



Scientific-educational and Economic Opportunities of Effective English Teaching

Somaye Mohammadzade^{1*}, Mohammad Javad Liaghatdar¹
and Mohammad Reza Abedi¹

¹School of Education and Psychology, Isfahan University, Isfahan, Iran.

Authors' contributions

This work was carried out in collaboration with all authors. All authors read and approved the final manuscript.

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ABSTRACT

The aim of this study was to examine English professors and Ph.D. students' opinions on the scientific -educational and economic opportunities of effective English teaching to Persian learners. This descriptive survey was done at Isfahan University between 2011 and 2012 years and data were collected by a questionnaire with five point Likert scale. The validity of the questionnaire was approved by five English language and education experts and the reliability was calculated by Cronbach's alpha formula (0/95). The data were analyzed through SPSS software using one sample T-test, two independent T- test and the Friedman test.

This study revealed that both English professors and Ph.D. students considered 11 items including " Having an access to primary and scholarly sources"; "Conducting research with foreign counterparts"; " Being more successful in tests of international institutions"; and... as scientific-educational opportunities of effective English teaching in Iran, English professors regarded 10 items like " Development of tourism "; " Providing good- paying jobs for youth " and " Reducing costs of translating and interpreting" as the economic opportunities of effective English teaching in Iran and Ph.D. students considered 11 items such as " Reducing costs of translating and Interpreting", "Development of tourism" and "Industrial and economic development of the country" as the economic opportunities of effective English teaching in Iran. There wasn't a significant difference between English professors and Ph.D. students' opinions on the scientific-educational

*Corresponding author: Email: mohamadzadeedu@yahoo.com;

opportunities ($P=0/43$) and economic opportunities ($P=0/53$) of effective English teaching in Iran.

It is concluded that effective English teaching is necessary in Iran and by designing effective English teaching models such as effective communicative English teaching model which is the result of integrating CLT approach and dynamic effective teaching model can provide conditions of achieving the scientific-educational and economic opportunities expressed by English professors and Ph.D. students.

Keywords: *Effective english teaching; scientific-educational opportunities; economic opportunities; Iran.*

1. INTRODUCTION

The world we are living in is changing at a hastening rate as a result of globalization [1]. Globalization is one aspect of modernization, which describes societies with increasing growth in the complexity of communications [2-3] and is defined as the increasing dominance of an international network of communications in the economy, the mass media, science and technology. It provides increased efficiency, effectiveness and capability of societies, potential opportunities for most people [4] and increases interdependence, integration, and interaction between people and companies of disperse locations by increasing global trade and the international flow of capital [5].

With the accelerating process of globalization, English has been universally accepted and considered as an International language as well as the dominant language in the world, so that more than 75 countries have formally accepted English as a first or second language, and the number of speakers of English as a first, second or foreign language, or those routinely exposed to English, has become 2,213,507,500, meaning a third of the world's population [6]. Therefore, English as a global language has regarded as the lingua franca in the world [7-8] or the most important means of communicating between nations [9] in the modern period.

The global spread of English has affected on various fields such as economic, scientific and educational exchanges [7,10-15] to the extent that English is applied for global political, cultural and economic interchanges. The survey, conducted on the use of English in 20 countries concluded that the world of large scale commerce, industry, technology and banking is an international world [1] and it is linguistically overcome by English almost everywhere [15]. In other word, English has become the primary language of popular music, advertising, satellite broadcasting, home computers, video games, international air traffic communication and is increasingly utilized in international maritime, policing and emergency services.

This language is used so greatly and assumed to be so important in the academic, scientific and technological settings that over 80 per cent of all information is stored in electronic retrieval systems in English [6]. The internet offers over 90 percent of its information in English [16], the ISI Web of Knowledge alone includes over 8600 English journal titles and about 7000 scientific journal articles are published every day and nowadays in English [17]. Besides, all internationally-important science journals and conferences are directed in the English language and an international network of laboratories and research units using English as the primary medium of interpersonal communication has been extending [18].

Therefore English by easing information storage and retrieval that is more efficient than translation [19] provides a means for the progress of knowledge [20].

Many studies have been conducted in the globalization, English as a universal language, and its effects on different areas such as education, science, technology, economic and... [21-26]. Results of Hynninen study [27] titled "The practice of" mediation " in English as a lingua franca interaction" deduce that effective communicative English teaching provides unique benefits and opportunities to exchange ideas and knowledge. Liosland [10] and Hoskova-Mayerova [28] expressed the benefits of teaching universities courses in English as follows: Integrating learning content and language, internationalization, exchanging students, having an access to learning and researching materials, staff exchange, finding more opportunities to use specialized knowledge, better education for foreign students, better quality of education, studying abroad easily, job opportunities after graduation, and entering foreign currency through foreign students.

Kilickaya [14] in a survey conducted in 100 universities of Ankara (Turkey) stated that Turkish students mainly learn the English language for practical purposes such as studying in graduate education, researching and finding the best job opportunities. Evans [29] in the study titled "Business as usual: the use of English in the professional world in Hong Kong" believed that Hong Kong's economic growth is indebted to the strong process of English expansion from the mid19th century. Tirban [26] in a study with the goal of "examining the future of teaching English as a second language in Romanian higher education and the effect of globalization upon it" expressed that people can be aware of facts all over the world by watching TV, reading and searching for them in Internet and newspapers.

Tan & Lan [30] in their study, that was conducted with the goal of examining the perceptions and beliefs of upper secondary math and science teachers whose students were the first and second cohorts to learn mathematics and science in English, believe that effective language teaching can make a new generation of students who are scientifically and technologically knowledgeable and fluent in English. These learners and students can continue accessing to scientific and technological knowledge, even after leaving school and become workforces capable of continuous learning and can contribute to the economic growth and development of the country.

Hudson [31] in his research "learning to teach science using English as the medium of instruction", stated that effective teaching English in Malaysia can produce benefits and opportunities such as strengthening the economic position of Malaysia in the world market. Pan and Block [5] in their study entitled " English as a "global language" in China: an investigation into learners' and teachers' beliefs of language " believe that English is considered as a form of linguistic capital, which is easily changeable into other forms of capital, such as cultural capital and economic capital. Based on this idea, English is necessary for economic progress of individuals and entire societies and is regarded as a window of the world and a vehicle that empowers people and nations. Kostic and Grzinic [32] in a study entitled "The importance of English language skills in the tourism sector: a comparative study of students/employers' perceptions in Croatia" examined the importance of communication skills (speaking, reading, listening and writing) in English language among hospitality employees and students studying business and tourism and found that language/hospitality teaching programs play a crucial role in the development of tourism.

But scientific –educational opportunities, economic activities and cultural exchanges will be achieved through an effective English teaching which can grow English competence or

produce high level of proficiency in English [1]. Communicative Language teaching or CLT, which was represented in the 1970's, is an effective second language teaching that allows learners to grow their communicative competence [33-34]. In fact, communicative approach to second language teaching began in the late 1960s and was stated by Hymes based on the communicative functions of language [35-37]. In this approach, language is learned effectively when a valid language is presented as an input [38], the teacher acts as an active facilitator of learners' learning [39], learners or students do the most of the speaking, the scene of a classroom during a communicative exercise is active [40], and students are more responsible managers of their own learning [39].

According to Nguyen, [41] CLT may be viewed and accepted as an inclusive approach to language teaching, which includes various approaches and methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves. Based on Brown [42] characteristics of CLT are: Classroom goals should focus on all components of communicative competence: grammatical, discourse, functional, sociolinguistic, and strategic; Language techniques should engage learners in the pragmatic, authentic, functional use of language for meaningful purposes; Fluency and accuracy are complimentary principles underlying communicative techniques; Language should be used productively and receptively; The activities are learner-centered, and the learners focus on their own learning process; and the teacher's role is mainly a facilitator to guide the learners in the interaction that takes place in the classroom.

But the successful performance of CLT in English language teaching relies largely on the teachers' understanding and beliefs on CLT which is reflected through their actual teaching practices in the classroom [43]. So, effective teachings need effective teachers who can produce conditions that high level of proficiency in different skills of English will be achieved. Dynamic model of effective teaching is a model that explains about effective teachers' characteristics and their impacts on student outcomes. This model of effective teaching refers to eight factors [44] including orientation, structuring, questioning, teaching-modeling, applications, management of time, the teacher role in making the classroom a learning environment, and classroom assessment [45].

Orientation refers to teacher behavior in providing objectives and/or challenging students to identify the purposes of producing these lessons [46]. Structuring includes starting with overviews or review of objectives; summarizing the content to be presented; attracting attention to main ideas; and revisiting main ideas at the end [47]. Questioning is explained according to five elements: First, it is expected that a teacher offers a blend of product questions (i.e., expecting a single response from students) and process questions (i.e., expecting students to provide more detailed explanations). Second, the length of suspension after questions is very important, and it is expected to differ according to the level of difficulty of the questions. Third, estimating question by examining the extent to which students comprehend what is required of them. Fourth, appropriateness of the difficulty level of the questions should be considered so that most of the questions should extract authentic answers and most of the other questions should make obvious, actual responses rather than failure to respond at all [48]. Fifth, the way teachers confront with student responses to questions is examined. Teaching modeling relates to the findings of studies showing that effective teachers help pupils apply strategies and/or extend their own strategies that can help them solve different types of issues [49]. The application refers to using seatwork or small-group tasks that provide practice and application opportunities for students practice and application opportunities [50]. The classroom as a learning environment includes five elements: Teacher-student interaction, student-student interaction, students' treatment by

the teacher, competition between students, and classroom disarrangement. The first two of these elements are important components of examining classroom climate [51-52]. Management of time means that effective teachers are able to structure and organize the classroom environment as an effective learning environment so that engagement rates maximize [53]. Assessment is viewed as an integral part of teaching and formative assessment, specifically, has been one of the most important factors related to effectiveness at all levels, especially at the classroom level [54-55].

Many studies conducted in English teaching fields have examined the challenges of language teaching and English teaching but few studies have investigated the opportunities of effective English teachings in a country. So, the aim of this research is to examine the scientific-educational and economic opportunities of effective English teaching to Persian learners.

The research questions are as follows:

- 1- What are the scientific-educational opportunities of effective English teaching in Iran, in English professors' beliefs?
- 2- What are the scientific-educational opportunities of effective English teaching in Iran, in Ph. D. Students' beliefs?
- 3- What are the economic opportunities of effective English teaching in Iran, in English professors' beliefs?
- 4- What are the economic opportunities of effective English teaching in Iran, in Ph. D. Students' beliefs?
- 5- Is there any significant difference between English professors' perceptions and Ph.D. Students' perceptions about the scientific- educational and economic opportunities of effective English teaching in Iran?

2. MATERIALS AND METHODS

2.1 Research Design

This study adopted a descriptive survey design to investigate the scientific-educational and economic opportunities of effective English teachings to Persian learners in English professors and Ph.D. Students' beliefs.

2.2 Participants

The participants of this study were all the professors of English faculty (17 English professors) and all the Ph.D. students of Isfahan University. The sample was made up of 17 professors of English faculty (three of them didn't respond the questionnaire) and 120 Ph.D. students of Isfahan University.

2.3 Instrument

The data gathering tool was a researcher-made questionnaire based on 5 point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). For scoring the items, completely disagree was assumed to get the score equal to 1, and completely agree the score equal to 5. The validity of the questionnaire was approved by five English language and education experts and the reliability was calculated by Cronbach's alpha formula (0/95).

2.4 Data Analysis

The data were analyzed through SPSS software using one sample T-test, two independent T-test and the Friedman test.

3. RESULTS AND DISCUSSION

The results were presented in tables according to the research questions.

Research question 1:

What are the scientific-educational opportunities of effective English teaching in Iran in English professors' beliefs?

The analysis of the research question one is represented in the Table 1. Based on the Table 1, English professors agreed that all the items mentioned in the Table 1 can be considered as the scientific- educational opportunities of effective English teaching in Iran. The results of the Table 1 show that the highest ranking belongs to the item "Having an access to primary and scholarly sources" with 4/42 mean.

Table 1. Scientific-educational opportunities of effective English teaching in Iran in English professors' beliefs

| Items | Mean | Standard deviation | Ranking items |
|---|------|--------------------|---------------|
| Having an access to primary and scholarly sources | 4/42 | 0/75 | 1 |
| Conducting research with foreign counterparts | 4/35 | 0/49 | 2 |
| Being more success in tests of international institutions | 4/35 | 0/84 | 2 |
| Increasing the rate of scientific success | 4/28 | 0/82 | 3 |
| Bring along with the line of global development of information and technology | 4/28 | 0/91 | 3 |
| Facilitating the use of new technologies such as the Internet | 4/28 | 1/13 | 3 |
| Helping Iranian researchers to defend their claims and research projects in International conferences | 4/23 | 0/93 | 4 |
| Communicating more easily with the elite of Islamic countries | 4/21 | 0/57 | 5 |
| Exchanging of information between Iranian universities and universities of other countries | 4/21 | 0/51 | 5 |
| Promoting academic level of Iranian universities | 4/14 | 0/66 | 6 |

Research question 2:

What are the scientific-educational opportunities of effective English teaching in Iran in Ph.D. students' beliefs?

The analysis of the research question two is represented in the Table 2. According to the Table 2, Ph.D. Students agreed that all the items mentioned in the Table 2 can be considered as the scientific- educational opportunities of effective English teaching in Iran.

The results of the Friedman test show that the highest ranking belongs to the item "Having an access to primary and scholarly sources" with 7/06 mean of ranking.

Table 2. Scientific-educational opportunities of effective English teaching in Iran in Ph. D. Students' beliefs

| Items | Mean | Standard deviation | T (one sample T- test) | df | The level of significance | Mean of ranking | Ranking |
|---|------|--------------------|------------------------|-----|---------------------------|-----------------|---------|
| Having an access to primary and scholarly sources | 4/60 | 0/65 | 27/06 | 120 | 0/001 | 7/06 | 1 |
| Facilitating the use of new technologies such as the Internet | 4/57 | 0/69 | 25/08 | 120 | 0/001 | 6/89 | 2 |
| Bring along with the line of global development of information and technology | 4/53 | 0/67 | 25/18 | 120 | 0/001 | 6/80 | 3 |
| Exchanging of information between Iranian universities and universities of other countries | 4/47 | 0/75 | 21/38 | 119 | 0/001 | 6/56 | 4 |
| Being more success in tests of international institutions | 4/47 | 0/73 | 21/84 | 118 | 0/001 | 6/37 | 5 |
| Conducting research with foreign counterparts | 4/37 | 0/81 | 18//59 | 119 | 0/001 | 6/21 | 6 |
| Promoting academic level of Iranian universities | 4/37 | 0/70 | 21/29 | 120 | 0/001 | 6/04 | 7 |
| Helping Iranian researchers to defend their claims and research projects in International conferences | 4/36 | 0/78 | 19/10 | 120 | 0/001 | 6/01 | 8 |
| Communicating more easily with the elite of Islamic countries | 4/22 | 0/91 | 14/66 | 120 | 0/001 | 5/76 | 9 |
| Increasing the rate of scientific success | 4/28 | 0/83 | 16/79 | 120 | 0/001 | 5/70 | 10 |

Research question 3:

What are the economic opportunities of effective English teaching in Iran in English professors' beliefs?

The analysis of research question (3) is given in the Table 3. According to the Table 3, English professors agreed that 10 items of the 11 items mentioned in the Table 3 can be considered as the scientific- educational opportunities of effective English teaching in Iran. The results of the Table 3 show that the item "Development of tourism" with 4/28 mean has received the highest ranking.

Table 3. Economic opportunities of effective English teaching in Iran in English professors' beliefs

| Items | Mean | Standard deviation | Ranking items |
|--|-------------|---------------------------|----------------------|
| Development of tourism | 4/28 | 0/91 | 1 |
| Providing good-paying jobs for youth | 3/92 | 0/95 | 2 |
| Reducing costs of translating and interpreting | 3/92 | 0/91 | 2 |
| Providing independent financial systems for universities by attracting foreign students | 3/78 | 1/05 | 3 |
| Providing better opportunities to earn money (for various jobs) | 3/78 | 0/89 | 3 |
| Providing conditions for selling scientific and non scientific products through Internet for everyone | 3/71 | 0/99 | 4 |
| Providing conditions to transfer or exchange staff of Iranian universities to other Islamic or non Islamic countries | 3/71 | 0/99 | 4 |
| Industrial and economic development of the country | 3/61 | 0/76 | 5 |
| Facilitating global banking | 3/50 | 1/05 | 6 |
| Creating economic opportunities to provide better context for investment in Iran | 3/38 | 1/12 | 7 |
| Reducing the costs of travelling to the English-speaking and non English speaking countries | 2/78 | 1/05 | 8 |

Research question 4:

What are the economic opportunities of effective English teaching in Iran in Ph.D. Students' beliefs?

The analysis of research question four is shown in Table 4. Based on the Table 4, Ph.D. Students' agreed that all the items mentioned in the Table 4 can be considered as economic opportunities produced by effective English teaching in Iran. The results of the Friedman test show that the item "Reducing costs of translating and interpreting" with 7/32 mean of ranking has received the highest ranking.

Table 4. Economic opportunities of effective English teaching in Iran in Ph.D. students' beliefs

| Items | Mean | Standard deviation | T (one sample T test) | df | The level of significance | Mean of Ranking | Ranking |
|--|------|--------------------|-----------------------|-----|---------------------------|-----------------|---------|
| Reducing costs of translating and interpreting | 4/10 | 0/94 | 12/89 | 119 | 0/001 | 7/32 | 1 |
| Development of tourism | 4/06 | 0/91 | 12/88 | 120 | 0/001 | 7/08 | 2 |
| Industrial and economic development of the country | 3/91 | 0/90 | 10/92 | 116 | 0/001 | 6/52 | 3 |
| Creating economic opportunities to provide better context for investment in Iran | 3/74 | 0/97 | 8/35 | 120 | 0/001 | 6/13 | 4 |
| Facilitating global banking | 3/74 | 1/11 | 7/26 | 119 | 0/001 | 6/06 | 5 |
| Providing conditions for selling scientific and non scientific products through Internet for everyone | 3/82 | 0/90 | 9/89 | 118 | 0/001 | 5/96 | 6 |
| Providing conditions to transfer or exchange staff of Iranian universities to other Islamic or non Islamic countries | 3/66 | 1/03 | 7/02 | 119 | 0/001 | 5/87 | 7 |
| Providing better opportunities to earn money (for various jobs) | 3/61 | 1/04 | 6/44 | 120 | 0/001 | 5/69 | 8 |
| Providing independent financial systems for universities by attracting foreign students | 3/60 | 1/08 | 6/13 | 119 | 0/001 | 5/46 | 9 |
| Reducing the costs of travelling to the English-speaking and non English speaking countries | 3/47 | 1/28 | 4/00 | 118 | 0/001 | 5/26 | 10 |
| Providing good-paying jobs for youth | 3/47 | 1/83 | 2/13 | 120 | 0/001 | 4/64 | 11 |

Research question 5:

Is there any significant difference between English professors' perceptions and Ph.D. Students' perceptions of the scientific-educational opportunities and economic opportunities of effective English teaching in Iran?

The analysis of the research question five is shown in the Table 5. According to results of two independent T-test, there is no significant difference between English professors' perceptions and Ph.D. Students' perceptions of the scientific-educational opportunities ($P=0/34$) and economic opportunities ($P=0/53$) of effective English teaching in Iran.

Table 5. The differences between English professors and Ph.D. students' perceptions of the Scientific-educational and economic opportunities of effective English teaching in Iran

| Statistical indicator of variables | Groups | Mean | Standard deviation | T | P |
|--------------------------------------|--------------------|------|--------------------|-------|------|
| Scientific-educational opportunities | English professors | 4/18 | 0/53 | -0/94 | 0/34 |
| | Ph.D. Students | 4/32 | 0/49 | | |
| Economic opportunities | English professors | 3/66 | 0/66 | -0/62 | 0/53 |
| | Ph.D. Students | 3/81 | 0/79 | | |

3.1 Discussion

Findings obtained from research question one in the study indicated that English professors expressed scientific-educational opportunities of effective English teaching in Iran as follows: 1) having access to primary and scholarly sources, 2) Conducting research with foreign counterparts, 3) Being more successful in tests of international institutions, 4) Increasing the rate of scientific succession, 5) Bring along with the line of global development of information and technology, 6) Facilitating the use of new technologies such as Internet, 7) Helping Iranian researchers to defend their claims and research projects in International conferences, 8) Communicating more easily with the elite of Islamic countries, 9) Exchanging of information between Iranian universities and universities in other countries and, 10) Promoting academic level of Iranian universities. English professors considered item "having an access to primary and scholarly sources" as the most important scientific-educational opportunity of effective English teaching in Iran. This finding was in line with [10, 28] that represented "having an access to learning and researching materials" and "finding more opportunities to use specialized knowledge" as benefits of effective English teaching. This might be due to the fact that over 80 per cent of all stored information in electronic retrieval systems and 7000 scientific journal articles which are published every day are in English and all internationally-important science journals and conferences are directed in the English language. Therefore, each person by having high proficiency in English language as a result of effective English teaching or learning can use this knowledge and information very easily.

Items 2, 3and, 4 were supported by [10,28,14,30] that stated " studying abroad easily", "better quality of education", "studying in graduate education", "researching and making a new generation of students who are scientifically and technologically knowledgeable and fluent in English" as the benefits of effective English teaching.

Items 5 and 6 were in accordance with [26] that expressed the benefits of having proficiency in English as "being aware of facts all over the world by watching TV, reading and searching for them in the Internet". The reason of these results could be due to the fact that the internet offers over 90 percent of its information in English.

Items 7, 8, 9 and, 10 upheld the findings of [27,10,28] that represented "exchanging ideas and knowledge", "internationalization" and "exchanging students" as opportunities of

effective English teaching. The reason of these findings might be due to the fact that all internationally-important science journals and conferences are directed in the English language and effective English teaching facilitates reaching out for these science journals and conferences.

The results of question two indicated that Ph.D. students assumed all of the 10 items mentioned in the Table 2 as the scientific –educational opportunities of effective English teaching in Iran. Ph.D. students stated the scientific-educational opportunities of effective English teaching in Iran as follows: 1) Having an access to primary and scholarly sources, 2) Facilitating the use of new technologies such as Internet, 3) Bring along with the line of global development of information and technology, 4) Exchanging of information between Iranian universities and universities of other countries, 5) Being more successful in tests of international institutions, 6) Conducting research with foreign counterparts, 7) Promoting academic level of Iranian universities, 8) Helping Iranian researchers to defend their claims and research projects in International conferences, 9) Communicating more easily with the elite of Islamic countries and, 10) Increasing the rate of scientific succession. The most important scientific-educational opportunity of effective English teachings in Iran in Ph.D. students' beliefs was " Having an access to primary and scholarly sources" that was in accordance with English professors' perceptions and was aligned with [10,28] that represented "Having an access to learning and researching materials" and "Finding more opportunities to use specialized knowledge" as the opportunities of effective English teaching.

Items 2 and 3 which were the same as items 6 and 5 in scientific-educational opportunities from English professors' perceptions were supported by [26] that expressed "being aware of facts all over the world by watching TV and reading and searching for them in the Internet" as the benefits of having proficiency in English".

Items 4, 7, 8 and 9, were the same as items 7, 10, 8 and, 9 in scientific-educational opportunities related to English professors' beliefs and were in line with the findings of [27, 10,28] that stated "exchanging ideas and knowledge", "internationalization" and "exchanging students" as the opportunities of effective English teaching.

Items 5, 6, and 10, were the same as items 3, 2 and 4, in the scientific-educational opportunities of effective English in Iran in English professors' beliefs and upheld the findings of [10,28,14,30] that represented "Studying abroad more easily", "Better quality of education", "Studying in graduate education" and, "Researching and making a new generation of students who are scientifically and technologically knowledgeable and fluent in English" as the benefits of effective English teaching in Iran.

The findings of question three revealed that English professors regarded 10 items of 11 items represented in the Table 3 as the economic opportunities of effective English teaching in Iran. These economic benefits were: 1) Development of tourism, 2) Providing good-paying jobs for youth, 3) Reducing costs of translating and interpreting, 4) Providing independent financial systems for universities by attracting foreign students, 5) Providing better opportunities to earn money (for various jobs), 6) Providing conditions for selling scientific and non scientific products through Internet for everyone, 7) Providing conditions to transfer or exchange staff of Iranian universities to other Islamic or non Islamic countries, 8) Industrial and economic development of a country, 9) Facilitating global banking and, 10) Creating economic opportunities to provide better context for investment in Iran. The most important economic opportunity of effective English teachings in Iran in English professors'

beliefs was "Development of tourism". This finding was in line with the findings of [32] that concluded that proficiency in English is an important factor in tourism and the development of tourism. The reason for this finding might be due to this fact that English as a global language is regarded as the lingua franca in the world or the most important means of communicating between nations in the modern period.

Items 2, 4 and, 7 were supported by the findings of [10, 28] that expressed job opportunities, entering currency through foreign students and exchanging staffs as the benefits of effective English teaching.

Item 3 was supported by the scientific-educational opportunities of effective English teaching in Iran such as having an access to primary and scholarly sources.

Item 5 was in line with [14] that stated finding better job opportunities as the benefit of effective English teaching.

Items 8 and 10 upheld the findings of [29-31] that implied "the economic growth and development of the country" as the opportunities of effective English teaching.

Item 9 was supported by [15] that stated English language as an important means in global banking.

The results of question four revealed that Ph.D. students considered all the 11 items presented in the Table 4 as the economic opportunities of effective English teaching in Iran. These opportunities were as follows: 1) Reducing costs of translating and interpreting, 2) Development of tourism, 3) Industrial and economic development of the country, 4) Creating economic opportunities to provide better context for investment in Iran, 5) Facilitating global banking, 6) Providing conditions for selling scientific and non scientific products through the Internet for everyone, 7) Providing conditions to transfer or exchange staff of Iranian universities to other Islamic or non Islamic countries, 8) Providing better opportunities to earn money (for various jobs), 9) Providing independent financial systems for universities by attracting foreign students, 10) Reducing the costs of travelling to the English-speaking and non-English speaking countries and, 11) Providing good-paying jobs for youth. The most important economic opportunity from Ph.D. students' perceptions was "reducing costs of translating and interpreting". This finding was supported by the scientific-educational opportunities of effective English teaching like having an access to primary and scholarly sources, meaning that one who knows English can read and understand the primary and scholarly sources of sciences without translating.

Item 2 was the same as item 1 in the economic opportunities of effective English teaching in Iran in English professors' beliefs and was supported by [32] that stated English skills as an important factor in tourism and the development of tourism.

Items 3 and 4 were the same as items 8 and 10 in the economic opportunities of effective English teaching in Iran in English professors' beliefs and were supported by the findings of [29-31] that expressed the economic growth and development of the country as the opportunities of effective English teaching.

Items 7, 11, and 9 were the same as items 7, 2 and 4 in the economic opportunities of effective English teaching in Iran in English professors' beliefs and were consistent with the

findings of [10,28] that expressed having job opportunities, entering currency through foreign students and exchanging staffs as benefits of effective English teaching.

Item 5 was the same as item 9 in the economic opportunities of effective English teaching in Iran in English professors' beliefs and was aligned with [15] that stated English language as an important means in global banking.

The findings of question five represented in the Table 5 revealed that there was no significant difference between English professors and Ph.D. students' perceptions of the scientific-educational and economic opportunities of effective English teaching in Iran. It means that English professors and Ph.D. students agreed with all of the scientific-educational and economic opportunities mentioned above and if any differences are viewed between English professors and Ph.D. students' perceptions, they are related to the rankings of the opportunities.

But the remarkable thing is that all opportunities mentioned above would be achieved if teaching would be effective. The characteristics of the CLT approach such as "Classroom goals should focus on all components of communicative competence: grammatical, discourse, functional, sociolinguistic, and strategic"; "Language techniques should engage learners in the pragmatic, authentic, functional use of language for meaningful purposes"; "Fluency and accuracy are complimentary principles underlying communicative techniques"; "Language should be used productively and receptively"; "The activities are learner-centered"; "The learners focus on their own learning process"; and "The teacher's role is mainly a facilitator to guide the learners in the interaction that takes place in the classroom" can be integrated with eight properties of dynamic effective teaching including "Orientation", "structuring", "questioning", "teaching-modeling", "applications", "management of time", "the teacher role in making classroom a learning environment", and "classroom assessment", and make the characteristics of an effective English teaching model called effective communicative English teaching which can provide learning opportunities to reach the scientific-educational and economic opportunities.

4. CONCLUSION

The present study was conducted to examine the English professors and Ph.D. students' beliefs about the scientific-educational and economic opportunities of effective English teaching in Iran. Five major findings of the research were as follows:

- English professors stated the scientific-educational opportunities of effective English teaching in Iran as follows: 1) Having an access to primary and scholarly sources, 2) Conducting research with foreign counterparts, 3) Being more successful in tests of international institutions, 4) Increasing the rate of scientific succession, 5) Bring along with the line of global development of information and technology, 6) Facilitating the use of new technologies such as the Internet, 7) Helping Iranian researchers to defend their claims and research projects in International conferences, 8) Communicating more easily with the elite of Islamic countries, 9) Exchanging of information between Iranian universities and universities in other countries and, 10) Promoting academic level of Iranian universities.
- Ph.D. students expressed the scientific-educational opportunities of effective English teaching in Iran as follows: 1) having an access to primary and scholarly sources, 2) Facilitating the use of new technologies such as Internet, 3) Bring along with the line of global development of information and technology, 4) Exchanging of information

between Iranian universities and universities in other countries, 5) Being more successful in tests of international institutions, 6) Conducting research with foreign counterparts, 7) Promoting academic level of Iranian universities, 8) Helping Iranian researchers to defend their claims and research projects in International conferences, 9) Communicating more easily with the elite of Islamic countries and, 10) Increasing the rate of scientific succession.

- English professors represented economic opportunities of effective English teaching in Iran as follows: 1) Development of tourism, 2) providing good-paying jobs for youth, 3) Reducing costs of translating and interpreting, 4) Providing independent financial systems for universities by attracting foreign students, 5) Providing better opportunities to earn money (for various jobs), 6) Providing conditions for selling scientific and non scientific products through the Internet for everyone, 7) Providing conditions to transfer or exchange staff of Iranian universities to other Islamic or non Islamic countries, 8) Industrial development and economic development of the country, 9) Facilitating global banking and, 10) Creating economic opportunities to provide better context for investment in Iran.
- Ph.D. students considered the economic opportunities of effective English teaching in Iran as follows: 1) Reducing costs of translating and interpreting, 2) Development of tourism, 3) Industrial development and economic development of the country, 4) Creating economic opportunities to provide better context for investment in Iran, 5) Facilitating global banking, 6) Providing conditions for selling scientific and non scientific products through Internet for everyone, 7) Providing conditions to transfer or exchange staff of Iranian universities to other Islamic or non Islamic countries, 8) Providing better opportunities to earn money (for various jobs), 9) Providing independent financial systems for universities by attracting foreign students, 10) Reducing the costs of travelling to the English-speaking and non-English speaking countries and, 11) providing good-paying jobs for youth and;
- There was no significant difference between English professors and Ph.D. students' opinions on the scientific-educational and economic opportunities of effective English teaching in Iran.

According to the findings of this study and the benefits of effective English teaching, it is concluded that effective English teaching is necessary in Iran and by designing effective English teaching models such as effective communication English teaching model which is the result of integrating the CLT approach and dynamic effective teaching model can provide conditions and contexts of operating the scientific -educational and economic opportunities mentioned above.

5. RECOMMENDATION

It is therefore recommended that Policy makings, curriculum planners and English instructors should design effective English teaching models according to the context of Iran.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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