



Table of Contents

Chapter 1: Introduction	1
1.1. Background	1
1.2. Statement of the Problem and Research Questions	7
1.3. Scope of the Study	12
1.3.1. Delimitations	12
1.3.2. Limitations	13
1.4. Structure of the Thesis	13
Chapter 2: Review of Literature	15
2.1. Communicative Language Teaching (CLT)	15
2.1.1. History of Language Teaching Methods	15
2.1.2. The Emergence of Communicative Language Teaching (CLT)	26
2.1.3. Definitions and Characteristics of CLT	33
2.1.4. Different Versions and Principles of CLT	35
2.1.5. Problems of CLT	40
2.1.6. Misconceptions about CLT	43
2.2. Culture	46
2.2.1. Definitions of Culture	47
2.2.2. Language and Culture	53
2.2.3. History of Culture Teaching	57
2.2.4. The Importance of Culture Teaching	63
2.2.5. Approaches to Culture Teaching	66
2.2.6. The Emergence of ICC	70
2.2.7. Bennett's Developmental Model of Intercultural Sensitivity	80
2.2.8. Kramsch's Model of Third Place	83
2.2.9. Byrams's Model of ICC	87
2.2.10. The Importance of Intercultural Learning	94
2.2.11. Globalization and ELF	95
2.3. Empirical Studies on CLT	98
2.3.1. Studies in Asian Contexts	99
2.3.2. Studies in European Contexts	105
2.3.3. Studies in African Contexts	108



2.3.4. Conclusions	110
Chapter 3: Method	112
3.1. Setting	112
3.1.1. Germany	113
3.1.2. The Netherlands	116
3.1.3. Sweden	119
3.1.4. The Council of Europe and its Language Policies	122
3.1.5. Iran	126
3.2. Participants	129
3.3. Research Design	130
3.3.1. Subjective Theories	130
3.3.2. Mixed Method Approach	134
3.4. Instrumentation	137
3.4.1. Questionnaire	137
3.4.2. Interview	141
3.5. Procedure	143
3.6. Data Analysis	144
Chapter 4: Results and Discussion	147
4.1. The Results of the Questionnaires	149
4.1.1. Research Question 1	149
4.1.2. Research Question 2	169
4.1.3. Research Question 3	178
4.1.4. Research Questions 4 and 5	181
4.1.5. Research Question 6	192
4.1.6. Research Question 7	199
4.2. The Results of the Teachers' Interviews	208
4.3. Overlapping Items in the Teachers' and Students' Questionnaires	240
4.4. Summary of the Results	244
Chapter 5: Conclusions	251
5.1. Didactic Implications for TEFL (Fachdidaktik)	256
5.2. Suggestions for Further Studies	262
5.3. Evaluation of the Research Method and Design	264
References	267
Appendixes	293



Appendix A: Samples of the Questionnaires	293
Appendix B: Interview Questions	307
Appendix C: Validity and Reliability	308
Appendix D: Frequencies and Percentages for Items 28 and 29 (Teachers' Questionnaire)	316
Glossary of Terms.....	318