

# Language Teachers' Perception of an ELT Program: The Case of Iranian English Reform Developed for Secondary Schools

Research Article

Parissa Zare<sup>1</sup>  
Mohammad Reza Anani Sarab\*<sup>2</sup>

Received: 2020-04-11 | Revised (2): 2020-06-06 | Accepted: 2020-06-10

## Abstract

The present study investigated the characteristics of the new ELT program in Iran from the perspective of its most direct implementers both qualitatively and quantitatively. To this end, 19 teachers implementing the new program were interviewed to describe the newly introduced change through their perception of its attributes such as its complexity, explicitness and practicality. After conducting content analysis on the transcribed interviews, the emerged themes were used to survey 256 lower and higher secondary teachers by means of a 5-point Likert-type

---

<sup>1</sup> Ph.D. Candidate, Department of English Language and Literature, Shahid Beheshti University, Tehran, Iran; parissa\_zare@yahoo.com

<sup>2</sup> Associate Professor, Department of English Language and Literature, Shahid Beheshti University, Tehran, Iran (corresponding author); reza\_ananisarab@yahoo.co.uk

questionnaire across the nation. The results show that, although the program implementers felt more satisfied with the new program due to the perceived advantages of the change over the previous one, the lack of crucial factors such as giving due attention to the oral skills, adjustability of the change to the needs of a wide range of users, training teachers to improve their skills in making use of methods and techniques compatible with the reality of local language classrooms replete with logistical shortcomings, permeation of change to different layers of the educational system and mobilizing all influential subsystems for putting the change into practice has handicapped the effective fulfilment of the program's objectives from teachers' eyes.

**Keywords:** change attributes, communicative language teaching approach, ELT change program, secondary education, program evaluation

## Introduction

The evolving needs of society in science technology, education, economy, etc., are considered to be the source of changes in English Language Teaching (ELT) programs across the world. However, while the changes in approach and methods intended by a language education reform may be enthusiastically accepted and implemented in one setting, it is likely that the same changes are harshly rejected in other contexts; therefore, it is important to identify the reasons of its endorsement in some settings and its rejection in others (Stoller, 1994). As Markee (1997) notes, although the complexity, feasibility, and originality of change are specified as concerns at early stages of curriculum development, it is not possible to appreciate their significance and observe their reflection in practice at the planning phase as their importance and impact may emerge only after the program has been put into practice. In fact, one of the important yardsticks to evaluate the success of innovation management is related to the attributes of an innovation as perceived by its users; thus, translating the reform into these characteristics of change as perceived by its users after the implementation phase has been recommended in the literature (Henrichsen, 1989). According to Waters (2013), the fate of the change and the success of its diffusion can be anticipated by considering the status of these attributes in users' eyes.

After long years of practicing grammar-translation and reading-based methods of language teaching (Foroozandeh & Foroozani, 2015), finally in response to the Fundamental Reform Document of Education issued in 2012, the Iranian Ministry of Education provided the Document of National Curriculum to guide the process of renewing the curriculum in all subject fields including language education. The Organization of Educational Research and Planning of the ministry responsible for conducting the required research and planning for actualizing this reform delegated the responsibility of reproducing the materials and providing the means of language education reform to the Foreign Language Department of Curriculum Development Center (CDC).

Communicative Language Teaching (CLT) was formally announced to be the adopted approach in the new curriculum of language education (Janfeshan & Nosrati, 2014; Kheirabadi & Alavi Moghaddam, 2014) which was supposed to start from the lower secondary school at 7<sup>th</sup> grade, and continue to the last year of upper secondary grade, i.e., 12<sup>th</sup> grade. Diminishing the effect of long years of practicing the traditional methods of language teaching which had primarily focused on reading texts with the aim of developing the vocabulary and grammar knowledge of students with minimal or no attention to improving their oral skills and their communicative language ability required serious undertakings on the part of the change managers and implementers. The first requirement of this rebuilding, undoubtedly, would have been the enhancement of motivation and the provision of robust training to teachers who, as the result of adopting traditional ways of language teaching for years, were deemed to have little experience with the recent trends and methods of language education vital for implementing a communicative approach.

While many of the local evaluations carried out so far have exclusively focused on evaluating the program's textbooks (e.g., Ahour et al., 2014; Jamalvandi, 2014; Janfeshan & Nosrati, 2014; Akbari & Pourabbas, 2015; Salehi & Amini, 2015; Toriki & Chalak, 2017; Gholami Pasand & Ghasemi, 2018), constriction of evaluation to only one component of the system of education in isolation and without considering other coexisting elements promotes tunnel vision approach in assessing a program which cannot be adequately fruitful. On the other hand, studies which investigated other aspects of the program have identified more fundamental sources of imperfections in this reform. Based on these studies, factors such as inadequate instructional time (Davari & Aghagolzadeh, 2015); poor self-confidence of teachers implementing the newly introduced ELT program primarily due to their inadequate language proficiency and uncertainty about the new method, practicing teacher-fronted instruction to increase the coverage of content and to enhance the students' success in the University Entrance Examination (UEE), (Barabadi & Razmjoo, 2015; Safari & Sahragard, 2015), inadequate physical resources and not cultivating the culture of skill-based language education in all of the stakeholders (Asadi et al., 2016), and students' false expectations of language teaching and erroneous beliefs about language learning (Akbari, 2015; Safari & Rashidi, 2015b) are some potential sources of the problem impeding the proper language teaching and learning in Iran even after the introduction of communicative language teaching.

The present study was an effort to explore the challenges faced by the most direct implementers of the change in the real condition of the language classes. By being informed of the meaning of this reform in teachers' view, based on a well-researched framework, the imperfections for subsequent revisions can be identified more comprehensively and tangibly to be considered in the future revisions of the program by governmental bodies, policy makers and CDC. Doing so facilitates successful implementation of the program whose final outcome would be significant promotion in Iranian students' effective communica-

tion in real-life situations and potential improvement in their life-long language learning.

## Review of literature

The attributes for investigating the nature of change from the users' perspectives were initially introduced by Rogers and Shoemaker (1971) and later modified by Rogers (1983). They are referred to as 'relative advantage', 'observability', 'trialability', 'complexity' and 'comparability'. While, the first three are thought to have positive correlation with the diffusion of change, complexity is associated with negative correlation. The relationship of compatibility with the adoption of the change is dependent on the nature of the innovation and its congruence with the previous perspectives, needs, beliefs and values (Waters, 2009). According to Waters (2009), the list remained the same in more recent publication of Rodgers except for the addition of a less frequently mentioned attribute called re-invention which refers to the potential of the innovation to be modified by users in the process of its implementation. Contrary to the tradition, Stoller (1994) assumes a straightforward positive or negative relationship between the adoption of change and the six attributes of 'compatibility', 'complexity', 'explicitness', 'flexibility', 'visibility' and 'originality'. The 'middle range' of this set of attributes is thought to be in positive correlation with the adoption of change (Murray & Christison, 2012).

Not specifically focused on ELT, OECD, the Organization for Economic Cooperation and Development, conducted a large scale comparative research on more than 70000 leaders and teachers of state middle schools in 23 countries across the world. The results of this study which targeted the insights of these groups of stakeholders in state schools revealed that "teachers' perceptions of how teaching and learning could be improved were consistent with the six parameters outlined in Stoller's zone of innovation (Murray & Christison, 2012, p. 66). The most common predicament hindering teachers from developing themselves professionally, according to Murray and Christison (2012), was being overloaded with work assignment and the rigidity of the activities designed for professional development with almost no variation in implementation to make them more appropriate based on individuals' needs and schedule.

According to Kiely (2012), the change should be analyzed with regard to its 'compatibility', 'complexity', 'trialability', and its 'relative advantage' and the results should be juxtaposed and assessed against the policies in place. The result of this analysis provides a basis for forming an argument in favor of or against the success of the program which can guide the change managers to put the change on the right track. Consistent with Kelly (1980), Kennedy (1988), emphasizing the vitality of the users' initial dissatisfaction with the current practices, explains the survival of a forthcoming change program in terms of its perceived 'feasibility', 'relevance' and 'acceptability' from the point of view of its potential adopters. Holding effective teacher training services and/or merging the roles of implementers and the material developers through recruiting

teachers as material developers have been suggested by Kennedy as the strategies to diminish the potential mismatches of teachers' and change managers' perception of the aforementioned characteristics. Markee (1997), also, adopted a number of the change characteristics in analyzing the most prominent language innovations such as 'task-based language teaching' or 'the notional-functional syllabus'.

Henrichsen (1989), on the other hand, proposed his own model, Hybrid Model, in examining the diffusion of a revolutionary ELT project in Japan called ELEC. In evaluating the success of ELEC while adding some features to the original list proposed by Rodgers (1983), Henrichsen introduced his own set of attributes and incorporated them into the model through a component called *factors within the innovation itself*. This component introduces one of the most comprehensive list of the attributes almost aggregating all of the key characteristics and aspects proposed by other researchers. This set of change attributes, as exploited in this study, includes 'originality', 'complexity', 'explicitness', 'relative advantage', 'observability', 'status', 'form', 'flexibility' / 'adaptability', 'primacy', and 'practicality'. As Henrichsen (1989) notes the perceived attribute by its adopters is much more crucial in directing the fate of the change than the objective attributes evaluated by an outsider. As these features constitute the focus of the present study in analyzing change from the participant teachers' perspective, they are briefly introduced below.

Originality of the innovation is defined as the extent to which an innovation is original. It is argued that excessive originality which means lack of a current model to support the proposed change can negatively influence the adoption of the change program. In other words, high degree of originality may lead to low degree of correspondence between the innovation and the intended user system and low acceptance of innovation by its potential adopters.

Complexity is defined in terms of the number of people who are expected to be involved in the innovation as well as the amount of change that is assumed to be made to a system. Complexity can be as well considered as the amount of time, energy and money that developing the skills and understanding for implementing the change properly imposes on its users. Complex changes in the classroom behavior of teachers, as confirmed by Henrichsen, are difficult to be achieved and thus, unlikely to happen.

Explicitness refers not only to the clarity of innovation's description but also the clarity of its rationale, philosophy, goals and objectives. Lack of clarity brings about user confusion and frustration; enhancing the explicitness, on the other hand, increases the likelihood of its adoption and implementation. Relative advantage of the innovation compared to the one that it supersedes is another factor discussed in this component of the model. This feature of change can "be measured in terms of economics, social prestige, convenience, and/or user satisfaction' (Henrichsen, 1989, p.84).

Observability deals with the extent to which the advantages of the innovation are visible to the users. It seems reasonable that when the benefits of an

innovation are evident to its potential users, the rate and likelihood of its adoption enhances. Thus, concrete innovations have the advantage of being appreciated more readily compared with abstract ones.

Status of the innovation as a powerful influencing factor affecting the change's adoption is actualized by the degree of attention attracted to a given innovation by its users due to the social level or prestige that is associated with it. Practicality, as a frequently overlooked factor according to Henrichsen, concentrates on the correspondence between the requirements of implementing the innovation and the capacity of the intended user system for its actualization; it includes issues such as the rationality of the expectations for users, the presence of aids for planning the instruction, and the adequacy of the resource material.

Flexibility/Adaptability deals with the adjustability and openness of the innovation to fit the particular situation of a wide range of users. Primacy puts emphasis on the importance of "the relative timing of an innovation" (p.85); being the first one is a merit that attracts the attention and resources to itself more than similar undertakings following it. Thus, former adopted practices can act as an obstacle to the promotion of an innovation particularly in societies that loyalty to tradition matters. Form of the innovation has been overlooked in many diffusion-of-innovation models. Those innovations which finally lead to publishable texts have a higher chance of adoption and survival than those which remain in the form of instructional philosophy. The reason in addition to the strong influence of materials on practice, according to Henrichsen, should be sought in the activities of the publishers to sell their products via direct visits to schools, attending in book exhibits and conferences, financing workshops and inviting famous authorities for lecturing about the philosophies behind the texts.

With this introduction, at the first year of the completion of the new ELT program's implementation in all grades of secondary schools of Iran, i.e., after six years of its implementation initiation, the researchers tried to find out the meaning of the new ELT education change as perceived by its most direct implementers. Although this investigation is considered necessary and has been recommended in the literature (Henrichsen, 1989; Kelly, 1980; Kennedy, 1988; Kiely, 2012; Murray & Christison, 2012; Waters, 2013), to the best of the researchers' knowledge, previous studies focused on this program have not dealt with finding out the meaning of this change in terms of the features of well-researched framework primarily developed to examine an educational reform from its adopters' views. However, according to Kiely (2012), change context should be analyzed with regard to these attributes. Moreover, researchers like Saad Orafi (2013) specified the perceived nature of innovation by teachers as the determinant of acceptability of an innovation. The result of this investigation provides a basis for forming an argument in favor of or against the success of the program in terms of these attributes.

## Methodology

### Participants

The study reported here is a part of a more comprehensive one assessing the new language program in Iran based on the Hybrid Model developed by Henrichsen (1989). Since this model has different constituents in addition to the users' perceived characteristics of the innovation, which make the interviews lengthy and time consuming, it was not easy to find and convince suitable informants to take part in the study. Therefore, Convenience sampling was exploited to collect both teachers' and head teachers' perspectives of different aspects of the program's implementation. The participant teachers were invited to participate in this investigation through their colleagues or friends and in this way, almost all of them accepted to devote their time to this investigation.

Out of 31 provinces in the country, these language teachers from six different provinces took part in the qualitative phase of this investigation. Six of these language teachers were from Tehran (Tehran, Baharestan, Shahriyar and Akbar abad), five from Fars (Ardakan and Fasa), three from Arak (Khomeinshahr), two from Isfahan (Isfahan), two from Hormozgan (Kish), and one from Khozestan (Shooshtar). Besides, the interviewed teachers were from various kinds of schools such as state, non-state and magnate schools as well as college of art, so that the voice of different range of direct implementers of the reform in terms of a set of innovation characteristics can be heard.

The interviewees were 19 teachers and head teachers, 7 males and 12 females, BA and MA holders with the age range of 25-50 and professional experience of 3 to 30 years. The number of teachers who were interviewed was decided based on data saturation, that is, the point at which no additional themes could be extracted from the data. This point was achieved by interviewing the first 13-14 teachers in the present study. However, the data collection was continued to include further participants to decrease the subjectivity of the perceived feeling of saturation by the researcher.

In the quantitative phase of the study, lower and upper secondary teachers who teach across the nation, were asked to evaluate the program based on their perceptions of the change in terms of the more detailed and concrete aspects of the reform emerged out of the initial qualitative phase of the study. The data was gathered from 256 of these teachers in 2019-2020. Table 1 presents part of biographical and professional information of this group of teachers.

**Table 1.**

*Biographical and Professional Information of Respondents to the Survey*

Age	Gender		Grade		Education			Years of Experience			
24-59	Female	Male	upper secondary teachers	lower secondary teachers	B.A	M.A	Ph. D	20 or more	11-20	4-10	1-3
	66%	34%	66%	34%	53.1%	42.6%	3.9%	52.3	33.6%	7.8%	6.3%

## Procedures of Data Collection and Analysis

The data used in this study were collected in two subsequent qualitative and quantitative phases. To avoid using general and vague terms in the survey, the researchers, at the first place, arranged interviews with a group of teachers. This policy helped the researchers to make these attributes more concrete and pertinent to teachers' concerns, which is deemed to increase the accuracy of the assessment. Thus, a framework for the semi-structured interview was developed which included specific questions, according to Hybrid Model, to be asked from the participant teachers about each change attribute. (see the Appendix). The main function of making the interviews in addition to triangulate the data, was to develop a survey depicting the aspects of the change characteristics which are most relevant to and meaningful for Iranian language teachers in this program.

The interviews were audio recorded for transcription. The transcribed data with teachers were analyzed by making use of the constant comparative method. In the first phase of analysis, the transcribed text was segmented into meaningful chunks; the important and relevant segments were labeled using short phrases which showed the underlying concept of the segments (Corbin & Strauss, 1990). The findings of this phase were then transferred into tables with three columns; the first column specified for the codes given to the participants, the second one for the meaningful segments of the transcribed data and the third one for the underlying concepts of those segments. In the next phase, by removing the codes' overlap, the integrated codes were transformed into themes.

The obtained themes were subsequently used in developing a Likert-type questionnaire to investigate the issue and examine the accuracy and generalizability of the results in a larger population of teachers. An ELT expert in testing and evaluation, finally checked the items for clarity, as well as face and content validity. At this phase several items were added to the questionnaire. Besides, as the results of incorporating the expert's comments as well as the familiarity of the researchers with the context, some modifications were made in wordings of some of the items to make them as transparent as possible for teachers.

Among the introduced change attributes, investigating the *primacy* and *form* of the change were not included in the qualitative phase of the study; the *form* is discussed based on the knowledge of the researchers of this change. One item, however, was added to the quantitative questionnaire to survey teachers' subjective perception of the primacy of the reform which, as was previously noted, is deemed to be more crucial than the objective primacy (Henrichsen, 1989).

## Results

In this section first the results of the interviews concerning different attributes of the present reform are presented in Table 2. The typical comments of the



interviewees are also provided in Table 3 to further illustrate the obtained themes of Table 2. To follow the principle of anonymity the ID of T1-T19 have been assigned to the interviewees in this table. These findings have formed the basis of developing the items of the Likert-type questionnaire (see Table 4). To show the correspondence of the items of the survey with the emerged themes, the number of the relevant item/items of the survey in Table 4 is provided in front of the individual themes derived from interviews in Table 2.

**Table 2.**

*Summary of the Major Themes based on the Analysis of Interviews based on the Interviews*

<b>Innovation Characteristics</b>	<b>The Major Themes</b>	<b>The corresponding items in the questionnaire</b>
<b>Originality</b>	Considering the program as an adaptation of the communicative approach	1,2,3
	Unacceptability of the dominancy of local culture in the series	4
	Limited effectiveness of the program due to not adequately dealing with oral skills	3, 5
<b>Complexity</b>	Demanding more capability of teachers both in terms of language proficiency requirements and implementation of unfamiliar classroom management	6, 7, 8
	The simultaneous increase and decrease in the complexity of the change due to the logistical imperfections	9
<b>Explicitness</b>	The lack of explicitness of specific, domestic goals	10, 11
	lack of transparency of the techniques and strategies for implementing the program	12
<b>Relative Advantage</b>	Improving students' communicative ability	13
	More effective teaching of vocabulary items	14
	Students' weaker structural knowledge compared to past	15
	Reduced self-confidence of weaker students and t increased pressure and stress on students and teachers	16, 17
	Teachers' increased motivation to improve themselves professionally	18
	Developing textbooks which are relatively more consistent with students' taste	19
<b>Status</b>	Considering an edge for the authentic texts and foreign publishers	20, 21, 22, 23
	Winning and losing credence because of inclusion of four language skills and being compared with prestigious international textbooks simultaneously	24
	Lower quality of series compared to domestically-developed supplementary sources in teachers' eyes.	25
	Series' losing status in teachers' view due to their language errors	26
	The slight observable growth in students' proficiency	27
<b>Observability Flexibility</b>	The lack of flexibility in the program because of its single version books for a wide range of contexts	28, 29
	leniency in scoring to compensate for its lack of flexibility	30
<b>Practicality</b>	The unlikeliness of achieving the objectives of the course due to logistical shortcomings	31, 32, 33
<b>Primacy</b>		34

**Table 3.**  
*A Selection of Interviewees' Typical Comments*

Innovation Characteristics	A selection of interviewees' typical comments
<b>Originality</b>	<p>The interviewees frequently mentioned the term “communicative approach” in describing the new language program.</p> <p>I think that the weakness [of the series] is [related to the fact] that English language involves another culture and then we want to teach the language with our own culture (T15).</p> <p>In each lesson we have a main theme and two conversations with two different topics which are mainly focused on grammar [...]. We do not see anything of speaking and conversation (T7).</p>
<b>Complexity</b>	<p>How can I change myself when I cannot talk [in English]? (T10)</p> <p>Textbooks have changed to a great extent and exactly this drastic shift and widespread change are the main source of confusion among teachers (T15).</p> <p>When I see that it is now that the school bell rings and I did not finish the lesson so I have to keep teaching fast and pass (T10).</p> <p>They have not changed a lot, but it is better; the fact that we left the black and white books and went for pictorial books, will attract students more (T7).</p>
<b>Explicitness</b>	<p>We were told it is communicative and then left to our own devices (T5).</p> <p>Only the objectives are stated, but no strategies and techniques are introduced to achieve those objectives. When the means and facilities are not available, [the stated objectives] would not be more than watch words (T7).</p> <p>So, the objectives are clear but since we need to put so much time to come up with solutions and strategies, all of colleagues decided to make use of the traditional methods (T6).</p>
<b>Relative Advantage</b>	<p>The program concentrates on improving communicative ability (T5).</p> <p>I think that the way it works on vocabularies is good. It first tries to activate the background knowledge of students, then presents images and then comes to sentences (T18).</p> <p>It seems that the grammatical parts are sporadic and there are fewer exercises and thus, it becomes less functional and not fully grasped. They have superficial knowledge from each grammatical structure (T18).</p> <p>The weak students cannot reach the strong students and so get disappointed and become isolated (T9).</p> <p>Students' and teachers' workload and stress have increased (T3).</p> <p>It prevented me from being fossilized (T14).</p> <p>It has opened the doors of discussion [...] It has presented more pleasant and tangible topics for students (T2).</p>
<b>Status</b>	<p>Teachers do not hold a positive view towards the series, anyway they have been written by Iranians (T15).</p> <p>The problem with our books is that [our] texts are translation to English (T12).</p> <p>The status of the course has improved considering the fact that we now require [facilities such as] video projector and power point (T9).</p> <p>When you look at other books like <i>New Interchange</i>, it is simple but attractive and it attracts students. But what about our books? (T16).</p> <p>In most of the cases, we make use of supplementary reading sources which have made up for the weaknesses of textbooks (T1).</p> <p>You come to the upper grades and see that they are full of problems (T16).</p>
<b>Observability</b>	<p>Students, not even at the elementary level because this is too much, but learn the language like a beginner and maybe can communicate better compared to past (T1).</p>
<b>Flexibility</b>	<p>It is not really possible to give the same book to those with higher and those with lower language proficiency (T7).</p> <p>We have 8 grades for testing speaking and listening [skills] and [so] those who cannot receive a good grade from their written examination can raise their score here (T11).</p> <p>These speaking and listening scores can help them pass [the course] (T4).</p>
<b>Practicality</b>	<p>We can put all the objectives into practice except that students can talk. Unless, the facilities are not provided, unless the audio-visual files are not played in the classrooms, the students would not automatically talk (T5).</p> <p>Its 100% can be implemented so that students talk, write some sentences, and learn some expressions but these are not our aims; they may be the aim of those who wrote the books but not ours. The aim is UEE (T6).</p>

In table 4, 33 items of the 5-point Likert-type questionnaire in addition to one open-ended question (item 3) are presented, A stands for the percentage of respondents who either strongly agreed or to some extent agreed and D stands for the percentage of respondents who strongly disagreed or to some extent disagreed with the statements included in the survey. To be more organized in presenting the results, only the interpretable data has been provided in Table 4. Thus, the proportion of those who did not hold definite positive or negative opinion regarding the statements provided in the survey and, thus, selected the third point (neutral option) of the Likert scale, though easily calculable, has no reflection in this table. The trends will be then presented and discussed.

**Table 4.**  
*The Items and Results of the Survey*

<b>The items of the questionnaire</b>	<b>A</b>	<b>D</b>
1. In essence, the new program follows the communicative approach.	63	24
2. Only some of the aspects of the communicative approach have been adopted by this reform.	60	10
3. In what ways do you consider the new program consistent/inconsistent with CLT?		
4. I feel justified for the limited reflection of the cultural aspects of English speaking countries in the new series.	44.6	26.6
5. The series' activities for dealing with speaking and listening skills are adequate for improving oral skills of students.	19.9	55.1
6. The demands of the changes made in the new program exceed the energy and time of teachers.	78.1	7.8
7. Implementing the intended change and teaching communicatively is difficult for teachers.	52	25.4
8. I feel the need to improve my language proficiency in order to be able to teach the series competently.	30	48
9. The implementation of the intended changes does not fulfill the expectations.	63.7	12.9
10. I am completely justified in the new program's objectives.	49.2	24.2
11. I am completely justified in the philosophy of CLT.	60.1	18
12. I received trainings and practical solutions compatible with the real situation and limitations of the region that I was supposed to teach in.	21	57
13. I believe in the relative success of the students in communicating in English in the new program.	56.6	18
14. In the new program, students' vocabulary knowledge has increased compared with the past.	53.1	25.8
15. I think that students have a weaker grammatical knowledge compared with the past and this can be problematic.	59	17.2
16. The implementation of the new program has had a dampening effect on the less-prepared students' self-confidence.	39.9	29.7
17. The implementation of the new program has created worries and stress among teachers and students.	46.5	23.1
18. The demands of the newly-developed program on me have been instrumental in making me upgrade my language and pedagogical skills.	75.8	9.4
19. The newly-developed textbooks seem relatively attractive to the students.	65.6	12.1
20. I think that it was better to make use of international textbooks used in language institutes instead of domestically-produced textbooks in this program.	70.3	12.2
21. They should have used authentic texts in developing the program's textbooks.	86.7	7
22. Recruiting foreign consultants in the material development project, we would have had better language course books.	80.5	6.2
23. Teachers do not consider the series as effective as language institutes' inter-	76.2	11.3

The items of the questionnaire	A	D
national textbooks and this unconsciously influences teachers' and students' enthusiasm for working on the series.		
24. The new program has improved the status of the formal education's language courses in teachers', students' and families' eyes.	38.7	33.2
25. Compared to the supplementary reading sources, the new series have lower quality and effectiveness.	48.8	16.1
26. As the result of observing language errors in the series, I have lost my trust in their effectiveness and authors' qualifications.	47.3	21.1
27. The students' development of language skills is something that we can see very easily.	48	21.9
28. The newly-developed textbooks have the potential to be adapted to the students' level of proficiency and needs.	42.9	27
29. I think there is a need for developing multiple-version textbooks to provide schools with the suitable textbook compatible with their students' needs and language proficiency level.	64.4	13.2
30. The assessment of oral skills by the teachers is widely used to compensate for the student' deficiencies attributed to the limitations of the new program.	46.4	26.9
31. I feel, with all the imperfections and problems in the current situation, still it is likely to implement the program with the aim of improving students' language skills effectively.	48	18.4
32. I think that due to its failure in providing the logistics such as adequate instructional time, facilities and students' placement in language classrooms, the program is not effective in improving students' language skills.	80.1	6.6
33. The effectiveness of the program has been limited due to the inconsistency of its objectives with the content and structure of UEE and high-stake examinations,	81.7	6.3
34. It was for the first time that I experienced such a transformation in the language education system of the country.	68.3	11.7

The majority (62.5%) of respondents to the open-ended item of the survey (item 3), identified the insufficient inclusion of communicative activities, particularly in oral skills, and not developing the communicative ability of students, either due to the structure of the textbooks or, more importantly, the lack of logistics to promote communicative activities in language classes as the major sources of teachers' dissatisfaction with the localized model followed in developing the series of the program.

## Discussion

The findings of the present study demonstrated that teachers consider the implemented model as an adaptation of the original communicative approach which is likely to promote the adoption of the change by the implementers on the account that the reform is new but not too new to be rejected (Rogers, 1983; Stoller, 1994). That is because teachers have been to some extent familiar with this trend of language teaching through the international textbooks and language institutes active nationwide.

Notwithstanding, insufficient inclusion of communicative activities in the program's series and its negative influence on improving students' communicative ability were identified as imperfections in this adaptation process which

have been reported by other local researchers as well (e.g., Akbari, 2015; Safari & Rashidi, 2015b). However, learning content and material which do not live up to the expectations of its adopters has been demonstrated to be one of the crucial factors demotivating high school students for pursuing language learning at schools (Sakai & Kikuchi, 2009, cited in Sahragard & Alimorad, 2013). Providing proper and adequate input for learners, especially in the oral mode by means of effective and adequate listening and speaking activities, has been strongly recommended in different studies. Shumin (2002), for instance, notes that due to the limited opportunities for interaction with native speakers in EFL contexts, 'the need for exposure to many kinds of scenes, situations, and accents as well as voices is particularly critical' (p. 209). Besides, according to Peterson (2001), the time devoted to listening tasks and activities should be increased so that these opportunities turn to be the chief channel of learning the target language in the classroom.

However, in spite of the interviewees' opinions as well as some local researchers like Dahmardeh (2009a) who consider the exclusion of the cultural aspects of English speaking countries from the language education of Iran with a completely different culture compared to the culture of English speaking countries seriously problematic, the results of this study indicates that Iranian language teachers feel convinced for the limited reflection of English culture in the language series developed for the formal education of the country in this program.

Moreover, the change is perceived as complex by the majority of respondents primarily for adjusting their teaching techniques to CLT as well as spending too much time and energy on planning the course's content and activities. According to Henrichsen (1989) if a change is perceived as a complex one by the majority of users, the question to be raised should turn to what has been done to assist teachers to overcome this complexity? Our findings at least hint that there is not general satisfaction with the effectiveness of teacher trainings in creating the essential skills in teachers. However, the negative influence of not being trained adequately by effective in-service teacher trainings on the program's malfunctioning in the implementation phase has been confirmed by numerous studies in the literature (e.g., Baniasad-Azad et al., 2018; Akbari, 2015; Barabadi and Razmjoo, 2015; Davari and Aghagolzadeh, 2015; Safari and Sahragard, 2015; Safari and Rashidi, 2015a, 2015b). Safari and Rashidi (2015a), for instance, identify factors such as the dominant trend of using transmission model of teaching, not making use of the expert educators, passive role of teachers in teacher training of this program as crucial factors in the failure of language teacher education in Iran. However, this investigation did not identify the language proficiency of teachers as an extra burden adding to the complexity felt by teachers. This finding is consistent with the findings of the study conducted by Farhady (2000) in that Iranian English teachers have an acceptable level of language proficiency and knowledge for doing their job effectively.

In addition to holding one-shot, lecture-based teacher trainings in this program (Feroozandeh & Forouzani, 2015) and not empowering teachers with practical solutions compatible with the real situation of the classrooms, as the results of this study revealed, the lack of infrastructures are also likely to impose considerable negative influence on the complexity of the program. As almost two-thirds of participants reported, in such a condition, the implementation of the intended changes did not fulfill the expectations and, thus, the complexity of the change was not fully perceived by many unjustified teachers who due to the logistical imperfections such as insufficient time and high population of multi-level students are primarily more concerned with not falling behind the schedule than fulfilling the communicative objectives of the program.

With regard to the explicitness of the program, the lower level of the clarity of the program in teachers' eyes with regard to the detailed, specific objectives of the local program in comparison to the overall communicative objectives of the program hints to the participants' confusion of the domestic goals as intended by change agents. The program has been only described as communicative in the introduction of series. According to Henrichsen (1989), though, generalities and vagueness if not improved by greater specification would raise the complexity and diminish the potential of the innovation to be implemented successfully. Besides, the lack of explicitness of the program with regard to the recommended methods and techniques in teacher training of this program, as confirmed by the majority of respondents, reveals that this is the very sphere where more explicitness with regard to the proper methods of teaching would definitely obviate teachers' confusion to a great extent and is likely to improve the current practices. Without any doubt, redefining the domestic objectives would be the stepping stone and an indispensable part of devising local methods and techniques.

The results of the questionnaire also attest to the relative advantage of the new program over its traditional predecessors in developing more attractive series compatible with students' needs and taste, making improvement in students' communicative ability and learning vocabulary items, as well as raising teachers' commitment and motivation to improve themselves professionally. Along with these advantages, however, the series did not prove to be effective in teaching grammatical items functionally and effectively to students. This imperfection, as revealed in the interviews, was primarily the direct result of presenting several grammatical structures in each lesson without helping the students to establish them for functional use.

Besides, the increased anxiety and stress of teachers and students as the result of implementing the new program and severe decrease in the self-confidence of students with little experience in language learning are in stark contradiction with the watch words of the local program, i.e., "interactive self-reliance communicative approach" (Kheirabadi & Alavi Moghaddam, 2014). These results hark back to the findings of the qualitative phase of the study. The interviews revealed that the lack of instructional time for covering the content of the series, expanding students' 'knowledge about language' by working on

extra supplementary sources, essential for their success in UEE, as well as the inconveniences in using technology primarily for listening activities which sometimes waste the language classes' time are the main sources of the perceived pressure by teachers. On the other hand, observing irrational, drastic distance between their own language proficiency and relatively strong students has made some weak students disappointed of making progress in learning the language and, as a result, reduces their self-confidence in this communicative program.

The results of this study neither does support nor reject the improved status of the reform in teachers' eyes. The findings of the interviews and survey provide evidence to suggest that the series' concentration on four language skills just like the international textbooks taught in prestigious language institutes has naturally improved the status of the course, and on the other hand, as the textbooks became more similar to the format of such international books they are unconsciously compared to them which not only are free from errors, but also more compatible with teachers' tendency to make use of international publications and authentic sources. Besides, the international textbooks are taught in the relatively more interesting contexts of language institutes. Failing to compete with these advantages, the status of the program is lost to some extent. Teachers' preference for using more appealing international textbooks taught in language institutes has been demonstrated in other studies as well (e.g., Asadi et al. (2016); and Maftoon et al., 2010).

In addition, the majority of teachers believe that the new series have lower quality and effectiveness compared to the locally-produced supplementary reading sources. Some supplementary reading materials, however, have fallen into the trap of showing too much authenticity by taking difficult, inappropriate original texts from the net instead of setting the ground for shaping authentic interactions. Thus, teachers who consider an edge for authentic texts over the simplified, instructional-oriented texts, have more trust in supplementary reading sources and authentic texts, as the results of the survey indicates. In the absence of the possibility for making use of English speaking experts in developing the materials because of both the political and economic issues, exploiting adapted texts by making reference to their sources can be a wise alternative. Besides, removing the language errors from the textbooks in new editions instead of sending the list of the language problems to schools can raise the status of the textbooks in teachers' eyes significantly.

Although, participants reported the suitability of the course books for their students' needs and level of language proficiency, larger proportion of teachers acknowledged the need for developing multiple-version textbooks to provide schools with the suitable versions compatible with their students' needs and language proficiency level. Moreover, making up for the lack of adaptability of the textbooks by adjusting the oral score with students' language proficiency level and abilities further attest to the lack of adjustability of the program as perceived by teachers. In fact, interviewees maintained that the textbooks' content is too low to be effective to be worked on in top schools, which have the

essential capacities in terms of both facilities and qualified teachers for implementing a CLT-based program, and too much for students especially those who do not attend language classes in state schools mostly deprived of the required physical facilities and trained teachers for realizing the intentions and expectations of the change agents. Teachers' belief in the lack of flexibility of the course books particularly for teachers and students of faraway villages has been reported by Asadi et al. (2016) as well. The change, however, needs to be adjustable to special conditions of various users (Henrichsen, 1989). Fullan (2006), in the same line, argues in favor of persistence but flexibility of any course. Asadi et al. (2016) recommends developing multiple versions of language course books based on independent needs analysis of privileged, underprivileged and semi-privileged areas of the country.

Above all, however, the reform is required to be plausible for teachers in the sense that teachers with their experience and knowledge of working with students and schools should consider it as possible and relevant to the reality of their immediate language classes, as policy makers do. In this program, although the respondents held positive view towards the general practicality of pursuing the communicative goals of the program for improving students' language skills with all the logistical deficiencies, their relatively more unanimous evaluation of the more detailed and concrete aspects of the implementation demonstrates clear support for the constraining effect of factors such as limited instructional time for practicing and testing communicative approach as well as incompatible UEE. The destructive influence of the insufficiency of the available time for delivering the course or the vitality of providing educational aids in classroom and facilities for implementing the program have been emphasized by other researchers assessing the program as well (e.g., Tabatabaei and Pourakbari, 2012; Davari & Aghagolzadeh, 2015).

However, it should be noted that teachers' perception of the feasibility of implementing CLT in a given context is vital in anticipating the fate of the change's institutionalization (Li, 1998; Markee, 1997). According to Vandenberghe (1984), teachers make rapid judgements of the practicality of the program relatively early at the implementation stage and based on the minimal experiences that they have with it. As Vandenberghe (1984) argues, the perceived practicality of an educational change would influence the extent to which teachers make efforts to modify and improve the classroom practice by incorporating the intended changes to their teaching acts and behaviors. When teachers find the intended changes proposed by reformers in conflict with the reality of their classrooms, they switch back to their traditional, accustomed methods and approaches of teaching (Chan, 2002). Specifically, factors such as lack of required facilities which has been demonstrated to have a negative influence on students' motivation for learning (Sahragard & Alimorad, 2013) are likely to, in turn, demotivate teachers from pursuing the communicative goals of the language course in underprivileged areas.

Furthermore, this study found evidence for the positive status of the reform's *primacy* in teachers' view. Since this change has occurred after long time



and has been the first in its own right in transmission from traditional to modern approaches of language teaching in the country, its primacy has been felt by the majority of respondents and this, according to Henrichsen (1989), raises the potential for its successful diffusion. Besides, the intended changes in this reform were offered in the *form* of the materials, i.e., textbooks, CDs and Teachers' Guide, which promote its spread and survival among users, as anticipated by Henrichsen (1989). In addition to organizing and standardizing the content, the strong preference for printed materials, according to Wall and Horak (2008), originates from the tendency of individuals for portability. This tendency for using predetermined materials, specifically textbooks, is stronger in countries like Iran where English is taught and learned as a foreign language (Akbari, 2015; Dahmardeh, 2009b).

Thus, based on the results and what was already discussed, the positive and negative aspects of change attributes can be summarized in the following table.

**Table 5.**  
*Attributes that Facilitated (+) or Inhibited (-) the New Language Program in Iran*

Originality	+	Making use of a familiar model of language education in the country but new in the public education
	-	Inadequate inclusion of activities for improving oral skills
Status	+	Inclusion of four skills in the textbooks and using technology in classrooms like language institutes
	-	Not being able to compete with more prestigious sources such as international textbooks
Complexity	+	Teachers' enjoyment of acceptable level of language proficiency for implementing the program
	-	Taking too much time and energy of teachers because of so many changes in the course books whose implementation needs teachers to be more competent
Explicitness	+	The relative explicitness of the macro objectives
	-	The relative lack of explicitness of the local objectives
	-	The lack of explicitness of the strategies and techniques for achieving the goals in the absence of the required logistics
Observability	+	The observable improvement in students' communicative ability
Relative Advantage	+	Relatively more attractive series with relatively interesting topics
	+	Relatively better establishment of vocabulary items in students' mind
	+	Relative improvement in students' communicative ability
	+	Improved motivation and commitment of teachers for their professional development
	-	Poorer grammatical knowledge
	-	Relatively more stress and pressure of teachers and weaker students
Practicality	+, -	The feasibility of achieving the objectives of the program, though to a limited extent due to the lack of infrastructures
Flexibility	-	Lack of adjustability of the program to the language proficiency level of a wide range of users
Form	+	Making use of textbooks as the primary source of change
Primacy	+	The emergence of a drastic shift in the language education of the public sector for the first time

## Conclusion

In this paper, we described the meaning of the new reform in language education of the country from the perspective of one important group of its adopters, i.e., teachers, and in terms of the change attributes recommended by Henrichsen (1989). To enhance findings' depth and generalizability. Critical aspects of the reform relevant to the characteristics of the innovation were first identified through conducting interviews with teachers whose accuracy were investigated through surveying larger number of teachers.

Based on the results of the current study, overall, the proper level of 'originality' of the program in making use of an internationally well-known but locally new model of language education and making some adaptations in it, improved 'status' of the course compared with the past, 'observability' of the achievements, 'relative advantage' of the reform in both improving the communicative ability of teachers and students as well as developing more attractive and functional textbooks, relative 'explicitness' of the general goals, 'form' and 'primacy' of the change are conducive to the diffusion of the change. However, not dealing adequately with oral skills; its relatively high level of complexity because of long-established, traditional language education trends and the absence of adequate training to make the required preparedness in teachers; its lack of flexibility; the disadvantages of the program particularly evident in the increased level of pressure on teachers and students; the lack of explicitness of the reform with regard to the domestic goals, appropriate methods and techniques; and its reduced status need to receive special attention by the managers of this reform.

To put it in a nutshell, the absence of the systematic change evident in the program's failure to coordinate relevant organizations such as those responsible for equipping schools with the required facilities, monitoring the quality of the implementation of the program, administering high-stake examinations, rewarding teachers to compensate for their heavier work assignment and above all, training teachers adequately for the proper implementation of the reform has limited this reform's potential achievement noticeably. Therefore, if there is a real determination for improving the language education of the formal education system of the country, the limitations in the way of the effective implementation of the program, chiefly originated from the absence of its implementation infrastructures need to be removed for more effective institutionalization of the change.

## References

- Ahour, T., Towhidiyan, B., & Saeidi, M. (2014). The evaluation of *English Textbook 2* taught in Iranian high schools from teachers' perspectives. *English Language Teaching, 7*(3), 150-158.
- Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia-Social and Behavioral Sciences, 199*, 394-401.

- Akbari, O., & Pourabbas, H. (2015). Evaluation of Iranian second-grade high school English textbook based on needs analysis approach. *Journal of Applied Linguistics and Language Research*, 2(5), 19-34.
- Asadi, M., Kiyan, G. R., Akbari, R., & Ghafar Samar, R. (2016). Program evaluation of the new English textbook (Prospect 1) in the Iranian Ministry of Education. *Theory and Practice in Language Studies*, 6(2), 291-301.
- Baniasad-Azad, S., Tavakoli, M., & Ketabi, S. (2016). EFL teacher education programs in Iran: The absence of teachers' involvement. *Iranian Journal of Applied Linguistics*, 19(2), 61-86.
- Barabadi, E., & Razmjoo, S. A. (2015). An activity theory analysis of ELT reform in Iranian public schools, 18(1), 127-166.
- Chan, F. (2002). The cognitive element of curriculum change. In V. Crew, C. Davison & B. Mak (Eds.), *Reflecting on language in education*. Hong Kong Institute of Education.
- Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons and evaluative criteria. *Zeitschrift fur Soziologie, Jg, 19*, 418-427.
- Dahmardeh, M. (2009a). *English language teaching in Iran and communicative language teaching* [Unpublished doctoral dissertation]. University of Warwick. England.
- Dahmardeh, M. (2009b). Communicative textbooks: English language textbooks in Iranian secondary schools. *Linguistik Online*, 40(4), 4-61. <https://doi.org/10.13092/lo.40.431>
- Davari, H., & Aghagolzadeh, F. (2015). To teach or not to teach? Still an open question for the Iranian education system. In C. Kennedy (2015). *English language teaching in the Islamic Republic of Iran: Innovations, trends, and challenges* (pp. 13-19). British Council.
- Farhady, H. (2000). *Evaluating students' language achievement at junior high schools in Iran*. Research report delivered to the Ministry of Education.
- Foroozandeh, E., & Forouzani, M. (2015). Developing school English materials for the new Iranian educational system. In C. Kennedy (Ed.). *English language teaching in the Islamic Republic of Iran: Innovations, trends, and challenges* (pp. 59-70). British Council.
- Fullan, M. (2006). Change theory: A force for school improvement. *Center for Strategic Education Seminar Series Paper*, 157, 3-14.
- Gholami Pasand, P., & Ghasemi, A.A. (2018). An intercultural analysis of English language textbooks in Iran: The case of English Prospect Series. *Journal of Applied Language Studies* 12(1), 55-70.
- Henrichsen, L. E. (1989). *Diffusion of innovations in English language teaching: The ELEC effort in Japan, 1956-1968*. Greenwood Press.
- Jamalvandi, B. (2014). ELT textbook evaluation in Iran, new insights. *European Online Journal of Natural and Social Sciences*, 3(4), 1068-1078.
- Janfeshan, K., & Nosrati, M. (2014). A quick look to English language training in Iranian approach. *International Journal of Economy, Management, and Social Sciences*, 3(1), 100-106.
- Kelly, P. (1980). 'From innovation to adaptability': The changing perspective of curriculum development. In M. Galton (Ed.). *Curriculum change* (pp. 65-80). Leicester University Press.
- Kennedy, C. (1988). Evaluation of the management of change in ELT projects. *Applied Linguistics* 9(4), 329-342.
- Kheirabadi, R., & Alavi Moghaddam, S. B. (2014). New horizons in teaching English in Iran: A transition from reading-based methods to communicative ones by *English for Schools* series. *International Journal of Language Learning and Applied Linguistics World*, 5(4), 225-232.

- Kiely, R. (2012). Designing evaluation into management change process. In C. Tribble (Ed.), *Managing change in English language teaching: Lessons from experience* (pp. 75-89). British Council.
- Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-703.
- Maftoon, P., Yazdani Moghaddam, M., Golebostan, H., & BehAfrain, S. R. (2010). Privatization of English education in Iran: A feasibility study. *The Electronic Journal for English as a Second Language*, 13(4), 1-12.
- Markee, N. (1997). *Managing curricular innovation*. Cambridge University Press.
- Murray, D. E., & Christisen, M. (2012). Understanding innovation in English language education: Contexts and issues. In C. Tribble (Ed.), *Managing change in English language teaching: Lessons from experience* (pp. 61-74). British Council.
- Peterson, P. W. (2001). Skills and strategies for proficient listening. In M. Celce-Murica (Ed.), *Teaching English as a Second or Foreign Language* (pp. 87-100). Heinle & Heinle Publisher.
- Rogers, E. M. (1983). *Diffusion of innovations* (3rd ed.). Free Press.
- Rogers, E. M., & Shoemaker, F. F. (1971). *Communication of innovations: A cross cultural approach* (2nd ed.). Free Press.
- Saad Orafi, S. M. (2013). Effective factors in the implementation of ELT curriculum innovations. *Scientific Research Journal (SCIRJ)*, 1(5), 14-21.
- Safari, P., & Rashidi, N. (2015a). Teacher education beyond transmission: Challenges, concerns, and opportunities for Iranian EFL teachers. *Issues in Educational Research*, 25(2), 187-203. <http://www.iier.org.au/iier25/safari.html>
- Safari, P., & Rashidi, N. (2015b). A critical look at the EFL education and the challenges faced by Iranian teachers in the educational system. *International Journal of Progressive Education*, 11(2), 14-28.
- Safari, P., & Sahragard, R. (2015). Iranian EFL teachers' challenges with the new ELT program after the reform: From dream to reality. *Khazar Journal of Humanities and Social Sciences*, 18(4), 65-88.
- Sahragard, R., & Alimorad, Z. (2013). Demotivating factors affecting Iranian high school students' English learning. In M. Cortazzi & L. Jin (Eds.), *Cultures of learning* (pp. 245-260). McMillan.
- Salehi, H., & Amini, M. (2016). Critical analysis of a new English textbook used in Iranian junior high schools. *Journal of Applied Linguistics and Language Research*, 3(3), 42-54.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 204-211). Cambridge University Press.
- Stoller, F. (1994). The diffusion of innovations in intensive ESL programmes. *Applied Linguistics*, 15(3), 300-327.
- Tabatabaei, O., & Pourakbari, A. A. (2012). An investigation into the problems of teaching and learning English in the Isfahan province high schools, Iran. *Journal of Language Teaching and Research*, 3(1), 102-111.
- Torki, F., & Chalak, A. (2017). An evaluation of English textbooks used in Iranian high schools: Teachers' and learners' attitudes. *RELP*, 5(1), 52-60.
- Vandenberghe, R. (1984). Teacher's role in educational change. *British Journal of In-Service Education*, 11(1), 14-25.
- Wall, D., & Horak, T. (2008). *The impact of changes in the TOFEL examination on teaching and learning in central and eastern Europe: Phase 2, coping with change*. ETS, TOEFL.

- Waters, A. (2009). Managing innovation in English language education: State-of-the-art review. *Language Teaching* 42(4), 421-458.
- Waters, A. (2013). Managing innovation in English language education: A research agenda. *Language Teaching* 47(1), 92-110.

## **Appendix: Interview Guide**

### **Originality**

1. In what ways do you consider the new program consistent/inconsistent with CLT?

### **Complexity**

2. How do you evaluate the required change for teaching the books in the new program in terms of its complexity? Does it require teachers to spend a great deal of time and energy to put the change into practice effectively?

### **Explicitness**

3. Are the objectives of the program such as the intended changes that should occur in teachers' performance and behavior and the strategies for achieving those objectives clear for you?

4. To what extent are you familiar with the theoretical underpinnings and philosophy of applying CLT?

### **Relative Advantage**

5. In your opinion, what are the advantages and disadvantages of the program?

6. How do you evaluate the success of the new program in developing language proficiency of students compared to the previous one?

### **Observability**

7. How observable are the changes in language skills of students for you?

### **Status**

8. How has the new program's status and place changed in teachers' and students' eyes?

### **Practicality**

9. How rational are the program's expectations from students and teachers?

10. Which aspects of the program seem impractical to you?

11. Considering the dominant instructional condition in the majority of schools such as what follows, how practical do you consider the program's implementation?

-the number of the students in the class

-the facilities

-the instructional time

12. How do you evaluate the success of the program? Has it reached its objectives in improving students' language proficiency?

13. How did teachers welcome the program? Did teachers resist against the program's implementation or welcome it openly?

### **Flexibility**

14. How adaptable do you consider the program to the various needs, language proficiency and demands of students who live in different areas of the country with different cultural and economic situations? What are your reasons?