or in-service training on CLT principles leaves teachers unprepared, and many find CLT workshops ineffective due to instructors' insufficient expertise.

Methodological and Educational System Barriers: I believe that the exam-oriented education system, along with a lack of interactive tasks and authentic language exposure, creates significant barriers to successful CLT implementation.

Cultural Barriers: In my view, cultural attitudes toward language learning, which favor traditional methods, prevent the adoption of communicative approaches, as students and parents tend to see rote-learning as more effective for academic success.

In summary, the qualitative analysis provided valuable but conflicting insights into teachers' attitudes towards CLT and the Vision series. While many teachers conceptually support CLT, they also recognize the overwhelming barriers that prevent its effective implementation. These contradictions illustrate a fundamental gap between theoretical support for CLT and the practical realities faced in Iranian classrooms. The integration of qualitative and quantitative data underscores the complexities and inconsistencies surrounding CLT adoption, reinforcing the need for systemic reforms in teacher training,

instructional materials, and pedagogical approaches to make communicative teaching more viable in Iran's educational system.

Discussion

The current paper aims to explore Iranian English teachers' attitudes towards using communicative language teaching (CLT) as practice in teaching vision series in Iran's high schools. To this aim, 71 language teachers were collected, and the required data were extracted by using a questionnaire, a checklist, and an interview. The result of data analysis, including quantitative and qualitative data analysis, revealed that although teachers had different attitudes towards CLT, they mostly had strong and positive attitudes. Also, the results showed that most of the teachers believed that only 50 percent of the Vision series could be compatible with CLT principles, and most of the teachers could rarely put CLT into practice in their classes because of the time limitations, lack of interest, and proficiency in students, lack of ability and skill in teachers, and methodological and cultural factors. Last but not least, the results revealed that most of the challenges that teachers faced while using CLT procedures in the classroom are related to the time of the class, teachers' ability and skills, and the nature of the books, which are not congruent with the CLT principles. The following presents a comprehensive comparison of the findings with other works mentioned in the review literature section.

Gor and Vatz (2009) stated that the purpose of the CLT was to transfer meaning and reinforce communication through social interaction. This finding is in disagreement with the current study as the vision series from the teachers' attitudes isn't suitable for communication and social interaction. In another study, Savignon (2007) said that CLT activities such as role play and discussion are communication-centered, which is in discord with the current study results, as teachers asserted that it is hard to perform communicative activities, including role-play, in the Vision series in the class.

Khatib and Ashoori Tootkaboni (2017) in their study stated that before the implementation of CLT in any syllabus, teachers' attitudes should be taken into account, which is in harmony with the current study, as this study aimed at exploring teachers' attitudes towards using CLT in the Vision series, and the findings revealed that teachers had a strong and positive attitude. In another research study in Thailand, Tayjasanant and Barnard (2010) discovered that there is a big discrepancy between what teachers are doing in their classes and the principles of communicative language teaching (CLT). This finding supports the current study since the current study revealed that Iranian teachers also showed a difference between their attitude and their practice of CLT in their classrooms.

Tsai (2007) and Carless (2003, 2007) asserted that teachers' beliefs influenced their practice, and many teachers had negative attitudes towards using CLT because of specific challenges and problems. The current study results are in harmony with Tsai (2007) and Carless (2003, 2007), as all these studies substantiated that some of the teachers had negative attitudes about using CLT in their classes. In another study, Munakampe (2005) substantiated that training sessions could impress and change the teachers' attitudes towards using the CLT approach. This finding is in sheer contrast with the current study, as

Iranian teachers declared that pre-service and in-service training sessions did not affect their skills or attitudes.

Li (2001) and the current study both focused on challenges in using CLT in the classroom, and both studies' findings revealed that many challenges grew out of time limitations, students' reluctance, teacher incapability, and lack of skill. Othman (2016) and Vongxey (2013) showed that most of the time, teachers stick to their methods for teaching because they are easier for them. The current study also revealed that most teachers focused on activities and teaching methods that are traditional and easy for teaching Vision series.

Nishino (2008) examined CLT with Japanese teachers and found that Japanese teachers need more class time and a smaller number of students in classes. This finding is in accord with the current study, as Iranian teachers saw limited time for classes as a challenge in implementing the CLT in their classrooms. Chang (2011), Hawkey (2006), and Karim (2004) found that teachers had a positive view and perception of using the CLT method in their English classes, which supports the findings of the current study, as all these studies are on the same page about teachers with positive attitudes towards CLT.

Both the current study and Mahenge (2012) revealed that language teachers are familiar with the concept of CLT, but they felt uncomfortable using it in practice because of pupils' lack of interest and proficiency in communication. Raissi and MohdNor (2013), Farooq (2015), and Razmjoo and Riazi (2006) substantiated that, despite knowing the usage and concept of CLT, most teachers resorted to using grammar and vocabulary along with reading in their practice. These studies support the current study findings.

Rahimpour and Hashemi (2011), Razmjoo and Barabadi (2015), Poursan Shirvani (2017a), and Poursan Shirvani (2017b) are in line with the findings of the current study, as all these studies revealed that most teachers are satisfied with the Vision series at best around fifty percent, and they are mostly unsatisfied with the book about being based on the CLT principles, and many teachers used traditional methods for teaching the Vision series and focused on teaching grammar, vocabulary, and reading skill.

In terms of the qualitative results, the findings highlight that the inconsistencies in teachers' attitudes stem from several interrelated factors. The limited instructional time restricts teachers' ability to implement communicative activities effectively. Additionally, students' preference for exam-based learning discourages them from engaging in interactive tasks. The lack of training and resources further hinders teachers from confidently employing CLT strategies. Methodological and systemic constraints, such as the traditional focus on grammar and vocabulary in textbooks, contradict CLT's emphasis on real-life communication. Lastly, cultural resistance to communicative teaching methods reinforces the persistence of traditional approaches. These justifications clarify why the observed contradictions exist and suggest that addressing these systemic issues is crucial for successful CLT implementation. In summary, the qualitative analysis provided valuable but conflicting insights into teachers' attitudes towards CLT and the Vision series. While many teachers conceptually support CLT, they also recognize

the overwhelming barriers that prevent its effective implementation. These contradictions illustrate a fundamental gap between theoretical support for CLT and the practical realities faced in Iranian classrooms. The integration of qualitative and quantitative data underscores the complexities and inconsistencies surrounding CLT adoption, reinforcing the need for systemic reforms in teacher training, instructional materials, and pedagogical approaches to make communicative teaching more viable in Iran's educational system.

To summarize, the current paper's findings are well-supported by a review of the literature and works done by other scholars. As seen, miscellaneous and changing research studies done on the Vision series produced diverse results in different countries, teachers, and student levels. What is obvious is that all these studies support the current paper's results and show that the current study could be a help for Iranian language teachers.

Conclusion

The current paper sought to explore the Iranian English language teachers' attitudes about implementing CLT principles and tasks in teaching the Vision series in Iran's high schools. Thus, the researcher collected 71 teachers through a stratified sampling procedure, and by using a questionnaire, checklist, and interview, the required data were extracted and analyzed. The results revealed that Iranian language teachers had a positive and strong attitude towards using CLT procedures and principles in the classroom; however, in practice, they admitted that the books are not in harmony with CLT principles, and many of the activities and tasks couldn't be done according to CLT principles in Iran's English classes. Most of the challenges that teachers admitted they faced in teaching with CLT rules in their classes had roots in time limitations, lack of ability and interest in students, and lack of skill and knowledge of the teachers themselves. Anyway, the current study could have miscellaneous implications for language teachers, educational chiefs, curriculum developers, and book writers. The intention of this study is to highlight the critical need for a more harmonious integration of Communicative Language Teaching (CLT) principles in both textbooks and classroom practices in Iran. While teachers recognize the value of CLT, the study underscores the barriers they face—ranging from misaligned materials to time constraints and a lack of training—that prevent effective implementation. The findings aim to encourage a deeper reflection on the current teaching practices, foster greater alignment between curricula and CLT principles, and inspire a collective effort from educators, curriculum developers, and educational authorities to create an environment where communicative teaching can thrive. Ultimately, this study seeks to contribute to the improvement of language teaching in Iran by offering actionable insights for more practical, engaging, and communicative classrooms. These findings have important implications for various stakeholders. Teachers should seek professional development opportunities to enhance their understanding and application of CLT principles despite textbook limitations. Educational leaders and course coordinators should revise and adapt existing textbooks to align more closely with CLT principles, providing teachers with more practical materials. Curriculum developers and book writers should

integrate communicative-based tasks that fit within classroom time constraints and encourage interactive learning.

This study was limited to the Vision series and a specific group of teachers, which may affect generalizability. Future research could examine different English textbooks, involve a more diverse teacher population, or explore comparative studies across different educational contexts to provide broader insights into CLT implementation. By addressing these challenges, this study contributes to the ongoing discussion on improving English language teaching in Iran and beyond.

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