

# FAMILIARITY AND PREFERENCE OF IRANIAN EFL TEACHERS IN USING POST-METHOD CONCEPTS

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## ABSTRACT

The field of language teaching has been always in transition. One of the most remarkable transitions in English Language Teaching is the demise of the concept of method, and its replacement by Kumaravadivelu's post-method based pedagogy which liberates us from the limitations of methods. The methods are mostly criticized, because they were normally "top-down". Teachers had to acknowledge to one especial theory underlying the method and apply it in their own practice. We still observe teachers having top-down views toward teaching. The principled teaching practice is based on the parameters of particularity, possibility, and practicality, but it has not been qualified by all the scholars. That's why this research tries to verify its real emergence in Iran as an EFL context by means of a questionnaire. The reliability of the instrument was calculated by Cronbach alpha reliability estimation calculations. The participants were 90 male and female teachers of English in the English language institutes and schools in Shiraz, Iran in 2014. The result of the study questioned the feasibility of a post-method based pedagogy and its appearance into Iranian context. The outcome of this study can be useful to teaching theorists and the policy makers of the educational system. They can benefit from this study to adjust their educational requirements to the reality of classrooms and accelerate the appearance and acceptance of modern paradigms in line with the international practices. Moreover, it can help teachers to better appreciate the concepts of post-method with the aim of judging the plausibility of it.

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### KEY WORDS

language teaching, Post-method condition, method, principled approach, possibility, practicality, particularity, macro-strategies, micro-strategy

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## INTRODUCTION

Throughout the history learning a foreign language was a common phenomenon among the people. Nowadays that English is known as an international language, the importance of learning this language has been increased for the sake of comprehensible communication among nations. Crystal stated that "English is the global language" Therefore, this language is the global lingua franca. Lingua franca can be defined as "a language that is used for communication between different groups of people, each speaking a different language"

Furthermore, in Iran this fundamental importance of learning and teaching English is admitted by the educational system, and among the Iranian people this language has gained a prominent role. The evidence for this claim is the increasing demands of the Iranian nation for learning the language. Despite the awareness of its significance, our educational system has not been entirely successful at keeping up with the international endeavor and challenge. We might have also been behind schedule concerning the transitions that the second language teaching profession has been experienced.

The field of language teaching and learning has been evolving since thousands of years ago since its inception [1]. For English language teaching this evolution generally starts with GTM, and then we have DM, ALM, and finally CLT. Although they have different goals, assumptions, and teaching techniques what they all have in common is the belief that "if the language learning is to be improved, it will come about through changes and improvements in teaching methodology Seeking out for the best method was practically useless [2] English methodology has recently experienced another transition [3]The other term for this transition is the "post method condition" [4] Some researchers like All wright Prabhu and Stern have argued against the very concept of method and the limitations it imposes on learners and teachers. Therefore, a number of scholars have suggested new frameworks for this new era in English language teaching and methodology. But the methods are not rejected completely by the scholars and practitioners. As Pica discusses in his article about the integration of "tradition and transition" in this millennium. Therefore the methods are not completely dead; they are still being used by many all around the world. But the fixed roles and characteristics of teachers and learners are changed.

There is increasing concern of the importance of the post-method concepts for foreign language learning; however, most teachers continue to use the old approaches and methods in the EFL (English as a Foreign Language) context of Iran. The post-method principles are insufficiently used or not used at all. There is not much research done on the effect of this revolution from method to post-method principles in Iran as an EFL context. Furthermore, there have been conflicting ideas about the true appearance of this transition or evolution from method to post-method pedagogy and the real practicality of post-method based instruction. Consequently, some studies have been carried out to prove or disprove either side's claims. But are Iranian teachers really familiar with post-method principles? Thus, this article aims at searching into the nature of roles and characteristics of English teachers and learners in an EFL context to see to what extent the essential principles of a post-method pedagogy have been realized or are on the way to implementation, and also to examine how much the Iranian teachers are familiar with the rules and principles of the post- method era in Iran.

This section presents a review of the literature relevant to method and post-method era. As a result, the most prominent studies conducted on these issues are reported.

### **Language teaching methodologies in Iran**

Iran belongs to the expanding circle of Kachru's World Englishes Model. The expanding circle includes "regions where the performance varieties of the language are used essentially in EFL contexts" [18] Therefore, teaching English is a difficult task to accomplish in such an EFL context. Public schools and language institutes are the two mainly different educational contexts in which English is taught in Iran [5].

The educational system of Iran is now considering teaching English language from primary school level. Though being able to recognize the need for providing students with English competency, the quality of English education in schools is not acceptable and has actually acted ineffectually. Therefore, most of the pupils with the intention of gaining a better English fluency and proficiency have to take English classes in private language institutes. In these institutes, textbooks are the main teaching materials. There are three main different levels of age range: Kids, young adults or teenagers, and adults. New English students who seek to enter these private institutes are evaluated by means of placement tests and also oral interviews to decide upon their accurate level of proficiency or ability. Course evaluation is based on mid-term, final exams, and also class activity. The syllabus is prepared in advance, and its application procedures are clarified in teacher training courses (TTC) which are carried out by the institutes. The flexibility of guidelines and principles differ from institute to institute depending on the management board.

Farzin-nia stated that the first formal English language institute was founded in 1925 in Iran as Iran-America society [18]. After the revolution ILI (Iran's Language Institute) which is affiliated to Center for Intellectual Development of Children and Young Adults was founded in 1979. ILI is the most prominent and powerful institute in the region. Persian, English, French, Spanish, German and Arabic are taught in this institute. However, English continues to be the most desired language to be learned in Iran.

### **From methods to post-method**

There are different ways of defining methods. Edward Anthony defined method as "an overall plan for the orderly presentation of language material" in his hierarchical model consisting of approach, method, and technique. Afterward, Richards and Rogers modified the definition of method by revising it as an umbrella term which includes the concepts of approach, design, and procedure. According to Richards and Rodgers, "a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure". Oller also indicated that methods include "programs, curricula, procedures, demonstrations, modes of presentation, research findings, tests, manners of interaction, materials, texts, films, videos, computers and more". The definition adopted by most researchers is what Brown puts as: "virtually all language teaching methods make the oversimplified assumption that what language teachers 'do' in the classroom can be conventionalized into a set of procedures that fits all context". For Kumaravadivelu a method "consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers".

The 20th century was the most dynamic period and witnessed many changes and innovations of different varieties of language teaching methods and approaches. Between the 1950s and the 1980s are the most active period of

changes and developments of language teaching methods and approaches. The various approaches and methods to foreign language teaching which often had very different characteristics were emerged during this time. In the 1950s and 1960s the Audio-lingual Method and Situational Language Teaching experienced their period of greatest popularity. However, both were substituted by the Communicative Approach. Throughout the same period other methods could also catch some attention, though not as great as the methods just stated above. Nevertheless among these still well known methods were the Silent Way, the Natural Approach, and Total Physical Response. In the 1990s, Content-Based Instruction, Task-Based Language Teaching, and Competency-Based Instruction were introduced. Other approaches like Cooperative Learning, Whole Language Approach, and Multiple Intelligences, which were initially developed in general education, were extended to foreign language teaching. In conclusion, in the 1990s applied linguists and language teachers turned away from the view that newer and better approaches could solve the problems in foreign language teaching and searched for different ways for understanding the nature of language teaching. Richards and Rodgers call this period the post-methods era [38]

Kelly and Mackey were among the scholars who began criticizing against the concept of method In the 1960s. These criticisms reached their climax in 1980s, ironically while scholars were searching for the best method or what Richards and Rodgers name “the language teaching problem” The ineffectuality of this was clarified in detail by Prabhu in the widely read article: “There Is No Best Method” “Century old obsession”, “misguided” and “interested knowledge” were the well-known labels used to reveal the deficiencies of the methods. “The Death of the Method” was an article which disclosed more the growing disappointment with the methods.

After a century of methods and approaches in language teaching we have what Kumaravadivelu coined, and afterward referred by Brown and Richards and Rogers as “the post-method era” in which they are involved in the negotiations of language teaching without stating the word method or approach. Brown Pennycook and Stern (1985) are some examples of scholars who grieve for the “century-old obsession” with the search for the ultimate best method. For Kumaravadivelu method “has had a magical hold on us” Brown makes many references to the death of methods—“we lay to rest . . . methods” “recently interred methods” and “requiem for methods” Brown’s lists 12 “relatively widely accepted theoretical assumptions” about L2 learning and teaching in his “principled approach” Richards’ notion of effective teaching is based on the best practices approach for developing methodological and practical rules from the study of classroom practices and procedures used by proficient and capable teachers.

Kumaravadivelu’s declaring the emergence of what he calls “post-method condition” followed by the announcement of the demise of the concept of method Kumaravadivelu indicates a framework of 10 macrostrategies based on “current theoretical, empirical, and pedagogical insights” As said by Kumaravadivelu, “a macrostrategy is a broad guideline, based on which teachers can generate their situation-specific, need-based microstrategies or classroom techniques macrostrategies are theory neutral as well as method neutral”. In fact, a method-neutral approach was the alternative to method or in Brown’s words “a principled approach” Efforts to develop method-free frameworks has resulted in emergence of Stern’s three dimensional framework (1992), Allwright’s Exploratory Practice as mentioned before Kumaravadivelu’s macro-strategic framework and Brown’s principled teaching.

The framework adopted in the present study is Kumaravadivelu’s framework .His framework is based on three pedagogical principles of practicality, particularity, and possibility The practicality parameter assumes that the relationship between theorists having their professional theories and practitioners generating their personal theories must be dialectical and make it possible for teachers to make their own theory of practice and engage in what Prabhu calls “teachers’ sense of plausibility” The second one emphasizes the need for a context sensitive language instruction which takes into consideration the linguistic, socio-cultural, and political particularities. The last principle deals with the empowerment of teachers and students to help the identity formation and social change. Social justice and change are embarked on by critical pedagogy through exposing the biased political foundations of education [14] Moreover, Post-method pedagogy has tried to change the roles of both learners and teachers. Once the learners were supposed to be “passive recipients of knowledge”, but now they are becoming “active and autonomous players”, and the teachers who used to be “transmission models or passive technicians are assuming the role of reflective practitioners or even transformative intellectuals”. On the other hand, post-method pedagogy faced two types of barriers on its way to implementation: Pedagogically about the abolition of deeply fixed transmission model of teaching, and ideologically dealing with issues like marginalization and self-marginalization.

Over the past few decades, there is a lack of agreement in understanding some basic concepts in language teaching. While there seems to be enough evidence supporting the emergence of post-method condition, some famous figures have hesitated about its existence. The actual emergence of post-method in reality and the main body of research which has so far focused on are mostly theoretically oriented aspects of post-method which causes this dilemma. Moreover, Akbari's criticism against post-method is that it is far from reality and is just at the level of discourse or theory. He considers that post-method is unbelievably difficult for teachers (2008). Thus, it failed to achieve its parameters of practicality and possibility.

Post-method perspectives seem to support abandoning methods in general. These perspectives do not take into account the facts indicating that in spite of the limitations it imposes on teachers and learners, the concept of methods is still an important one for classroom teachers [31]. In addition, Liu proposed frameworks that are not an alternative to method but an addition to method. These facts are evident in several editions of books broadly used in MA methodology courses and teacher training programs in journal articles and several conference presentations. Moreover, they pay no attention to the idea that methods are significant for "understanding what TESOL professionals do". Bell also claims methods are not dead in teachers' opinions, rather method and post-method are complementary. Larsen-Freeman considers that the study of methods is priceless to teacher education, because "methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions. By becoming clear on where they stand, teachers can choose to teach differently from the way they were taught, and these macro-micro strategies form a method. Nunan argues that "the way to overcome the pendulum effect [in language teaching] is to derive appropriate classroom practices from empirical evidence on the nature of language learning and use and from insights into what makes learners tick". Bell also concludes that "method and post-method together can liberate our practices." Moreover, Pica argues about the "integration of important components of older and more recent methods and a reconceptualization of them". Adamson also proposes that by providing the principles that lay the basics of a teacher's knowledgeable choice can make an influential contribution to the improvement of "teachers' principled eclecticism or pragmatism" in post-method contexts. Subsequently, methods and post-method concepts can be complementary, and they can both improve the language teaching methodology we use in classes.

Since little attempt has been devoted to practicing and training aspects of post-method pedagogy, the present study aims at examining the degree to which post-method concepts has been able to make its way into an EFL pedagogical context like Iran.

### **.Empirical studies done**

Liu selected a sample of 448 EFL teachers randomly to investigate the degree of their familiarity with methods, their method use, and their preference of a special method. A multidimensional theoretical framework was suggested to conceptualize language teaching methods in post-method era. In another study, Hazratzad&Gheitanchian chose 594 Iranian EFL teachers to search any possible relationship between teachers' positive or negative attitudes towards post-method and their students' achievement. Although it was expected that the positive attitudes of teachers towards post-method pedagogy would cause better achievement amongst their students, the results revealed that there existed no correlation. In another research, Razmjoo, Ranjbar, and Hoomanfar chose 254 teachers of English in the private institutes of Shiraz, Iran. This study shows that there is a long distance to the genuine appearance of post-method concepts, particularly its possibility and practicality parameters.

### **Objective of study**

Given that the role of post-method concepts has been underestimated, and the research conducted in Iran has failed to consider it as a beneficial means to teach English as a foreign language. This study tries to investigate the present situation of Iran's English language learning and teaching context to observe to what degree the transition from method-based pedagogy has been observed in this EFL context. This study also tries to examine the emergence of post-method teaching in line with learners' roles and in learners' lives; furthermore, it attempts to search the manifestation of post-method principles in teachers' lives and also in their attitudes.

### **Research questions**

Based on the objectives of the study, the following research questions were proposed:

- 1) To what extent do our teachers have the necessary features of a post-method teacher?
- 2) To what extent are our English learners true post-method learners?
- 3) To what extent have the parameters of practicality, particularity, and possibility emerged in Iran’s private language institutes and public schools?

**Significance of the study**

English language teaching is significance in the eye of both the educational system and the society in Iran, so this study will be significant in promoting teaching principles to improve English learning in an EFL context like Iran. Those who can benefit from the information obtained from this study are the policy makers, theorists, language-planners, textbook developers, curriculum designers, learners, and also teachers. This study can provide us with an insight into objectives, activities, textbooks, and tests concerning language teaching and learning in Iran. It can also pave the way so that the transition might be feasible to allow us make up for any deficiencies compared to the international tendencies specifically in raising socio-political awareness and empowerment of the learners or teachers. Also this study can make us aware of the demands of accepting a context-specific approach toward teaching English and make our academic circles more and more conscious of the most recent trends in teaching. On the other hand, it can make researchers in the field to rethink, and reconsider their claims by providing information about an EFL context.

**MATERIALS AND METHODS**

**Participants**

The participants of the study are from a variety of social, economical, and educational backgrounds. They were 90 (33males and 57 females). The overall age range was between 23 and 33 years of age, with a mean of 26.47(SD=2.92). They had from 1 to 15 years of teaching experience with an average of 5.03.23 teachers held an M.A. degree and the rest had B.A. degree in Teaching and Literature. All participants completed the same questionnaire. They were all general English language teachers from institutes and public schools in Shiraz, Fars province (a large city in Iran).

**Instruments**

This research is a quantative one, and it was conducted by administering a questionnaire. The questionnaire consists of 22 items, and the participants were asked to answer the items which were based on the Likert scale. This questionnaire was based on the principles of particularity, practicality, possibility, the role of teachers, and the role of learners which are the main principles of post-method pedagogy.

The participants’ responses are between the range of 22 to 110 and the neutral score of 66. The maximum score of 110 implies the highest degree of agreement to concepts of a post-method based pedagogy. The minimum score indicates the lowest degree of agreement to post-method principles which equaled 22.

The validity and reliability of the instrument is conducted by the researchers who designed the questionnaire. A pilot study was conducted in order to determine the validity of the instrument. They randomized all the 22 items of the questionnaire and distributed them among 154 teachers of institutes. **Table-1** illustrates that the data collected from the pilot study which was analyzed to determine the validity coefficients in terms of factor analysis [3]

**Table: 1. Confirmatory Factor Analysis of the Questionnaire**

1	The parameter of particularity ( Items 5, 7, 13 & 17)
2	The parameter of practicality (Items 3, 11, 14 & 19)
3	The parameter of possibility (Items 2, 4, 10, 15, 16 & 20)
4	The role of teacher in post-method based pedagogy (Items 1, 6, 9 & 21)
5	The role and contribution of learners in the learning process (Items 8, 12, 18 & 22)

Using SPSS, Cronbach alpha (CA) was estimated to determine the reliability of the questionnaire. On the whole the internal consistency of the questionnaire was 0.888 based on the data collected (as cited in Razmjoo, Ranjbar&Hoomanfar, 2013).

### Data Collection

Data collection was done by distributing the questionnaires among teachers. The objectives and procedures of the questionnaire were explained for the participants before requesting them to answer the questions. After the familiarizing procedure the questionnaires were distributed among them. They had enough time to go over the questionnaire and answer them. They were supposed to fill it out and return the questionnaires either via e-mail or in person. 84% of the questionnaires were returned. Each questionnaire was assigned a number both to keep the anonymity of the respondents and to follow-up on non-respondents. The participants' confidentiality was guaranteed.

### Data Analysis

To facilitate data entry and data analysis, a code book was developed to specify the question numbers, variable names, and values of the variables. Based on this code book 30 valid data were entered into the SPSS v.21. The data collected was analyzed through descriptive statistics (e.g., minimum, maximum, mean, and standard deviation) and inferential statistics (e.g., correlation).

### RESULTS

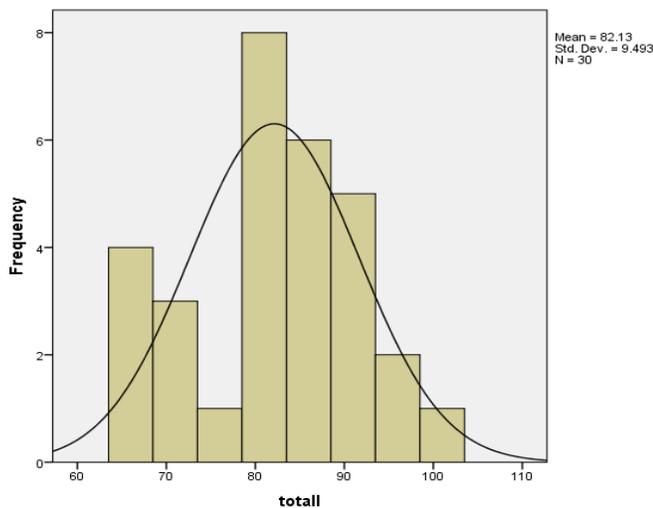
In this part the outcome of the study are presented and clarified. Each items of the questionnaire were checked in percentage to express the teachers' idea about the rules representing post-method pedagogy. We have to be careful about the items number 1, 3, 4, 7, 8, 10, 12, 17, 19, 20 and 21 which were negatively stated, and for analysis their results should be reversely scored.

**Table: 2. Basic Descriptive Statistics**

	N	Minim um	Maxim um	Mean	Std. Deviation
Total	90	66	99	82.13	9.493
Valid (listwise)	N 90				

N=Number Std. D= Standard Deviation

**Table- 2** shows the measures of central tendency and dispersion for the 30 MA and BA teachers of TEFL and literature. The minimum and the maximum are 66 and 99 respectively and the mean and standard deviation are 82.13 and 9.49 respectively, too. Since the mean is less than half of the standard deviation over the neutral point, we can conclude that teachers don't have a positive attitude toward post-method principles. The distribution of the data is in the form of a quasi-normal curve as **Figure- 1** depicts.



**Fig: 1. Display of answers to the questionnaire**

**Table: 3. Teacher Attitude in Terms of Frequency (F) and Percentage (p)**

Item	SA+A		U		D+SD	
	F	P	F	P	F	P
1. My role is to transmit knowledge without altering the content.	18	26.7%	6	6.7%	60	66.6%
2. I give learners institutional, political, social and cultural awareness.	12	80%	12	13.3%	6	6.7%
3. I can't generate my own theories to teach in class.	6	6.7%	18	20%	66	73.3%
4. I am not interested in the sociopolitical context and its power dimensions.	18	20%	15	16.7%	57	63.3%
5. My teaching is in line with the notion that every class context is unique.	69	76.6%	6	6.7%	15	16.6%
6. My role is to help students gain a sense of ownership of education.	78	86.7%	3	3.3%	9	10%
7. My teaching does not vary from context to context.	18	20%	3	3.3%	69	76.6%
8. My learners don't have a role in pedagogic decision making.	9	10%	15	16.7%	66	73.3%
9. I have a fair degree of autonomy in pedagogic decision making.	51	56.7%	12	13.3%	18	30%
10. I'm not interested in sociopolitical issues in my classes.	21	23.3%	9	10%	60	66.7%
11. I observe, analyze, and evaluate my teaching to generate my own theories.	72	80%	9	10%	9	10%
12. My learners don't search for language beyond the classroom.	12	13.3%	30	33.3%	48	63.4%
13. My teaching is sensitive to a particular group of learners in a particular institutional or socio-cultural context.	69	76.7%	3	3.3	18	20%
14. I generate my own theory of teaching.	81	90%	6	6.7%	3	3.3%
15. I try to tap the sociopolitical consciousness of learners as change agents.	57	63.3%	39	33.3%	3	3.3%
16. I try to bring about social, cultural, and political change and transformation.	60	66.6%	15	16.7%	15	16.7%
17. I don't adjust my teaching to the particular conditions of different contexts.	21	23.3%	3	3.3	66	73.3%
18. My learners are active and autonomous.	75	83.3%	9	10%	6	6.7%
19. I'm not interested in making my own theory of practice.	15	16.7%	3	3.3%	72	80%
20. I don't encourage learners to investigate how language as ideology serves vested interests.	15	16.7%	12	13.3%	63	70%
21. The system doesn't recognize my role to teach autonomously within constraints of institutions, curricula, and textbooks.	51	56.6%	15	16.7%	18	26.6%
22. My learners explore the Internet and bring to class their own topics.	66	73.4%	6	6.7%	18	20%

In **Table- 3**, in order to have a better image or idea of the respondents’ answers to the items, the first two (strongly agree and agree) and the last two (disagree and strongly disagree) were added up together.

Post-method principles are not seriously appreciated or implemented in Iran. For example, roughly one third of teachers agree with the subsequent items representing post-method principles (see **Table- 2**): Item 2, 14, 5, 9, and 18.

**Table: 4. Teacher Attitude Regarding the Five Principles of Post-method**

Principles	SA +A		U		D+SD	
	F	P	F	P	F	P
1. Particularity (Items 5, 7, 13 & 17)	45	49.9%	6	5%	39	47.45%
2. Practicality (Items 3, 11, 14 & 19)	42	48.35%	12	10%	36	41.65%
3. Possibility (Items 2, 4, 10, 15, 16 & 20)	36	44.9%	21	26.6%	33	28.5%
4. Teacher role of (Items 1, 6, 9 & 21)	51	57.5%	9	16.7%	30	25.8%
5. Learner role (Items 8, 12, 18 & 22)	39	45%	15	16.67%	36	38.33%

**Table- 4** reveals teachers’ attitudes about the principles of post-method based pedagogy. The particularity parameter which considers the importance of context is identified by at least half of the Iranian teachers. Almost half of Iranian teachers declare that their roles are in line with those of a post-method teacher. Since the statistical percentages are uniformly distributed among the items, there is no unified agreement over the existence of post-method learners. Another point is that only 44.9% agree with possibility parameter which demonstrates the teachers’ reluctance to bring about socio-political change or transformation. Mostly they do not want to get involved in issues which might put in danger their life or position. At this point one can conclude that the two principles of particularity and possibility are contradictory but not complementary.

Actually, the particularity parameter is ironically defeating its own rationale by claiming to contextualize teaching practice, because contextualization of the parameter of possibility is sometimes unusual and impractical in lots of contexts. The practicality parameter which emphasizes the significance of involving teacher generated theories of practice in pedagogy has not received much acceptance, since this is difficult and demanding for the teachers, they must be experienced ,proficient or skillful enough to be able to generate their own theories or because of the restrictions imposed upon institutions or books.

The heavy dependence on proficiency and experience of teachers is interesting evidence to the previous criticisms of the post-method, because of its the correlation between teachers’ experience and their agreement with the principles of post-method. The correlation between the practicality principle and teacher experience was examined using Pearson product-moment correlation coefficient. There was a strong positive correlation between the two variables,  $r = .66$ ,  $n =90$ ,  $p < .0005$ . That means high level of teaching experience leads to an ability or tendency for making theories of practice.

The results support Akbari’s claim that teachers who are at the third stage of Fuller’s three stages of teacher development will have the ability but not necessarily the enthusiasm to act based on the post-method pedagogy (2008). In fact it is the experience that provides the teachers with the ability to make their own theories of practice which are modified and re-modified based on their teaching analysis and assessment of classroom activities by means of their own sense of plausibility.

The results of the study increase uncertainty about the emergence of some principles of post-method especially possibility and practicality. It also validates the criticisms on post-method regarding its practicality. The post-method advocates are called over again to reconsider some of the main principles of their theories and reflect deeper about their theories possibility consistent with the restrictions and requirements of real language classrooms and the institutional, social, and political contexts.

## CONCLUSION

This study attempted to prove the appearance of post-method based pedagogy and the extent of its manifestation and materialization in some English institutes and schools of a prominent city of Iran, i.e. Shiraz. The present study increased uncertainty about the real appearance of post-method based pedagogy and the perfect and faultless realization of all its principles. Actually the existence of post-method pedagogy on the principles of particularity, practicality, and possibility and particularly the last two principles in the EFL country of Iran seems impractical and far reaching. A high level of contextualization or elimination of some parts is needed perhaps at the expense of modifying the whole principles. Since the present study focused on English teachers and students as a sample of the expanding circle of Kachru's World Englishes, the issues can as well be observed in many other parts of the world. The insights achieved from this study are also valuable to the educational systems, policy makers, and a host of academic individuals involved in or influencing language teaching practice. Teachers, theorizers, and language planners can also count on the results of this research. For example, the teachers can be aware of the latest developments in language teaching practice and revising their teaching acts based on new paradigms. Also the others can reexamine the rationales and foundations of their theories to make changes necessary to cause a more rational and practical transition.

Because probability sampling was not feasible due to lack of time and economical resources, non-probability sampling was conducted. One type of non-probability sampling is called Convenience sampling which involves "using available cases for the study" was applied [6]. Therefore, the first limitation of this research derives from the sampling procedures, and the second one is the small size of the sample, which makes it difficult to generalize the results. Finally, the results of this study were based on the quantitative data collected from participants through using questionnaire. Interviews might have been conducted to collect more comprehensive information from teachers.

In the present study the data were gathered only from MA and BA teachers of Teaching and Literature, a further study can be carried out by collecting data from more sophisticated English teachers of universities, which might give a better inspiration for the curriculum developers when devising new programs to develop language teaching pedagogy. Thus, we need more research studies at this level to improve our understanding of the essence of language teaching, and in addition we need a more comprehensive data analysis to study the language instruction.

## CONFLICT OF INTEREST

Authors declare no conflict of interest.

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None.

## FINANCIAL DISCLOSURE

None declared.

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