

# Investigation of the Capabilities of Iranian Foreign Language Teachers to Influential Teaching of Secondary English Textbooks

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## ABSTRACT

*Since, learning English is a difficult task, be Successful in achieving linguistic complexity requires a great deal of effort. English classes in which people's language can be improved and innovated by teachers and learners to facilitate this process. The purpose of this study is to evaluate the empowerment of Iranian English teachers in teaching English language textbooks in high school. The combined study including qualitative and quantitative methods is used. In this study, first, based on the literature, existing theories, and open interviews (qualitative method), indicators and variables of professional competence of English teachers in accordance with the requirements of effective teaching in the 21st century were extracted. Then appropriate tools for assessing competency are designed to meet the requirements of teaching-learning processes. The findings showed that English teachers emphasized each of the effective teaching components that were divided into pre-teaching, pre-teaching and post-teaching skills. In addition to the following markers, teachers perceived the students to perform well in other teaching indicators, including: Preparation of teaching aids and materials, main role of the teacher in the classroom, use of teaching materials, dealing with student problems, and using active methods. Overall, it can be concluded that English teachers believe in each of the effective teaching components mentioned but did not perform well in the mentioned cases.*

**KEYWORDS:** Empowerment, Effectiveness, Effective Teaching, English Teachers.

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## I. INTRODUCTION

Effective teaching of the English language depends on a number of important factors such as the appropriate teaching tools, the teacher, the features and abilities of the learner, and the way of teaching. Among them, the teacher plays the most

important role, due to English has become an international language of conversation and has received worldwide attention, especially in Iran, and teaching English as a foreign language has a particular part of the educational system, from sixth grade or Seventh to thirteenth or twelfth grades are taught in all public schools of the education system. Effective education causes

students improvement and future success. The overall purpose of the present study is to examine the ability of English teachers to effectively teach English textbooks in secondary school.

## II. LITERATURE REVIEW

### A. Research in Iran

In research by Kajbaf, Naqvi, and Arab Bafrani on the effect of self-efficacy, empowerment, and happiness on teachers' assertion. They found that all the variables studied were significantly correlated with each other. Also, by examining the degree of association between the assertiveness variable with other variables, it was found that if all variables were entered into the equation, self-efficacy and happiness were significantly correlated with assertiveness, but empowerment was significantly associated with assertiveness.

In another study, Bahadori, RajabiVasqualai, RaadAbadi, and Yaghoubi (2013) analyzed the systematic relationships between the factors influencing the effective teaching of graduate students using graph theory. The results showed that the factors such as mastery of the subject, presenting new and up-to-date content, simple expression and clear transfer of content were definitely influencing the teaching. Also, two factors of mastery of the subject and evaluation of students in each session, midterm and final were identified as first and last priorities.

Mir MohammadiMeybodi et al made suggestions in a study on investigation of the characteristics of effective teaching from the perspective of ShahidSadoughi University of Medical Sciences students: Appropriate and targeted courses and workshop to improve the teaching-learning process and familiarize teachers with new and effective teaching methods and research-based teaching strategies, as well as enhancing teachers' communication skills and paying attention to the components of this area in selection, recruitment and evaluation of them.

Yaghoubiet al investigated that the power of teacher communication had the greatest impact on teaching effectiveness, with the aim of examining the characteristics of effective teaching from the perspectives of the faculty of Nursing and paramedical sciences students of Langrood. By focusing more on it along with other areas such as the use of appropriate teaching methods, strengthening individual personality and research, effective teaching has been achieved and ultimately improved educational quality. They found that the

power of teacher communication had the greatest impact on teaching effectiveness from the perspective of the students under study. It can be further achieved improving educational quality by emphasized on teacher communication alongside other parameters such as using appropriate teaching methods, enhancing individual personality, and research into effective teaching.

### B. Research in abroad

The results of the study conducted by Deng and Carlson (2014) on effective teaching indicated that teachers' beliefs, whether they believe in their students' abilities or their teaching ability have a major influence on their classroom performance. And creativity in the teaching process is one of the influential factors in teaching.

Another study by Rama (1) is carried out on teacher performance in effective teaching stated that the teaching process is very important and complex process. And in the teaching profession should rely only on highly professional and expert persons. Teachers must have extensive background knowledge in other disciplines, such as psychology as well as their professional skills. In this regard, the healthy relationships between students and teachers is important.

In according to studies by Calderon et al on effective teaching in English showed that the quality of education is more important in English teaching. They incorporate a comprehensive reform model, as well as unique components of this prominent model that include: school structures and leadership; language and literacy education; language integration, literacy, and secondary school education; participatory learning; Implementation and results were designed. They emphasized that the teacher must be responsible for effective teaching of these factors.

## III. RESEARCH METHODS

In this study, first, according to the literature, existing theories and open interviews (qualitative method), indicators and variables of professional competence of foreign language teachers in accordance with the requirements of effective teaching (in the 21st century) were extracted and then appropriate tools for Capability assessment will be tailored to the requirements of teaching-learning processes. The instrument was validated and verified after validation and the reliability of the questions was calculated using Cronbach's alpha method and will be implemented on the sample after necessary corrections. Using

teachers' results as a basis for evaluating the methods used by the teacher to teach was first put forward by researchers such as Darlinghamand, Weiss and Pace in 1983. Evaluation is very important in the teaching and learning system, and the use of students 'scores to assess the adequacy and effectiveness of teachers' teaching methods is one of the most controversial issues in teacher evaluation. In the education system, the ultimate goal is student learning.

#### IV. THE CONCEPT OF EFFECTIVE TEACHING

Set of abilities, capabilities, and interests that serve the purposes of both the learner and the learner is defined as effectiveness in teaching (Delaram, 2006). Effective teaching should be disciplined and motivating and promote motivation, vitality, innovation, and increased teacher and student performance (Emergency, 2002). In a two-way interaction between teacher and student, many elements including lecturer, student, and educational environment play an important role in providing a suitable communication framework for better transfer of concepts and information, increasing self-esteem and learning motivation (Esplanda, 2001). Goldor and Broning believe that a good teacher is a role model for their students in performing roles and is the most important component of any educational system to survive. Clearly, the teacher guides the learners' needs, talents, interests, and abilities to guide them on the right path to learning (Gillespie, 2005; Ghorbani, 2009).

##### A. Effective Teaching and empowering teachers

One common way that most researchers agree on is that there is nothing more important to a student's learning than teacher's ability in a classroom (Glaves, 2).

Students are the most important factor to determine the success or failure of a classroom teacher. Also, the effects of teachers on student learning are such that there are few indications that future effective teachers can address the effects of poor and ineligible teachers. In addition, teachers are at the center of efforts to develop and reform the education system of different countries. Teachers are at the center of efforts to develop and reform the education system of different countries (Schuhl and Banks, 2010). Therefore, considering teacher empowerment is one of the factors

influencing effective teaching. According to (Iem, 2010).

To have capable teachers, we cannot rely on pre-service training programs or recruitment mechanisms, but rather in the age of information, teachers must be able to adapt to change and continuous learning.

#### V. ANALYSIS OF RESEARCH DATA

##### Question 1: How is the view of English teachers about empowerment indicators?

Teachers' opinions on the English Language Teacher Competency Criteria can be summarized in three categories: Teacher Competence Before Teaching, Teacher Competence During Teaching, and Teacher Competencies After Teaching, which are described below.

##### A. Identifying and formulating educational goals

There are several points to be made about prerequisite abilities in the teaching process for teachers that are outlined below. For example, teacher No. 1 and 2, mentioned that in the interview that the recognition of educational goals by the teacher makes it easy to plan for teaching. To understand these goals, the teacher's overall goals in the textbook must be interpreted.

Teacher No. 5 also stated in the interview that having a lesson goal will help students to learn more because the teacher tells the children what to expect at the end of the lesson.

Teacher No 15 about educational goals stated: When I tell students exactly the goals at the beginning of the lesson, my students focus more on the lesson and seem to be more motivated to learn. Teacher No 6 and 9 stated that when they tell their expectations to the students, they realize they have to be responsive after teaching so they try to learn the lesson.

##### 1) Preparing lesson outline'

Setting the lesson outline actually emphasizes what needs to be discussed between teachers because as they understand what teachers is having trouble, so they will discuss it. As a result, collaborative reform efforts between teachers created that lead to upgrading knowledge and skills and thus improving education.

##### 2) Selection and preparation of educational supplies

Some teachers stated on this:

Teacher No.12 on learning aids: The reason for failing to learn English is that the education system relies on text-based environments and is less used than it is: the real world of an audio world. While, our educational system has been a text-based

system, this has added pronouncing difficulty. Students feel alienated due to not living in a realistic audio environment,

Teacher No.16 stated in the interview: Using smart classrooms and presenting lesson materials will motivate students. Power point design tailored to English language by students enhances self-esteem and satisfaction. The teacher further stated: Providing software and hardware facilities for intelligent classes, using play, poetry and translating the Quran In English at school celebrations, increasing language instruction sessions and making language teaching more attractive will increase motivation for students.

Teacher No. 4 stated in the interview: Adequate facilities, including a language and computer lab, would enhance students' listening and speaking skills.

Teacher No.13 stated in the interview that teaching English textbooks in secondary school requires the use of an audio file in the English language classroom and is an integral part of the teaching process: The audio files include: 1. The training section, and the audio and reading section; Vocabulary of Vocabulary End of Book.

### **3) Determine input features of learners**

Teacher No.22 stated: When it comes to teaching, it is important to be aware of the input features of your students, including the student's level of understanding of the subject, as well as whether or not they are interested in the lesson.

### **4) Preparation skills**

Teacher No.28 stated in the interview: The teacher should prepare the students for learning before teaching a new lesson. Preparing students turn attention of students from previous lesson session to new lesson. Maybe, students have math in previous session, and have science lesson with their minds shifting from previous lesson.

The teacher in the lesson outline specifies how and in what way he / she wants to present the material he / she has chosen to prepare. The particular method cannot be suggested and is largely innovative. Recalling the previous lesson, telling a short story, showing a photo, reading a poem or story are examples of preparation techniques. The time allocated to each part of the teaching process should be specified.

### **5) Communication skills and motivation**

In view of English teachers, different categories can be effective in motivating students. The learner should not punish for not doing the assignment, pronouncing errors or not responding quickly to questions. Teachers need to understand the social,

cultural, economic, and emotional contexts of the learner so that they can help them to have a clear image of themselves and to respect their personality. Teachers must respect their students, especially in the early learning stages where the learners are sensitive.

Learners need to feel they belong in the classroom, and learners need to be involved in all aspects of teaching and learning. learners should be allowed to participate in group and individual activities and demonstrate their abilities in the classroom due to individual differences. In the process of teaching, the main task of the teacher is to discover, recognize and reinforce them through studies.

### **6) Using active teaching methods**

Teacher No.25 stated about using active methods in teaching English: You can change the method when you have a purpose and you choose the method that is consistent with the categories of the book and the purpose of the book. You can change the teaching method when you have changed the assessment based on the method. While you know what is happening in education right now is that the student knows that he / she must pass the exam at the end of the course and take the entrance exam and know what he / she is being asked to do. When this system is not a coordination system, however you want to recommend a new method, the teacher may not be scientifically prepared for it. There is no way to talk about the method itself.

Teacher No.14 stated: In order to use active teaching methods in English, the method of sitting in English classes must be circular. And learners should participate in class, in addition teachers prevent speaking Farsi in the English classes.

Teacher No. 7 and No.21 stated: One of the best ways to teach English is to use a collaborative approach. The aim of this approach is to help students understanding social, historical, and cultural issues that affect their lives. And then helps students to overcome their problems and take control of life.

Teacher No. 16 stated: The teacher's job is not only to teach the language but also to teach the learning methods. Many students should learn methods. The best way to do this is to do practical exercises.

### **7) Using of educational facilities**

Teacher Nos. 11 and 18 stated in the interview: The new books are based on a teaching approach (CLT), is compiled with a communication approach. In this approach, the teacher should communicate with the students. Speak and interact with them in

English, listen to their sentences and conversations, and point out their individual problems. But with high number of students, how can a teacher do his job well in this limited opportunity?

There are no English training facilities in all small towns and villages. Many people even in big cities may not have enough money. Also, some private institutions are less successful and waste many years of their lives and energy of students. Above all, it is the task of a dynamic education to provide the ability of the new generation to communicate with other nations of the world and with new scientific resources by teaching an international language. The reduction in English teaching somehow provides a context for educational injustice in small towns and villages and deprived areas.

**8) Establish discipline in the classroom**

Teacher # 22 stated: The teacher should create an organized learning environment. Determine the goals; design assignments; arrange classroom decor; set assignments and student roles in groups, select instructional materials, and schedule class time.

**9) Continuous evaluation of students**

Teacher No. 19 on Continuing Assessment stated: When I evaluate students, the strengths and weaknesses of the students are identified for me and for themselves, which enhances the confidence of the students.

Teacher No. 25 stated that continuous assessment cause enhancement learners' self-confidence and motivates students to learn and also fosters their research spirit, thinking, effort, ingenuity and creativity.

Teacher No. 1 stated: I give my students individual and group projects to evaluate them, for example I want them to practice a group text in English to improve their conversation in the classroom and then perform in the classroom.

**B. Analysis of Data**

In view of students, to what extent do teachers employing effective indicators in their teaching?

Table 1: Statistical results of measuring equality the impact of effective parameters

Data number of each variable	Parameters Number	Chi square	df	sig
374	17	1/72	16	0/00

Table 2: Friedman test results

Variables	Average
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	ratings
Lesson layout	11/1
Explain the aims	10/98
Preparing training supplies and materials	5/53
Start teaching with questions	10/49
Putting the primary role to students	3/95
Interpretation of results	9/69
Declare the solution	10/44
Using charts, tables, etc..	4/45
Student participation	10/85
Addressing educational problems	6/43
Data Analysis	9/74
Using active methods	6
Summary of the lesson	11/23
Continuous evaluation	10/75
Question layout	10/59
Self-evaluation	9/56
Homework at home	11/23

In according to the chi-square statistic and its degree of freedom and the level of significance (sig = 0.00) and considering the equality of means a = 0.05 it is rejected, so one can prioritize the factors that results from the priority The table is as shown in Table 1-4. At the significant level of 1.05 there is a difference between the mean rank of the effective components. According to the Friedman test, the priority of effective components is to summarize the lesson, extracurricular assignments, lesson plan, explain goals, student participation, continuous evaluation, question plan, start teaching with question, solution statement, data analysis, interpretation of results, Self-assessment is the study of academic problems, the use of active methods, the preparation of teaching materials, the use of diagrams, and the main role of students.

Table 2-4 Analysis of variance of teachers' effectiveness by teaching records

Significance Level	1-10		11-20		Above 21		f
	SD	M	SD	M	SD	M	
0/1	/330	/393	/433	0/23	3/48	0/18	2/14

The findings in Table 4-7 illustrate the effectiveness of teachers in terms of teaching record. The total average of teachers with different teaching experience shows that teachers with 1-5 years teaching experience with the highest average of 3.39 and those with 5 years teaching experience with the highest average of 0.18 have the lowest average. The significance level of the test is also greater than 0.05 so there is no significant difference between effectiveness and teachers' teaching experience.

Table 8.8: Scheffe post hoc test to accurately determine differences between averages in teachers' teaching records

Significance level	Average Error	Average Difference	Teaching Experience
0.31	0.02	0.03	1-10
0.21	0.04	0.08	1-10
0.31	0.02	0.03	11-20
0.64	0.04	0.04	11-20
0.21	0.04	0.08	Above 21
0.64	0.04	0.04	Above 21

As can be seen in the above table, there was no significant difference between the two groups in terms of the mean of teaching experience.

Table 4-9: Variance Analysis of teachers' effectiveness based degree

Significance level	f	Ph.D		M.Sc		B.Sc	
		M	SD	M	SD	M	SD
0/1	2/14	3/64	0/20	3/48	0/18	3/39	0/30

As can be seen in Table4.9, the effectiveness of teachers based on their degree is shown. The total average of teachers shows that teachers with Ph.D. degree and average 64.3 and those with a scientific grade of B.Sc. with average 3.39 have a lower average. Since the level of significance is less than 0.05, there is a significant difference between the degrees of effectiveness of teachers based on their educational background.

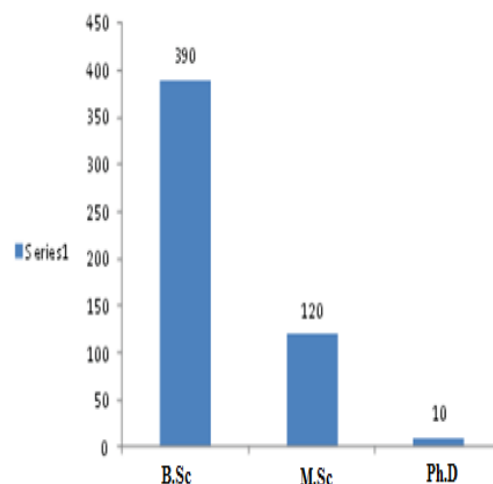
Table 4.10.Scheffe Follow-up Test to Accurately Determine the Differences between the Mean Academic Rank of Teachers

Significance level	Average Error	Average Difference	Scientific degree
0.01	0.02	0.08	
0.02	0.09	0.24	Ph.D
0.01	0.02	0.08	
0.22	0.09	0.16	
0.02	0.09	0.24	
0.22	0.09	0.16	

Scheffe post hoc test was used to determine the exact location of the differences (Tables 4 - 10).The results showed that there was no significant difference between the groups in terms of teachers' academic rank ( $p < 0.05$ ).

#### 4.3. Demographic Information

Chart4-1 shows the frequency distribution of teachers in according to their degree.As it is shown in Figure 1-4, most teachers have a bachelor's degree. And few teachers have a Ph.D degree.



As shown in Figure 1-4, teachers with a teaching records between 2-5 years have the highest number.

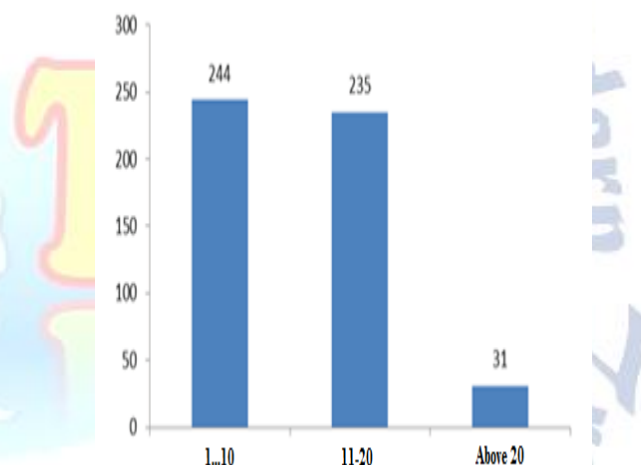


Chart 6-1: Frequency distribution of teachers based on their teaching records

The results are in agreement with the results of Van et al. (2010), Mohaddess et al.(2011) and Askari et al (2010). The researchers state that learning occurs in all aspects of one's mental, emotional, and motor drive, and lead to students discover and enjoy the problem in the group. And basically learning is achieved through interaction and in groups. In this way, the motivation of the students is high. Because they themselves become partners and founders of the activities, they gain deeper learning after thoroughly analyzing the subject and can develop their thinking, problem-solving abilities, and creativity. At the same time, they regain their scientific identity. They are skilled in the social and communication fields and with their participation, their

mental-psychic energy is used and they feel more effective.

## VI. CONCLUSION

In view of English teachers toward empowerment indicators, various manifestations of empowerment were categorized into four categories. The first category related to the capabilities that the teacher must possess prior to teaching such as identifying and formulating educational aims, preparing the lesson layout, selecting and preparing educational materials, and determining the input features of the learner. In the second category, the capabilities that the teacher should have while teaching include: preparation skills, communication and motivation skills, familiarity with and use of active teaching methods, use of teaching aids and facilities; establish discipline in the classroom is the continuous assessment of students while teaching. The third category relates to post-teaching skills, which include: Summary of learner evaluation, self-assessment and assignment topics. The fourth category relates to the field of study with English language teaching, which includes the following (having a university subject appropriate for teaching English, using the experiences of colleagues, studying and using up-to-date content and gain continuous experience and in-service training, with specialized skills). As can be seen, the opinions of all the teachers in these categories were examined and all emphasized on the aforementioned capabilities. In a summary of this interview, it can be said that education should monitor the performance of English language teachers at each level. And they just aren't relying on the acceptance percentage. According to the Friedman test, the priority of effective components is to summarize the lesson, extracurricular assignments, lesson plan, explain goals, student participation, continuous evaluation, question plan, start teaching with question, solution statement, data analysis, interpreting results, Self-assessment, dealing with academic problems, using active methods, preparing teaching materials, using charts, and placing the primary role on students.

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