Appendix (A)

Informed Consent Form

Dear Participant:

I am a graduate student at the Faculty of Education, University of Malaya, Malaysia. I am conducting my research on the “Adaptation of the EFL Methods Course in the Classroom” as part of my doctoral research. The following information is provided for you to decide whether you wish to participate in the present study. Your participation in this study is voluntary. You are free not to participate in or to withdraw from the study at any time. Your decision will not result in any loss of benefits to which you are entitled. If you choose to participate, you may withdraw at any time by notifying me. Upon your request to withdraw, all information pertaining to you will be destroyed.

You will be interviewed only or both interviewed and observed by the researcher. The interviews and observations will be audio and video taped after obtaining the entry permission. All the information obtained in the study will be used for educational purposes only and considered confidential. Participants' name will not be disclosed in the final report.

Although participation will not directly benefit you, we believe that information which you provide will be useful in improving the preservice EFL teacher education for high school English teachers in Iran. The researcher assures you that your name will not be associated in any way with the research findings.

If you would like additional information concerning this study before or after it is completed, please do not hesitate to contact me by phone or email. A copy of this consent form will be given to you. Thank you very much for your cooperation.

Yours sincerely,

Nafiseh Salehi, PhD. Candidate in TESL

Postal Address: No. 70, Arab Ameri Alley, Ferdousi 12th, Shahrud, Iran
Email: manasalehi@gmail.com  H/P: +98 912 173 3506

I have read and understood the information on the form, and I consent to volunteer to be a part of this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this Informed Consent Form to keep in my possession.

Name (please print): ______________________  Signature: ______________________
E-mail address: ______________________
Phone number or location where I can be reached: ______________________
Appendix (B)

Interview Protocol for the High School English Teachers

(Pre-Observation)

Date/Time:
Place:
Interviewer:
Interviewee Pseudonym:
Demographic Information: Male/ Female ........................ Level of Education ........................
University graduated ........................ Major ........................ Teaching location ........................
Number of years of experience ........................ Grade level teaching ........................

1. Where did you learn English?

2. Have you ever gone to a private language institute to learn English?

3. Have you participated in any inservice programs? If yes, how many hours? Were they related to EFL teaching methods?

4. What language teaching methods were you taught in the EFL methods course?

5. Can you name the reference books that were used in the EFL methods course?

6. Did your instructors emphasize on implementing any of the language teaching methods in your future classes?

7. Did your instructors contextualize any of the language teaching methods? If yes, how?

8. Did you perform a microteaching? If not, why?

9. Did you go to schools for your practicum?

10. In your opinion, how does the EFL methods course contribute to the practices of high school English teachers?

Prompts

- Content and context

- Social participation

- Activities

- Artifacts

11. Do you feel competent enough to implement what you have been taught about language teaching methods in the real situation of your classroom?

12. What are the roles of other social contexts, such as schools and teachers’ communities in your learning?
Appendix (B)

(Continued)

13. What are the major language teaching methods you use in your classrooms?
14. What are your rationales for implementing this specific method (s)? (Your rational for adapting the methods?)
15. Do you follow a lesson plan for your teaching?
16. Is there anything else you would like to add?

Thank you for your Time and Cooperation
Appendix (C)

Interview Protocol for the High School English Teachers

(Post-Observation)

Date/Time:
Place:
Interviewer:
Interviewee Pseudonym:

1. Could you briefly describe what you did in your classroom?

2. What are the possible sources of discrepancies (if there is any) between what you believe and what you really practice?

3. What are your recommendations for the improvement of preservice EFL teacher education programs for high school English teachers in Iran?

4. Is there anything else you would like to add?

Thank you for your time and cooperation
Appendix (D)

Interview Protocol for the EFL Methods Course Lecturers

Date/Time: 
Place: 
Interviewer: 
Interviewee Pseudonym: 
Demographic Information: Male/ Female ………….. Level of Education ……………
Number of years of experience as an EFL instructor …………….. Major ……….. 
Teaching location………… University graduated ……………
Number of years of teaching EFL methods course ……………

1. What are the language teaching methods you teach your student teachers in the EFL methods course?

2. What are your reference books for the EFL methods course?

3. Do you emphasize on implementing any of the language teaching methods?

4. Do you put any of the mentioned methods into practice? If yes, how? If not, why?

5. Is microteaching a part of your syllabi for the EFL methods course? How do the students do that?

6. Do you use any other artifacts, besides the textbooks for teaching the EFL methods course? (Explain)

7. Is there anything else you would like to add?

Thank you for your time and cooperation
Appendix (E)

Observation Checklist for the High School English Teachers

Date/Time:
Place:
Observer:
Observee’s Pseudonym:

Based on the interpretations of the activities:

1) Teacher mostly uses _________________________ EFL teaching method.

2) ___ Teacher is competent in utilizing the above mentioned method. (Yes/ No) (Explain)

Use the below space for the observation fieldnotes.
Appendix (F)

Cover Letter to the Directors of Preservice EFL Teacher Education Programs

Dear director:

I am a graduate student at the Faculty of Education, University of Malaya, Malaysia. I am conducting my research on the “Adaptation of the EFL Methods Course in the Classroom” as part of my doctoral research. I would appreciate it if you could kindly provide me with the syllabi of the EFL methods course as well as any other related documents available in your institution. Although participation and contribution will not directly benefit you, we believe that information which you provide will be useful in improving the preservice EFL teacher education for high school English teachers in Iran. The researcher assures you that your name and your institution name will not be associated in any way with the research findings.

If you would like additional information concerning this study before or after it is completed, please do not hesitate to contact me by phone or email. Thank you very much for your cooperation.

Yours sincerely,

Nafiseh Salehi, PhD. Candidate in TESL

Postal Address: No. 70, Arab Ameri Alley, Ferdousi 12th, Shahrud, Iran
Email: manasalehi@gmail.com  H/P: +98 912 173 3506
Appendix (G)

Lesson Nine (Grade One, High School)

**LESSON NINE**

### A. New Words

1. My father worked two hours today. What did my father work on? Why did he work so long?

2. The ship sent radio messages. They asked for help. What did the ship need?

3. He guided the old man across the street. How did he help the old man?

4. The Valley village was destroyed by the soldiers. What did the soldiers do?

5. It’s our duty to keep our classroom clean. Should we keep our classroom clean?

6. Those two boys were friends but now they are enemies. Were they friends before? Are they friends now?

### THE HOLY PROPHET

**B. Reading**

God has sent many prophets for the guidance of mankind. They told us to be good and to do good. Our Holy Prophet Muhammad (Peace be upon him) was the last of the prophets. He was born in 571 A.D. in Mecca. The people of Mecca loved him. They highly esteemed his truthfulness, honesty and sense of duty. They gave him the title of “Al-Amin” which means “the trustworthy”. He received God’s message at the age of 40, and began to preach Islam. He told the people of Mecca not to worship idols but the One God who is the creator of the entire universe. The people of Mecca, who were pagans, did not want him to preach Islam. The Holy Prophet left Mecca with his followers and went to Medina. The people of Medina welcomed him with open arms. They were very happy to see the Prophet of God.

1. My father worked two hours today. What did my father work on? Why did he work so long?

2. The ship sent radio messages. They asked for help. What did the ship need?

3. He guided the old man across the street. How did he help the old man?

4. The Valley village was destroyed by the soldiers. What did the soldiers do?

5. It’s our duty to keep our classroom clean. Should we keep our classroom clean?

6. Those two boys were friends but now they are enemies. Were they friends before? Are they friends now?

### C. Comprehension

**I. Answer these questions orally.**

1. What was our holy Prophet’s feast?
2. What did he teach the people?
3. What did he learn in Medina?
4. What did he begin to do at the age of 40?
5. Did all the people in Mecca accept his word?
6. Did people in Medina welcome him kindly?

**II. True or False?**

1. The Prophet taught men to do good.
2. Our Prophet was born in the sixth century.
3. He began to preach Islam in Mecca.
5. The Holy Prophet left Mecca with his followers and went to Medina.
6. The people of Medina welcomed him kindly.
7. Thousand of worshiped idols were not the Prophet’s friends.
8. People in Mecca welcomed the Prophet kindly.

**III. Complete the sentences. Use a, b, c, or d.**

1. The people of Mecca liked our Holy Prophet because he
   a. was born in Mecca
   b. was the last of the prophets
   c. taught people to do good and to do good
   d. was honest and truthful

2. Before our Holy Prophet began to preach Islam, the people of Mecca
   a. were blind
   b. were poor
   c. were enemies of Islam
   d. had many idols

3. The Prophet says that people should worship
   a. the same God
   b. their own idols
   c. their followers
   d. many gods

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213
Appendix (G)

(Continued)
Appendix (G)

(Continued)
Appendix (G)

(Continued)
Appendix (H)

Lesson Seven (Grade Two, High School)

A. New Words

- "We have got everything in our supermarket, sir."
- "What do you say?"
- "I just went to the store."
- She is going home to a small village. She needs peace and quiet.
- She can’t do the job alone. I really need help.
- I am so glad that they can’t change their plans in the store.
- They have a small dog.
- I’m sure he will not change his plans.
- People say that he has a good idea.

B. Reading

1. "Hello! How are you?"
2. "Good morning! "
3. "What are you saying?"
4. "Where are you going?"
5. "These are greetings which people use in different languages when they meet each other. But what is a greeting?"
6. "A greeting is a way of being friendly to someone. It is a way of being polite. It is also a way of starting a conversation. In many languages a question is used as a greeting. "What are you doing?" "How are you?" "How are you feeling?"
7. "But questions like these are not real questions. They do not require a full answer or even a true one. In English, for example, the common greeting is a question about a person’s health."
8. "We do not expect them to talk about their health or their bookshop, if they have one. People reply to these questions with a fixed expression such as "I’m fine, thanks," or "I’m very well, thanks." In the same way, in countries where people greet each other with "Where are you going?", a simple reply such as "Just walking around" is sufficient. It is not necessary to describe where you are actually going.

C. Comprehension

1. Answer the following questions.
   - 1. What is the most usual greeting in Iran?
   - 2. Is greeting a way of being polite?
   - 3. Do you ever use a question as a greeting?
   - 4. What are the different greetings you know in English?
   - 5. Is greeting a way of starting a conversation in Iran?
   - 6. What are the topics of small talk when you are on the bus?
   - 7. Are greetings the same in all languages?
   - 8. Is greeting part of our social behavior?

2. True / False
   - 1. A greeting helps you to be friendly with others.
   - 2. We must give complete and true answers to greetings.
   - 3. Small talk is the same as greetings.
   - 4. People usually disagree about politics.
   - 5. Religion is a suitable topic for small talk.

3. Complete the sentences. Use a, b, c or d.
   - 1. In all languages asking someone’s health ———— ,
   - 2. If someone asks you "Where are you going?" you ———— ,
   - 3. Should give a true answer,
   - 4. Should tell them where you are actually going,
   - 5. Don’t have to tell them where you are going,
   - 6. Can give a quick reply,
   - 7. The small talk after greeting ———— ,
   - 8. b is very special.
Appendix (H)

(Continued)
Appendix (H)

(Continued)
Appendix (I)

Lesson Six (Grade Three, High School)

A. NEW WORDS

1. a. He may not know the answer to this chemistry problem. His test is physics.
   b. “What’s your field of interest?”
   “My field of interest is art.”

2. a. They have designed a new car. It’s smaller and cheaper.
   b. “Do you know the Designer of Azadi tower?”
   “No, I don’t.”

3. a. The new giant airplanes have more than 300 seats.
   b. He is the digit of this family. He’s almost 6 feet tall.

4. a. Man has sent spacecrafts to other planets.
   Recently one of them sent very clear pictures from the Mars.

5. a. The moon orbits around the Earth and the Earth orbits around the Sun.

6. a. Please make sure you don’t come too late.
   Otherwise, they will not let you take the exam.
   b. Computers can help in most fields of human endeavor.

---

B. READING

Computers are changing all our lives and also old ways of doing things with their superhuman speed. They come in different sizes – from very large to small pocket-sized ones. They can almost be used in any field of activity. No one can deny their influence and importance.

Computers are used to design different things. They are used in giant airplanes and modern cars. All spacecrafts which are orbiting through space are controlled by computers.

In addition to helping us to work better, computers are opening new fields of endeavor. Perhaps the most important in medicine where computers are helping doctors to research disease, chemists to design drugs and disabled people to learn skills. But what is the computer able to perform so many different tasks?

A computer does all these tasks by means of processing the information. It can do all this because it is programmable. This means that it can be given instructions, called programs, which tell it exactly what to do. By feeding in different programs, computers can be switched from one job to another.

Furthermore, computers can also be programmed to do many separate tasks at the same time. The central computer of an airline, for example, is constantly sending and receiving information to and from offices and airports around the world.

---

C. COMPREHENSION

1. Answer the following questions.
   1. Can computers help us do things faster?
   2. Can computers help us design new tools?
   3. What are the different things that computers can perform?
   4. How can computers help chemists?
   5. How does a computer work?
   6. Can computers think?

II. True / False?
   1. Computers have only influenced some part of our daily activities.
   2. Computers cannot be used for entertainment.
   3. Computers can design different things without our instructions.
   4. Computers can do research in different fields.
   5. A computer has the capacity to handle different things.
   6. A computer can only do things according to the programs they are fed in.

III. Complete the sentences using a, b, c, and d.
   1. According to the passage:
   a. the computer has had little effect on your life
   b. people usually use pocket - sized computers at home
   c. computers are available everywhere
   d. the computer will influence our life in different aspects
   2. Compute programs:
   a. process information
   b. tell the computer what to do
   c. can perform so many tasks
   d. can feed the computer
   3. Computers can be used:
   a. in the field of medicine
Appendix (I)

(Continued)

b. to design drugs for disabled people
c. to switch from one job into another
d. by chemists only

4. We learn from the passage that
   a. disabled people do research to design drugs
   b. doctors teach the disabled people different skills
   c. computers are used in research projects
   d. computers should only do certain tasks

---

D. SPEAK OUT

Structure: Passive (be + ?)

Speaking 1
Listen and repeat.
A room can be built there.
All cars must be parked outside.
The last should be answered immediately.
The men may be invited to the party.
This film has been shown several times.
These cars haven’t been used since 1999.
The old man hasn’t been seen for many years.
The problem had been solved by a few students.
The house hadn’t been repaired before they arrived.

Where is his car parked?
When was the bridge built?

Speaking 2
Substitution Drills
Substitute the word(s) in the pattern sentence. Make changes if necessary.

A) Very good cars can be made in this factory.
   1. must
   2. may
   3. will
   4. should

B) The picture has been taken by Ali.
   1. The problem / solved
   2. These questions / answer
   3. Your book / find
   4. Those pictures / draw
   5. The window / break

---

C) What is written on this page?
   1. was written
   2. must be written
   3. will be written
   4. should be written
   5. has been written
   6. had been written

D) When should the house be repaired?
   1. Whose / said
   2. Why / said
   3. When / painted
   4. Why / repaired
   5. When / completed

Speaking 3
Give Yes or No answers.

Example: Can this bicycle be repaired?
No, it can’t be repaired.

1. Can this building be completed today?
2. Should Sam’s hands be washed?
3. Will he be caught by the police?
4. Has the blackboard been cleaned?
5. Have these sentences been written beautifully?
6. Had the clothes been washed when she arrived?
Appendix (I)

(Continued)
Appendix (I)

(Continued)
Appendix (J)

Curriculum for Bachelors Degree in English Language Teaching (Core Courses)

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### Appendix (L)

**Curriculum for Bachelors Degree in English Translation (Core Courses)**

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Appendix (M)

**General Common Courses**

for Bachelors Degree in ELT, ELL and ET

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<td>Islamic Revolution and its Origin</td>
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<td>Islamic Ethics and Education</td>
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<td>History of Islam</td>
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<td>Islamic Texts (in Persian)</td>
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<td>Population and Family Planning</td>
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Note. Students in Open University (*Azad University*) would need to pass the Will of the late leader of the Islamic Republic of Iran (*Vasiat-Nameh Emam Khomeini*) bearing one credit as well.
I. Course Description

- Familiarity with the EFL teaching methods and approaches; and
- Examining the techniques of teaching the four language skills

II. Course Objectives

- Introducing the students to the methods and approaches of teaching EFL;
- Familiarizing the students with the techniques of teaching four basic language skills: listening, speaking, reading and writing; and
- Providing the students with classroom-like experience

III. Course Requirements

- Class participation;
- Final examination; and
- Microteaching

IV. Required Readings

Appendix (N)
(Continued)


V. Grading Criteria

Class participation   (2 Marks)

Microteaching (Maximum 15 minutes)   (3 Marks)

Final examination   (15 Marks)
Appendix (O)

EFL Methods Course Syllabi (B)

Semester II, 2009

I. Course Objectives

- Building knowledge about the methods and approaches of teaching EFL; and
- Dealing with the techniques of teaching four language skills: listening, speaking, reading and writing

II. Course Requirements

You are required to attend the class regularly and sit for both midterm and final examinations. You are also supposed to plan a lesson and do the microteaching in 10 to 20 minutes.

III. Required Readings


Appendix (O)

(Continued)

IV. Recommended Readings


V. Grading Criteria

<table>
<thead>
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<th>Component</th>
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<td>Final examination</td>
<td>12</td>
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<tr>
<td>Microteaching (between 10 to 20 minutes)</td>
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<tr>
<td>Attendance</td>
<td>1</td>
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</table>
Instructor: 
Class time/Location: 
Office Hours: 
Email: 

I. Course Description

This course provides you with a basic knowledge of the methodology of TEFL and deals with the techniques of teaching the four basic language skills: listening, speaking, reading and writing.

II. Course Objectives

- To familiarize you with different methods and approaches of teaching EFL
- To introduce you to the techniques of teaching the four language skills
- To provide you with classroom-like experience through microteaching

III. Course Requirements

You are required to read weekly reading assignments and to actively participate in class discussions and activities. You are also expected to complete the assignment (microteaching) by developing and teaching a lesson for a maximum of 20 minutes either before or by your scheduled due date. Due to the introductory nature and the breadth of this course, it is recommended that you attend each class and that you are on time. You are also required to sit for both midterm and final examinations. Not attending the final examination session results in the course failure.

IV. Required Readings

Appendix (P)

(Continued)


V. Recommended Reading


VI. Grading Criteria

<table>
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<th>Due Date</th>
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<tr>
<td>Attendance</td>
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<td>Midterm examination</td>
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<td>Microteaching</td>
<td>Students’ choice, between May 21 to June 18</td>
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<td>Final examination</td>
<td>July 1</td>
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Appendix (Q)

Letter of Introduction

(Issued by the Faculty of Education, University of Malaya, Malaysia)
Appendix (R)

Entry Permission Letter

(Issued by the Education Organization of Semnan Province)
Appendix (S)

Sample of the Interview Transcript

Date/Time: 9:00 am - 29.4.2009
Place: School
Interviewer: Researcher
Interviewee Pseudonym: Ne gin
Demographic Information: Female, Degree: MA
University graduated: Teacher Training, Major: ELT
Teaching location: SH.
Number of years of experience: 4 years, Grade level teaching: 1, 2 and 3

1. Where did you learn English?

2. Have you ever gone to a private language institute to learn English?

3. Have you participated in any inservice programs? If yes, how many hours? Were they related to EFL teaching methods?

4. What language teaching methods were you taught in the EFL methods course?

5. Can you name the reference books you were taught in the EFL methods course?

6. Did your instructors emphasize on implementing any of the language teaching methods in your future classes?
Appendix (S)

(Continued)

7. Did your instructors contextualize any of the language teaching methods? If yes, how?

8. Did you perform a microteaching? If not, why?

9. Did you go to schools for your practicum?

10. In your opinion, how does the EFL methods course contribute to the practices of high school English teachers?

11. Do you feel competent enough to implement what you have been taught about language teaching methods in the real situation of your classroom?
12. What are the roles of other social contexts, such as schools and teachers' communities in your learning?

13. What are the major language teaching methods you use in your classrooms?

14. What are your rationales for implementing this specific method(s)? (Your rationale for adopting the methods?)

15. Do you follow a lesson plan for your teaching?

16. Is there anything else you would like to add?
Appendix (T)

Sample of the Observation Field Notes

Date/Time: 11.15 am. - 29.4.2009
Place: School
Observer: Researcher
Observee’s Pseudonym: Negin

Based on the interpretations of the activities:

1) Teacher mostly uses **GTM/Audiovisual** EFL teaching method.
   + Some element of CLT
2) Teacher is competent in utilizing the above mentioned method. (Yes/ No) (Explain)

Use the below space for the observation fieldnotes.

...