



Exploring ESL Teacher Beliefs and Classroom Practices of CLT: A Case Study

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This paper presents a case study that investigated and compared the stated beliefs and observed classroom practices relating to Communicative Language Teaching (CLT) of two ESL teachers. The findings of the study revealed that both the teachers hold similar complex beliefs that mostly contradict the philosophy of CLT. The practices were not in line with their stated belief or CLT principles either. The findings also indicate that teachers indeed possess a set of complex beliefs that are not always realized in their classroom practices for a variety of potential reasons: some of these might be directly related to the context of teaching. Additionally, this study found that by articulating and reflecting on his beliefs, the teacher became more aware of the meaning and impact of these beliefs on his classroom practices. Some implications of future studies have also discussed.

Keywords: teacher beliefs, ESL teachers, teacher reflection, communicative language teaching, error correction

INTRODUCTION

The need to communicate effectively in the modern world is indisputable and in this context the demand of learning English as the international language among the non-native speakers of English is growing daily (Richards, 2006). In relation to the growing interest of achieving communicative competence, Communicative Language Teaching (CLT) was developed as a response to previous structure-based approaches. CLT is not a recent innovation in language teaching, in fact, it can trace its root to the early 1960s

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