English Language Teachers' Attitudes towards Instructional Technology and their Teaching Satisfaction

Mitra Moazam[1], Mostafa Zamanian[2*], Firooz Sadighi[3]

[1] Ph.D. candidate in TEFL, English Department, Shiraz Branch, Islamic Azad University, Shiraz, Iran

[2] Assistant Professor, English Department, Shiraz Branch, Islamic Azad University, Shiraz, Iran

[3] Professor, English Department, Shiraz Branch, Islamic Azad University, Shiraz, Iran

ABSTRACT

This study investigated Iranian EFL Teachers' attitudes towards instructional technology in their classroom and its impact on their job satisfaction. Data were collected using the Media Technology Usage and Attitudes Scale and Teacher Job Satisfaction Questionnaire to examine teachers' attitudes towards the use of instructional technology within the classroom and its effects on their job satisfaction. A sample of 80 teachers was asked to complete a survey detailing their job satisfaction and assessing attitudes towards technology integration in the classroom. Based on the present study's findings, teachers' job satisfaction slightly predicted the impacts of instructional technology. In addition, after analyzing the data using multiple regression analysis, it was further discovered that the use of a smartphone could highly predict the significant impacts of the use of integrated technology on teachers' job satisfaction. The research suggested that teachers need support to better integrate the available technologies within the classroom.

Keywords: Attitude; Instructional technology; Job satisfaction

INTRODUCTION

Today's instructors are in the middle of a pedagogical insurgency, 'they ought to be expressly [instructed] how the special affordances of innovation can be utilized to improve subject spaces for particular learners and …about interactions amongst pedagogy, content material, and generation to expand their technological pedagogical content material knowledge (Clark, 2013). While technology enhances the training environment, the technological advancements of the late twentieth and early twenty-first centuries have created an environment where technology has become increasingly intertwined with curriculum and pedagogy (Clark, 2013). Therefore, Hickson (2016) claimed that the

internet and email have made it possible to communicate with anyone worldwide. Having access to such a significant number of people despite distance provides a distinct advantage for today's teachers and students over previous generations. Today's teachers and classrooms can chat in real-time with other classrooms around the world. Parents can be contacted whether they are home or elsewhere (Hickson, 2016). According to a study conducted by Butler and Sellborn (2002), knowing how to use technology is the second most crucial factor in determining faculty adoption, which is both difficulties in using the technology and difficulty in learning to use technology. Additionally, teacher job satisfaction is an essential indicator of the teacher leaving or

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* Corresponding Author's Email:
m.zamanian1400@yahoo.com

staying in the profession (Sharma & Jyoti, 2006). Zembylas and Papanastasiou (2005) defined teacher job satisfaction as "a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching, and what one perceives it is offering to a teacher" (p. 436).

Job satisfaction exerts a significant influence on organizational productivity (Tillman & Tillman, 2008). Tillman and Tillman (2008) added that job satisfaction remained at the forefront of research topics among "profit, non-profit, and mutual benefit organizations" (p.1). Employee job satisfaction is defined as a measure of how employees feel toward their employment organization; it's worth mentioning that people who experience higher job satisfaction will tend to have a positive attitude towards their job, while those with lower levels of job satisfaction represent a negative attitude towards their career. The kind of attitude employees exhibit has been of great concern to the managers in a workplace since satisfied employees show less absenteeism, exhibit higher organizational commitment levels and have higher levels of performance (Robbins & Coulter, 2012). A positive feeling about one's job originates from evaluating its characteristics, as defined by Robins, Judge, and Sanghi (2013). Okoye (2011) viewed job satisfaction as to how satisfied an individual is with his or her job. According to Obineli (2010), job satisfaction results from one's emotional reaction to various aspects of one's job.

Skaalvik and Skaalvik (2010) conducted a study sampling of 2569 elementary and middle school teachers in Norway to examine the relationship between school context variables and teachers' feelings of belonging, emotional exhaustion, job satisfaction, and motivation. Six dimensions of school context were measured: value consonance, supervisory support, relationships with colleagues, and parents, time pressure, and discipline problems. At the .05 level, the study revealed that value consonance, supervisory support, colleagues' relations, and parents' relationships were all significant and independent predictors of

teachers' belonging. Significant predictors of teachers' emotional exhaustion or burnout were discipline problems and time pressures. Further, emotional exhaustion and a feeling of belonging were positively associated with teacher job satisfaction. The study revealed a negative relationship between teachers' motivation to leave the profession and job satisfaction and a positive relationship between job satisfaction and emotional exhaustion.

According to Obineli (2010), an inspiring workplace would result in motivated workers and draw attention to the impact of our buildings and offices' surrounding atmosphere, quality, and style on our work performance. The work environment embraces working conditions such as the temperature, humidity, ventilation, lighting, noise, and cleanliness of the workplace and adequate tools and equipment (such as a public address system, computer, and resource materials for teaching, and good offices). Okonkwo &Obineli (2011) stressed that many teachers in public schools lack motivation and job satisfaction due to low salaries and bad working conditions.

Agu (2011) surveyed the attitude of teachers towards certain conditions of work. Her data showed that they (teachers) were satisfied with salaries, but not with attitudes taken by the city council, the progressive party, and the policy regarding corporatism. Weiqi (2014) conducted a study to analyze the factors related to teacher job satisfaction and its impact on teacher attrition and work enthusiasm. The results revealed that teacher job satisfaction is closely related to work engagement and retention. The educational system, student quality, leadership and administration, work achievements, working conditions, salaries and benefits, and work stress contributed to teacher dissatisfaction. The results also showed that external rewards and praise enhanced teacher motivation and engagement.

This study mainly investigates Iranian EFL teachers' attitudes towards instructional technology in their classrooms and its impact on their job satisfaction. Moreover, the study is significant in terms of several causes. To begin with, the study globally contributes to the related literature concerning the efficaciousness

of the integration of technology in teaching and learning. The study also contributes to the literature regarding the importance and the use of instructional technology in the classroom and its impacts on teachers' job satisfaction. Third, this study will discuss the effects of modes of Integrated Technology and their impacts on teachers' job satisfaction in the Iranian EFL context. Finally, the research makes suggestions for the design and development of the curriculum, courses, and field experience structures of teacher preparation and teaching programs to cultivate teachers with a greater sense of efficacy in implementing technology within the classroom. By taking these concerns into account, this study aims to answer the following research questions:

Q1. Does Iranian EFL teachers' attitude towards instructional technology in the classroom impact their job satisfaction?

Q2. Which modes of Integrated Technology (smartphones, the internet, text messaging, global social media, and email) impact teachers' job satisfaction more?

METHOD
Participants
The participants in this study were drawn from a convenience sample of some English language Institutes in Shiraz during the fall and winter semesters of 2017-2018. The total number of surveys that were delivered to institutes was 80 teachers. The sample population was anonymous, so there would be no identifying measures to determine age, institute, sex, or years of service. Teachers were informed of the study's goals and asked to participate in the study during the semester. After receiving the information, they had the opportunity to fill out three surveys. Participants of the study were asked to complete a survey detailing their job satisfaction and a survey assessing attitudes towards technology in the classroom. Each survey took approximately 10-15 minutes to perform.

Materials
Two surveys were employed for this study, the Media Technology Usage and Attitudes Scale

(MTUAS) and Teacher Job Satisfaction Questionnaire (TJSQ). The Media Technology Usage Attitude Scale (MTUAS) has been created to assess teachers' attitudes towards technology as a general tool in the classroom (McFarlane, Green, & Hoffman, 1997). This survey is a 40-item measurement tool that assesses the frequency of items involving technology. The frequencies range from 1 (Never) to 10 (all of the time). It is worth noting that some unrelated items were excluded, such as the phone calling subscale (6 & 8), TV viewing subscale (19 & 20), and video gaming subscale (29, 30, & 31).

Additionally, the Teacher Job Satisfaction Questionnaire is a Likert-type that incorporates 66 items along with nine subscales. The nine subscales were not analyzed individually because the research questions pertained to emotional exhaustion, depersonalization, and personal accomplishment related to overall job satisfaction. The 5-point ranges indicating teacher job satisfaction are 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). More specifically, items on the subscale were linked to (a) the use of a variety of skills, (b) a variety of activities, (c) the freedom to make decisions, (d) exciting tasks, (e) encouraging originality, (f) developing new methods, (g) encouraging creativity, (h) enjoying the profession, and (i) pleasant work environment. Tests of reliability were run for the total and each of the nine factors or subscales. The internal consistency of the TJSQ was determined through the computation of an Alpha coefficient. The total scale Alpha for the sample was .93. The scale coefficients extend from71 for the factor of security to .92 for the factor of supervision. Data were cross-validated using a split-sample technique. To ensure content validity, a representative sample of items was generated from the literature on job satisfaction. The plan and procedures for the instrument's construction were evaluated in terms of instructions, ordering of items, and selection of items. Content validation was accomplished through a modified Q sort by faculty and graduate students. Statements with less than 80% agreement were either rewritten or

rejected. The items were evaluated based on length, intelligibility, and redundancy, as well as their content specificity to an educational setting

Design

The study used a quantitative design. Quantitative research methods provide researchers to analyze relating variables (Creswell, 2005). The quantitative approach requires quantification and statistical analysis to address the research questions and hypotheses.

Data Collection Procedure

Before initiating the study, the study's intent was explained to the present study participants by the researcher. To ensure the confidentiality of the participants, no identifying information was reported on the survey questionnaires. The completed questionnaires were coded by the English language institute and a number to identify the participants from each location. No identifying information from the participants was included in the survey. Before administering the survey, via hard copy distribution during the staff meeting at each participating English language institute, EFL teachers in the selected English language institute received written and verbal explanations of the purpose and research method. The teachers were informed of the voluntary nature of the study and the right to withdraw at any time, without penalty or loss of benefit. The present study subjects were asked to complete a job satisfaction questionnaire and Technology Attitudes and Usage Scale (MTUAS). Then, the completed surveys were analyzed.

Data Analysis Procedure

In this quantitative study, Linear Regression Analysis was calculated to answer the first research question to examine teachers' attitudes toward instructional technology in the classroom and its effects on job satisfaction. In addition, a multiple regression analysis was conducted to see whether different modes of Integrated Technology (smartphones, the internet, text messaging, general social media, and email) impact teachers' job satisfaction.

RESULTS

In this quantitative study, Linear Regression Analysis was calculated to answer the first research question to examine teachers' attitudes toward instructional technology in the classroom and its effects on job satisfaction. Based on the present study's findings, Table 1 shows a correlation between instructional technology and teachers' job satisfaction (N=80).

Table 1

Correlation Analysis of Instructional Technology and Teacher's Job Satisfaction (N=80)

		Job Satisfaction
Total Attitude	Pearson Correlation	.234[*]
	Sig. (2-tailed)	.037
	N	80

As depicted in Table 1, Pearson correlation (.234) displayed that the variables, the use of instructional technology and teachers' job satisfaction, were positively and slightly correlated. Model summary of instructional technology and teachers' job satisfaction (N=80) is presented in Table 2.

Table 2

Model Summary of Instructional Technology and Teacher's Job Satisfaction (N=80)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.234a	.055	.042	.15699

a. Predictors: (Constant), Total Attitude
b. Dependent Variable: Job satisfaction

Table 2 represented nine subscales of job satisfaction questionnaire explained 5% of the use of instructional technology (R^2 = .055, adjusted R^2 = .042). The results of the ANOVA test result of instructional technology and teachers' job satisfaction (N=80) are presented in Table 3.

Table 3

ANOVA Test Result of Instructional Technology and Teacher's Job Satisfaction (N=80)

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.111	1	.111	4.499	.037b
1	Residual	1.922	78	.025		
	Total	2.033	79			

a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), Total Attitude

The results depicted in Table 3 revealed that the model slightly predicted the impacts of instructional technology on teachers' job satisfaction (F 4.499, *p*< .05). The results of linear regression, which depicts the power of nine sub-scales of teachers' job satisfaction in predicting the effects of instructional technology, are presented in Table 4.

Table 4

Linear Regression Coefficients of Instructional Technology and Teacher's Job Satisfaction (N=80)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	3.304	.274		12.072	.000	2.759	3.849					
Total Attitude	.068	.032	.234	2.121	.037	.004	.132	.234	.234	.234	1.000	1.000

a. Dependent Variable: Job satisfaction

As displayed in Table 4, the total attitude in the job satisfaction questionnaire received beta=.234 in the model and could slightly predict the effects of instructional technology on teachers' job satisfaction in the classroom.

Additionally, a multiple regression analysis was conducted to see whether different modes of Integrated Technology (smartphones, the internet, text messaging, general social media, and email) impact teachers' job satisfaction. Table 5 shows the correlations between integrated technology (smartphones, the internet, text messaging, global social media, and email) and job satisfaction (N=80).

As shown in Table 5, email (.652), text messaging (.698), smartphone (.644), the Internet (.698), and general social media (.644) had a critical value of less than .07 (< .07), and the variables are highly correlated. Model summary of integrated technology (smartphones, the internet, text messaging, global social media, and email) and teacher's job satisfaction (N=80) is presented in Table 6.

Table 5

Correlations among Integrated Technology (Smartphones, the Internet, Text Messaging, Global Social Media, and Email) and Job Satisfaction (N=80)

		Job satisfaction	Email	Text messaging	Smartphone	The Internet	General Social Media
Pearson Correlation	Job satisfaction	1.000	.231	.271	.205	.340	.040
	Email	.231	1.000	.652	.295	.691	.398
	Text messaging	.271	.652	1.000	.309	.698	.241
	Smartphone	.205	.295	.309	1.000	.374	.644
	The Internet	.340	.691	.698	.374	1.000	.326
	Global Social Media	.040	.398	.241	.644	.326	1.000

Table 6

Model Summary of Integrated Technology (Smartphones, the Internet, Text Messaging, Global Social Media, and Email) and Teacher's Job Satisfaction (N=80)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409a	.167	.111	.15124

a. Predictors: (Constant), Media, Text messaging, Smartphone, Internet, Email

b. Dependent Variable: Job satisfaction

Table 6 represented nine subscales of the teachers' job satisfaction questionnaire explaining 11% of the use of integrated technology (R^2 = .167, adjusted R^2 = .111). ANOVA test results of integrated technology (smartphones, the Internet, text messaging, global social media, and email) and teacher's job satisfaction (N=80) are presented in Table 7.

Table 7

ANOVA Test Result of Integrated Technology (Smartphones, the Internet, Text Messaging, Global Social Media, and Email) and Teacher's Job Satisfaction (N=80)

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.341	5	.068	2.978	.017b
1	Residual	1.693	74	.023		
	Total	2.033	79			

a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), Media, Text messaging, Smartphone, Internet, Email

Table 7 revealed that the model slightly predicted the impacts of integrated technology on teachers' job satisfaction (F 2.978, $p < .05$). The results of multiple regression coefficients of integrated technology (smartphones, the internet, text messaging, global social media, and email) and teacher's job satisfaction (N=80) are shown in Table 8.

As shown in 8, the beta value of the use of smartphones was $\beta = .347$. Thus, smartphone use could highly predict the significant impacts of the use of integrated technology on teachers' job satisfaction.

Table 8

Multiple Regression Coefficients of Integrated Technology (Smartphones, the Internet, Text Messaging, Global Social Media, and Email) and Teacher's Job Satisfaction (N=80)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.305	.286		11.548	.000	2.735	3.876					
	Email	.029	.034	.199	.857	.394	-.039	.098	.231	.099	.091	.208	4.798
	Text messaging	-.034	.046	-.193	-.729	.468	-.126	.058	.271	-.084	-.077	.160	6.259
	Smartphone	.092	.045	.347	2.018	.047	.001	.182	.205	.228	.214	.379	2.635
	The Internet	.072	.038	.345	1.903	.061	-.003	.148	.340	.216	.202	.342	2.924
	General Social Media	-.099	.050	-.363	-1.991	.050	-.198	.000	.040	-.226	-.211	.338	2.960

a. Dependent Variable: Job satisfaction

DISCUSSION

According to the present study results, instructional technology and teachers' job satisfaction were positively and slightly correlated.It was represented that job satisfaction could slightly predict the effects of instructional technology in the classroom. The results indicated an impact of the use of instructional technology within the classroom on teachers' job satisfaction. The second research question tried to see whether different modes of Integrated Technology (smartphones, the Internet, text messaging, global social media, and emails) impact teachers' job satisfaction. The use of a smartphone could highly predict the significant impacts of the use of integrated technology on teachers' job satisfaction.

Moreover, the present research findings converged with some previous studies

(Klassen, Tze, Betts, & Gordon, 2011; Ertmer, Gopalakrishnan, & Ross, 2000; Pas Bradshaw, &Hershfeldt, 2012). Also, Caprara, Barbaranelli, Steca, and Malone (2006) examined teachers' sense of efficacy and its influence on student achievement and job satisfaction. On the other hand, the obtained findings are inconsistent with some previous findings such as Riasati, Allahyar, & Tan (2012), Wang, Ertmer, and Newby (2004), Ruma, Houchins, Jolivette, and Benson (2010), and Weiqi (2014), which conducted to analyze the factors related to teacher job satisfaction and its impact on teacher attrition and work enthusiasm.

CONCLUSION

This study resulted in data indicating there were positive effects of technology integration on teachers' job satisfaction. It was further discovered that teacher job satisfaction

positively correlated with integrating all of the sub-groups: smartphones, the Internet, social media, texting, and email. Besides, after analyzing the data using multiple regression analysis to see whether different modes of Integrated Technology (smartphones, the Internet, text messaging, global social media, and email) have any impacts on teachers' job satisfaction, it was concluded that the use of smartphones could predict the positive effects of using integrated technology on teachers' job satisfaction. Future professional learning opportunities must focus on what teachers believe would help benefit them within the classroom before addressing the technological needs. The present study's findings suggested that training for technology-related components may not need to focus on how to use the technologies but instead on how the technologies can benefit the classroom and help learners improve their learning. Based on the present study results, technology training may be better served to focus on providing information on how the technologies might impact the classroom instead of teaching primary use of the technologies. This simple addition to professional development would allow teachers to have more confidence in their abilities to integrate these technologies they already use in their daily lives.

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Biodata

Mitra Moazam is a Ph.D. candidate of TEFL at Islamic Azad University, Shiraz Branch. Her research interests are foreign language teaching and the psychology of language learning. Email: *mzm_moazam@yahoo.com*

Mostafa Zamanian is an assistant professor of ELT at Islamic Azad University, Shiraz Branch. He received his Ph.D. from the University of New Mexico. His teaching and

research   areas   include   curriculum
development, second language education, and
second language instruction.
Email: *m.zamanian1400@yahoo.com*

Firooz Sadighi is a professor of applied
linguistics. He received his Ph.D. from the
University of Illinois. His research areas
include first/second language acquisition,
second language education, and syntax studies.
Email: *firoozsadighi@yahoo.com*