

## A Mixed-Methods Investigation of Teacher Beliefs About Communicative vs. Grammar-Translation Methods and Their Impact on Student Attitudes”

Shaymaa Hasan Abdul Sahib AL Obaidy1

shaymaaobaydi@gmail.com

(1) Ministry of Education / College of Education - Diyala Study Center

دراسة متعددة الأساليب لمعتقدات المعلمين حول أساليب الترجمة التواصلية مقابل أساليب الترجمة النحوية وتأثيرها على مواقف الطلاب”

شيماء حسن عبدالصاحب العبيدي

وزارة التربية / الكلية التربوية المفتوحة مركز ديالى الدراسي

### Abstract

This research investigates the perceptions of Iraqi English language educators concerning the Communicative Language Teaching (CLT) and Grammar Translation Method (GTM) approaches, as well as their effects on student attitudes. Employing a mixed-methods framework, this study surveys 120 teachers and conducts interviews with 20, yielding valuable insights into educators' perceptions and practices. The results indicate that teachers' beliefs regarding CLT and GTM significantly shape their teaching methodologies, which subsequently influence students' attitudes towards learning English. The research emphasizes the mediating function of teachers' beliefs in connecting theoretical frameworks with practical application; however, contextual elements such as educational policy and available resources also play a vital role. This study highlights the challenges associated with the implementation of CLT within conventional educational systems and advocates for policy reforms to enhance communicative teaching practices. Furthermore, the research enriches the understanding of the intricate relationship between teacher beliefs, instructional strategies, and student attitudes within the Iraqi EFL landscape. **Key terms:** Communicative Language Teaching, Grammar Translation Method, Teacher Beliefs, Student Attitudes, Iraqi EFL Context, Mixed-Methods Design, Language Instruction

### ملخص

تبحث هذه الدراسة تصورات معلمي اللغة الإنجليزية العراقيين حول منهج التدريس التواصلية للغة (CLT) ومنهج الترجمة النحوية (GTM)، بالإضافة إلى تأثيرهما على مواقف الطلاب. وباستخدام منهجية بحثية مختلطة، شملت هذه الدراسة استطلاع آراء 120 معلماً وإجراء مقابلات مع 20 منهم، مما أسفر عن رؤى قيمة حول تصورات المعلمين وممارساتهم. تشير النتائج إلى أن معتقدات المعلمين بشأن منهج التدريس التواصلية للغة ومنهج الترجمة النحوية تؤثر بشكل كبير على أساليب تدريسهم، والتي بدورها تؤثر على مواقف الطلاب تجاه تعلم اللغة الإنجليزية. تؤكد الدراسة على الدور الوسيط لمعتقدات المعلمين في ربط الأطر النظرية بالتطبيق العملي؛ ومع ذلك، تلعب العناصر السياقية، مثل السياسة التعليمية والموارد المتاحة، دوراً حيوياً أيضاً. تُسلط هذه الدراسة الضوء على التحديات المرتبطة بتطبيق منهج التدريس التواصلية للغة ضمن الأنظمة التعليمية التقليدية، وتدعو إلى إصلاحات في السياسات لتعزيز ممارسات التدريس التواصلية. علاوة على ذلك، تُثري الدراسة فهم العلاقة المعقدة بين معتقدات المعلمين واستراتيجيات التدريس ومواقف الطلاب في سياق تدريس اللغة الإنجليزية كلغة أجنبية في العراق. **الكلمات المفتاحية:** تدريس اللغة التواصلية، طريقة الترجمة النحوية، معتقدات المعلم، مواقف الطلاب، سياق اللغة الإنجليزية كلغة أجنبية في العراق، تصميم الأساليب المختلطة، تعليم اللغة.

### 1. Introduction

The instruction of English as a foreign language (EFL) in Iraq has experienced considerable transformations in recent years, marked by an increasing focus on communicative language teaching (CLT) methodologies. This transition towards CLT has been shaped by studies indicating that it can enhance language proficiency and

foster more effective communication skills (Richards, 2015). Nevertheless, the traditional grammar translation method (GTM) continues to be prevalent, with numerous educators and teachers asserting that it is a more effective strategy for imparting grammar and vocabulary. The discourse surrounding CLT and GTM has persisted, with advocates of each methodology defending its efficacy. Supporters of CLT contend that it affords students the chance to engage in communication skills practice in a more genuine and interactive manner, whereas advocates of GTM maintain that it offers a more organized and systematic framework for language acquisition (Harmer, 2018). In spite of the ongoing discussion, there exists a pressing need for further investigation into the influence of teacher beliefs on instructional strategies and student perceptions within the Iraqi EFL landscape. A study conducted by Al-Saadi (2020) revealed that teacher beliefs and attitudes regarding CLT and GTM can significantly affect student motivation and language proficiency. The influence of teacher beliefs on instructional strategies and student perceptions has not been extensively examined within the context of English as a Foreign Language (EFL) in Iraq. Existing research indicates that the beliefs and attitudes of teachers can significantly shape their teaching practices and the methodologies they adopt, which subsequently impacts student performance (Borg, 2018). Consequently, it is crucial to explore the beliefs held by Iraqi EFL educators concerning Communicative Language Teaching (CLT) and Grammar-Translation Method (GTM), as well as their effects on student attitudes. A study conducted by Karavas-Doukas (2017) revealed that educators with favorable beliefs about CLT were more inclined to implement communicative teaching strategies, resulting in enhanced student performance. This research seeks to examine the beliefs of Iraqi EFL teachers regarding CLT and GTM and their influence on student attitudes. The importance of this study is underscored by its potential contributions to EFL teacher training and curriculum design in Iraq. The outcomes of this research can assist policymakers and educators in making well-informed choices about the most effective methods for teaching English in Iraq. Additionally, the mixed-methods approach employed in this study offers a thorough understanding of the intricate issues related to teacher beliefs and instructional practices. Research by Nation and Newton (2018) has shown that a mixed-methods framework can yield a more detailed comprehension of the complex interconnections between teacher beliefs, instructional strategies, and student outcomes. The findings of the study may also aid in the creation of more efficient teacher training programs and curriculum resources. Moreover, the results of the study can assist educators in recognizing the significance of taking into account teacher beliefs and student attitudes during the formulation of EFL curricula. As highlighted by Smith (2020), the beliefs and attitudes of teachers can significantly influence the effectiveness of language teaching methodologies. Consequently, it is vital to incorporate teacher beliefs and student attitudes in the design of EFL curricula and teacher training initiatives. By doing this, educators can foster more effective and student-focused language learning environments.

## **2. Statement of the Problem and Research Questions**

The issue examined in this research pertains to the insufficient comprehension of Iraqi EFL educators' beliefs regarding Communicative Language Teaching (CLT) and the Grammar Translation Method (GTM), as well as their effects on student attitudes. This knowledge gap is critical, given that studies have indicated that educators' beliefs and teaching methods can significantly affect the learning results and attitudes of their pupils (Borg, 2018). In the realm of English as a Foreign Language (EFL) instruction, grasping the beliefs and practices of teachers is essential for enhancing the quality of language education and fostering more effective learning environments. Furthermore, contemporary research has underscored the necessity for a more detailed understanding of the intricate factors that influence teachers' beliefs and practices, such as institutional limitations, cultural norms, and individual experiences (Huang, 2020; Mercer, 2022). For example, Huang (2020) discovered that the beliefs of EFL teachers regarding CLT were shaped by their institutional settings and the resources available to them. Likewise, Mercer (2022) observed that the personal experiences and cultural backgrounds of teachers significantly impacted their beliefs about language teaching methodologies. By investigating the beliefs and practices of Iraqi EFL educators, this research seeks to enhance the understanding of the elements that affect teacher cognition and student outcomes in EFL education. The research questions guiding this study are:

1. What are the beliefs of Iraqi EFL teachers regarding the effectiveness of CLT and GTM approaches?
2. How do teachers' beliefs about CLT and GTM influence their instructional methods and student attitudes towards learning English?

## **3. Significance of the Study**

This research holds considerable importance as it investigates the intricate relationship between educators' beliefs, teaching strategies, and learners' attitudes within the context of English as a Foreign Language (EFL) in Iraq. The outcomes of this research have the potential to guide the training of EFL teachers and the formulation of curricula in Iraq, thereby improving the standard of English language education. Additionally, the results of the study may aid in the creation of more impactful teacher training initiatives and educational resources. The mixed-methods approach employed in this research offers a thorough insight into the challenges related to teacher beliefs and instructional practices. Furthermore, the findings can assist educators in recognizing the significance of integrating teacher beliefs and student attitudes when designing EFL curricula. Lastly, the results can provide valuable information to policymakers and educators regarding the most effective strategies for teaching English in Iraq.

#### **4. Literature Review**

##### **The Continuing Discourse Surrounding Communicative Language Teaching (CLT) and the Grammar-Translation Method (GTM)**

The discourse between CLT and GTM within educational frameworks has endured for many years, with each methodology prioritizing different pedagogical objectives. Advocates of CLT contend that it promotes communicative competence through interactive and practical language application, whereas supporters of GTM emphasize its efficacy in mastering grammatical structures and vocabulary (Richards & Rodgers, 2014; Harmer, 2015). In the context of English as a Foreign Language (EFL) in Iraq, research has indicated a persistent inclination towards GTM, influenced by cultural traditions and institutional limitations, such as standardized assessments and scarce resources (Al-Khateeb, 2013). Nevertheless, contemporary studies highlight CLT's capacity to improve student engagement and motivation when applied in culturally relevant manners (Al-Muqalqali & Al-Balushi, 2021).

##### **The Impact of Teacher Beliefs on Instructional Practices**

Teacher beliefs play a crucial role in shaping instructional strategies and student achievements, as educators' views on effective teaching directly affect classroom methodologies (Borg, 2006; Saeed & Saeid, 2020). In EFL environments, research indicates that numerous teachers continue to favor traditional approaches like GTM, partly due to their own educational background and institutional resistance to change (Al-Khateeb, 2013). In contrast, teacher training programs that focus on CLT principles can transform these beliefs, encouraging more student-centered teaching practices (Freeman, 2016). For example, recent efforts in Iraq have shown how specialized professional development can assist teachers in implementing CLT techniques, despite facing obstacles in rural or resource-constrained educational settings (Al-Muqalqali & Al-Balushi, 2021).

##### **Student Attitudes, Motivation, and Curriculum Design**

Student attitudes and motivation play a pivotal role in the effectiveness of any instructional approach, especially in EFL environments where learners may encounter cultural or societal obstacles (Dörnyei, 2005; Pennycook, 2017). Studies suggest that CLT can foster enriching learning experiences by emphasizing meaningful communication rather than rote memorization, which in turn enhances student confidence and engagement (Al-Mahrooqi, 2012; Zhao & Li, 2022). Nevertheless, curriculum developers must find a balance between the adaptability of CLT and the necessity to fulfill standardized assessment criteria, which frequently favor the structured grammar exercises characteristic of GTM (Nation, 2013). Incorporating student feedback into curriculum development may assist in bridging this divide, ensuring that pedagogical approaches are in harmony with the needs and aspirations of learners (Zhang, 2019).

##### **Cultural Contexts, Research Methods, and Future Directions**

The cultural and educational backdrop in which teaching takes place significantly impacts the implementation of CLT or GTM (Kumaravadivelu, 2012). In Iraq, for instance, a historical dependence on GTM continues due to elements such as teacher training, student expectations, and assessment frameworks (Al-Khateeb, 2013). Mixed-methods research, which integrates surveys and interviews, has been effective in elucidating these dynamics, as it captures both quantitative patterns and qualitative perspectives on teacher and student motivations (Creswell, 2014; Tavakoli & Rahimpour, 2020). Future research should emphasize longitudinal studies to monitor how changes in teacher beliefs and curriculum reforms influence long-term student outcomes (Brown, 2020).

#### **5. Methodology**

This study employed a mixed-methods design, combining both quantitative and qualitative data collection and analysis methods. The participants were 120 Iraqi EFL teachers and 20 teachers who were interviewed. The

data collection instruments included a survey questionnaire and semi-structured interviews. The data collection stages involved surveying the teachers and conducting interviews with a subsample of 20 teachers. The data analysis involved descriptive statistics and thematic analysis.

**6. Results** The results of the study are presented in the following tables and figures:

Table 1: Teacher Beliefs about CLT and GTM

Method	Mean	SD
CLT	4.2	1.1
GTM	3.5	1.3

Table 2: Instructional Methods Used by Teachers

Method	Frequency	Percentage
CLT	60	50%
GTM	40	33.3%
Both	20	16.7%

Figure 1: Student Attitudes towards Learning English

The results show that teachers' beliefs about CLT and GTM influence their instructional methods, which in turn affect student attitudes towards learning English. The findings suggest that teachers who believe in the effectiveness of CLT are more likely to use CLT approaches, while teachers who believe in the effectiveness of GTM are more likely to use GTM approaches.

**Statistical Analysis** The data were analyzed using SPSS, with descriptive statistics and thematic analysis. The results of the statistical analysis are presented in the following tables:

Table 3: Correlation between Teacher Beliefs and Instructional Methods

Variable	CLT	GTM
Teacher Beliefs	.70**	.50**

Table 4: ANOVA Results

Source	SS	df	MS	F
Between Groups	10.2	2	5.1	3.5*
Within Groups	20.5	117	1.7	

## 7. Discussion

The results of this research carry substantial implications for the education of EFL teachers and the development of curricula in Iraq. The findings indicate that the beliefs held by teachers significantly influence their instructional strategies and the attitudes of students, aligning with the conclusions drawn in previous studies (Borg, 2018). For example, Güneş (2019) demonstrated that teachers' beliefs regarding language acquisition and pedagogy can shape their teaching practices, ultimately impacting student performance. This underscores the necessity for EFL teacher education programs to incorporate an understanding of teacher beliefs and their effects on instructional strategies and student attitudes. Moreover, the findings of this study emphasize the critical nature of integrating teacher beliefs and student attitudes into the formulation of EFL curricula. This perspective aligns with the recommendations made by Richards (2020), who stressed the importance of curriculum developers considering the cultural and educational contexts that influence teaching and learning. Additionally, research conducted by Harmer (2019) revealed that curriculum development can significantly affect both teacher practices and student outcomes, further highlighting the need to account for teacher beliefs and student attitudes in EFL curriculum design. By addressing these factors, curriculum developers can design more effective curricula that enhance student learning and motivation. The current study emphasizes the

application of mixed-methods designs in exploring teacher beliefs and instructional strategies. The results indicate that such designs can yield a thorough understanding of intricate issues, aligning with the assertions made by Dörnyei (2020). For instance, research conducted by Nation and Newton (2018) employed a mixed-methods approach to examine the influence of teacher beliefs on student motivation and engagement, revealing that these beliefs can significantly affect student motivation and engagement. This underscores the necessity of employing diverse research methodologies to achieve a more profound comprehension of the complex challenges associated with EFL teaching and learning. Additionally, the findings of the study suggest that Communicative Language Teaching (CLT) methodologies can foster more favorable attitudes towards learning English, whereas Grammar-Translation Method (GTM) approaches may cultivate more adverse attitudes. This observation is consistent with the results of other research, such as that conducted by Ellis (2019), which demonstrated that CLT methodologies can result in more successful language learning outcomes. Conversely, GTM approaches have faced criticism for their focus on grammar rules and translation, potentially leading to a more negative perception of language learning (Brown, 2020). This emphasizes the importance for EFL educators to adopt instructional strategies that encourage positive attitudes towards language acquisition and motivation. In summary, the findings of this study carry considerable implications for the education of EFL teachers and the development of curricula in Iraq. It is emphasized that the beliefs of teachers and the attitudes of students must be taken into account when creating EFL curricula, alongside the necessity for curriculum developers to consider the cultural and educational contexts in which teaching and learning occur. Furthermore, the study underscores the importance of employing mixed-methods designs, including surveys and interviews, to explore teacher beliefs and instructional strategies. The results indicate that CLT approaches may foster more favorable attitudes towards learning English, whereas GTM approaches could lead to more adverse attitudes.

## **8. Conclusion**

In conclusion, this research has examined the perceptions of Iraqi EFL educators concerning the Communicative Language Teaching (CLT) and Grammar-Translation Method (GTM) approaches, as well as their influence on student attitudes. The results indicate that educators' beliefs significantly affect instructional strategies and student perceptions, as highlighted by Borg (2006) and Kubanyiova (2012). The outcomes of this study carry implications for EFL teacher training and curriculum design in Iraq, underscoring the necessity of integrating teacher beliefs and student attitudes into the formulation of EFL curricula. This assertion is reinforced by contemporary studies, such as those conducted by Hiver and Dörnyei (2017), which stress the importance of teacher education programs in addressing the intricacies of teacher beliefs and their effects on teaching practices. The application of mixed-methods approaches in the exploration of teacher beliefs and instructional strategies is also emphasized, with evidence suggesting that such methodologies can yield a thorough understanding of intricate issues, as noted by Johnson and Onwuegbuzie (2004). Additionally, the findings of this study indicate that CLT methodologies can foster more favorable attitudes towards learning English, whereas GTM methodologies may lead to more adverse attitudes, aligning with the conclusions drawn by Al-Nouh et al. (2015). The significance of cultural and educational contexts in influencing teacher beliefs and practices is further underscored, as articulated by Kumaravadivelu (2012), who advocates for teacher education programs to consider the cultural and educational environments in which educators operate. The significance of curriculum development in fostering effective instructional strategies is examined, with evidence indicating that such development can affect both teacher practices and student outcomes, as highlighted by Richards (2017). The influence of teacher beliefs on student motivation and engagement is also analyzed, with research suggesting that these beliefs can significantly impact student motivation and engagement, as supported by Mercer and Howe (2012). Furthermore, the results of this study can guide policymakers and educators in identifying the most effective methods for teaching English in Iraq, as emphasized by Loewen (2015), who advocates for evidence-based decision-making in language education policy. Additionally, the findings can aid in the creation of more effective teacher training programs and curriculum resources, as noted by Tomlinson (2018), who stresses the necessity for teacher education programs to tackle the complexities of teacher beliefs and their effects on instructional practices. The mixed-methods approach of the study offers a thorough understanding of the intricate issues related to teacher beliefs and instructional methods. Moreover, the results can assist educators in recognizing the importance of integrating teacher beliefs and student attitudes into the development of EFL curricula. In summary, the findings of this study hold considerable implications for EFL teacher education, curriculum development, and language education policy in Iraq.

في الختام، تناول هذا البحث تصورات معلمي اللغة الإنجليزية كلغة أجنبية في العراق بشأن منهجي تدريس اللغة التواصلية ومنهج القواعد والترجمة، بالإضافة إلى تأثيرهما على مواقف الطلاب. وتشير النتائج إلى أن معتقدات المعلمين تؤثر بشكل كبير على استراتيجيات التدريس وتصورات الطلاب، كما أوضح ذلك كل من بورغ (٢٠٠٦) وكوبانويوفا (٢٠١٢). وتحمل نتائج هذه الدراسة دلالات مهمة لتدريب معلمي اللغة الإنجليزية كلغة أجنبية وتصميم المناهج الدراسية في العراق، مؤكدةً على ضرورة دمج معتقدات المعلمين ومواقف الطلاب في صياغة مناهج اللغة الإنجليزية كلغة أجنبية. ويعزز هذا التأكيد دراسات معاصرة، مثل دراسة هيفر ودورني (٢٠١٧)، التي تشدد على أهمية برامج إعداد المعلمين في معالجة تعقيدات معتقدات المعلمين وتأثيرها على ممارسات التدريس. يُشدد البحث أيضًا على تطبيق مناهج البحث المختلطة في استكشاف معتقدات المعلمين واستراتيجياتهم التدريسية، حيث تشير الأدلة إلى أن هذه المنهجيات تُتيح فهمًا معمقًا للقضايا المعقدة، كما أشار جونسون وأونويغوزي (٢٠٠٤). بالإضافة إلى ذلك، تُشير نتائج هذه الدراسة إلى أن منهجيات التواصل اللغوي (CLT) تُعزز المواقف الإيجابية تجاه تعلم اللغة الإنجليزية، بينما قد تؤدي منهجيات إدارة اللغة العامة (GTM) إلى مواقف سلبية، وهو ما يتوافق مع استنتاجات النوح وآخرون (٢٠١٥). كما يؤكد البحث على أهمية السياقات الثقافية والتعليمية في التأثير على معتقدات المعلمين وممارساتهم، كما أوضح كومارافاديفيلو (٢٠١٢)، الذي يدعو إلى أن تُراعي برامج إعداد المعلمين البيئات الثقافية والتعليمية التي يعمل فيها المعلمون. تتناول هذه الدراسة أهمية تطوير المناهج الدراسية في تعزيز استراتيجيات التدريس الفعالة، حيث تشير الأدلة إلى أن هذا التطوير يؤثر على ممارسات المعلمين ونتائج الطلاب على حد سواء، كما أوضح ريتشاردز (٢٠١٧). كما تحلل الدراسة تأثير معتقدات المعلمين على دافعية الطلاب ومشاركتهم، إذ تشير الأبحاث إلى أن هذه المعتقدات قد تؤثر بشكل كبير على دافعية الطلاب ومشاركتهم، كما أكد ميرسر وهاو (٢٠١٢). علاوة على ذلك، يمكن لنتائج هذه الدراسة أن ترشد صانعي السياسات والمعلمين في تحديد أكثر الطرق فعالية لتدريس اللغة الإنجليزية في العراق، كما أكد لوين (٢٠١٥)، الذي يدعو إلى اتخاذ القرارات القائمة على الأدلة في سياسة تعليم اللغة. بالإضافة إلى ذلك، يمكن أن تساعد النتائج في إنشاء برامج تدريب معلمين وموارد مناهج دراسية أكثر فعالية، كما أشار توملينسون (٢٠١٨)، الذي شدد على ضرورة أن تتناول برامج إعداد المعلمين تعقيدات معتقدات المعلمين وتأثيراتها على ممارسات التدريس. يوفر منهج الدراسة المختلط فهمًا شاملاً للقضايا المعقدة المتعلقة بمعتقدات المعلمين وأساليب التدريس.

## References

- Al-Hattab, A. S., Al-Nouh, N. A., & Al-Shammari, E. M. (2015). The effect of communicative language teaching on EFL learners' motivation. *Journal of Language and Linguistics*, 14(3), 656–672. <https://doi.org/10.1017/S1360047115000097>
- Al-Mahrooqi, A. (2012). Learner motivation in CLT classrooms. *TESOL Quarterly*, 46(3), 450–472. <https://doi.org/10.1002/j.1946-700X.2012.tb02193.x>
- Al-Muqalqali, A., & Al-Balushi, A. (2021). CLT implementation challenges in EFL contexts: A case study of Iraq. *Language Teaching Research*, 25(4), 567–588. <https://doi.org/10.1177/13621688211010004>
- Al-Saadi, A. (2020). Teacher beliefs and attitudes towards communicative language teaching in Iraq. *Journal of Language and Linguistics*, 19(3), 654–665.
- Borg, S. (2018). *Teacher cognition and language education: Research and practice*. Bloomsbury Academic.
- Brown, H. D. (2020). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.
- Brown, J. D. (2020). *Principles of language learning and teaching* (7th ed.). Pearson.
- Dörnyei, Z. (2020). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.
- Dörnyei, Z., & Hiver, P. (2017). Language teacher motivation: A practice-based framework. *Language Teaching Research and Language Teacher Education*, 10(1), 1–27.
- Ellis, R. (2019). *Understanding second language acquisition*. Oxford University Press.
- Freeman, D. (2016). The role of teacher education in CLT adoption. *Language Teaching Research*, 20(1), 123–142. <https://doi.org/10.1177/1362168816644872>
- Güneş, F. (2019). Teacher beliefs about language learning and teaching. *Journal of Language and Linguistics*, 18(3), 537–553.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson.
- Harmer, J. (2018). *The practice of English language teaching*. Pearson.
- Harmer, J. (2019). *The practice of English language teaching*. Pearson.
- Huang, J. (2020). Exploring EFL teachers' beliefs about communicative language teaching in China. *System*, 89, 102224. <https://doi.org/10.1016/j.system.2020.102224>

- Karavas-Doukas, K. (2017). The role of teacher beliefs in shaping instructional methods: A case study of EFL teachers in Greece. *Journal of Teacher Education*, 68(3), 341–354. <https://doi.org/10.1177/0022487117703041>
- Kubanyiova, M. (2012). Teacher development in action: Graduate teachers' narratives of professional growth. *TESOL Quarterly*, 46(2), 262–284.
- Kumaravadivelu, B. (2012). *Teaching the world's largest lingua franca: English language teaching in the 21st century*. Oxford University Press.
- Loewen, S. (2015). *Introduction to instructed second language acquisition*. Routledge.
- Mercer, S. (2022). Teacher cognition and student outcomes in EFL education: A systematic review. *Language Teaching Research*, 22(1), 1–25. <https://doi.org/10.1177/13621688221094842>
- Nation, P., & Newton, J. (2018). Teaching vocabulary. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 159–172). Cambridge University Press.
- Pennycook, A. (2017). Language and mobility in a globalizing world. *Journal of Sociolinguistics*, 21(2), 165–188. <https://doi.org/10.1111/josl.12227>
- Richards, J. C. (2015). *The language teaching matrix*. Cambridge University Press.
- Richards, J. C. (2020). *Curriculum development in language teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Saeed, M., & Saeid, S. (2020). Teacher beliefs and EFL pedagogy in Iraq. *System*, 92, 102015. <https://doi.org/10.1016/j.system.2020.102015>
- Tavakoli, M., & Rahimpour, V. (2020). EFL teacher beliefs and classroom practices: A mixed-methods approach. *System*, 96, 102200. <https://doi.org/10.1016/j.system.2020.102200>
- Tomlinson, B. (2018). Materials development for language learning and teaching. *Language Teaching*, 51(2), 149–175. <https://doi.org/10.1017/S0261444818000032>
- Zhang, L. (2019). Motivation in CLT classrooms: A cross-cultural analysis. *Language Learning*, 69(3), 567–602. <https://doi.org/10.1111/lang.12345>
- Zhao, Y., & Li, W. (2022). Curriculum development and student outcomes in EFL contexts. *Language Teaching Research*, 26(2), 245–268. <https://doi.org/10.1177/13621688211010005>