



Comparing Contemplative and Transformative Instruction in EFL Learners' Oral Performance: A Mixed-Methods Study

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ABSTRACT

This study sought to examine the efficacy of contemplative and transformative instruction methods for teaching second language speaking skills. In distinct ways, these techniques depart from customary teaching approaches by placing learners at the focus of education. For this study, 41 EFL students were subjected to each pedagogical technique, and their speaking progress was examined before and after the relevant activities with the Preliminary English Test (PET). In addition, the participants were interviewed so that they could have more knowledge of the efficacy of both techniques. The contemplative group performed practices such as journaling, attitude communication, and vision setting while the transformative group completed activities such as directing real-life role-plays, miscellaneous situations, and drama, to name a few. Both statistical and interview studies revealed that the transformative approach was more effective than the traditional technique in improving learners' post-test speaking scores. The contemplative method, on the other hand, could not be proven to be statistically effective. These results will provide important suggestions for all educators in terms of oral language development and will be examined in greater detail below.

Keywords: Attitude; Contemplative instruction; Speaking; Transformative

INTRODUCTION

A profoundly sophisticated and comprehensive ability, speaking requires a strong grasp of linguistics. This involves, but is not limited to, grammatical knowledge; vocabulary; pronunciation; pragmatic norms; cultural rules of discourse; conversation management; along with having the skill to employ a variety of communication tactics to dispel any problems that may arise (McDonough & Mackey, 2013). The requirement to simultaneously employ these facets of knowledge in real-time, usually in seconds, makes them highly difficult to utilize correctly. Due to the limited nature of attentional resources, it is challenging for knowledge to be devoted to multiple speech

production dimensions at the same time, like the communicative goal, linguistic resources, and production of real meanings, the simultaneous monitoring of all steps in the procedure, appraisal of interaction context, use of subject knowledge, planning of language content, and even something as straightforward as listening to the speaker (Khezrlou, 2020; Oliver & Philp, 2014).

All of these must occur unconsciously for efficient communication to occur, which means that speakers should, evoke their implicit understanding of L2 over their explicit understanding (Oliver & Philp, 2014). As a result, L2 learners face a monumental obstacle

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stemming from their lack of communication skills, as well as their reliance on employing compensatory measures (Segalowitz, 2010). According to these challenges, acquiring an aptitude for conversing in a second language in a classroom setting is a tough undertaking that requires heightened focus on oral skills, which prepares students for uncertain circumstances they will inevitably encounter that require communication (Khezrlou, 2012). As a result, it's critical to look into the suitability of various instructional techniques for speaking development, especially in an EFL setting when students have minimal familiarity with the target language.

Additionally, as more communicative teaching methods overtake those of tradition, the desire for new language instruction philosophies and methodologies is unparalleled. The purpose of this study was to determine how successful transformational and contemplative techniques were in improving EFL learners' speaking abilities, as well as their benefits and drawbacks.

LITERATURE REVIEW

Speaking Development in a Second Language

Speaking is a multi-tasking talent that requires you to do several things at once (Johnson, 1996). Alleged to Goh and Burns (2012), it is a highly complex, fluid talent requiring the simultaneous activation of mental, physical, and socio-cultural capacities, as well as a speaker's capabilities (Goh & Burns, 2012). Speaking is regarded as a productive ability because it requires constant, rapid reactions and the absence of delayed timing. In a conversation, speakers must maintain the speech stream and achieve a level of smoothness and reflexiveness in their preparation and delivery (Sydorenko, Smits, Evanini, & Ramanarayanan, 2019). As for teaching speaking ability, teachers must understand what comprises speaking competence and why it is inherently

complicated, as it necessitates more than just classroom speaking activities (Goh & Burns, 2012). Language and communication knowledge, fundamental speaking abilities, and communication tactics are all part of L2 speaking ability (Goh & Burns, 2012). This integration is further explained in the following model (Figure 1).

Learning to speak a second language entails developing the ability to apply these aspects, allowing learners to produce spontaneous, impulsive, instinctive, appropriate, and precise oral discourse. This capacity can only be developed by using it, which requires those learning to have an understanding of their optimal learning conditions, especially for language learning specifically. As a result, as Goh and Burns (2012) pointed out, it is crucial that teachers promote student autonomy, which is seen as a fundamental aspect of EFL/ESL instruction. To put it another way, learner autonomy can be viewed as having authority over one's individual education (Little, 1991). It can also be defined as "a capacity and willingness to act independently and in cooperation with others, as a social, responsible person" (Eliot, 2010). The instructor must establish a discourse of learner autonomy in the classroom to provide an appropriate learning environment (Little, 2003). Learners in this sort of class are encouraged to choose, utilize, and assess their items in the target language (Khezrlou, Ellis, & Sadeghi, 2017).

Self-motivation is actively engaged when the learner leverages autonomous desires while also fostering connection and encouraging competence. Through spontaneous and original actions, the goal is to continually empower children to develop and utilize the target language (in this case, English). This type of learning environment allows students to develop and strengthen a range of second language communication skills while keeping their attention focused and motivation increased (Little, 2003).

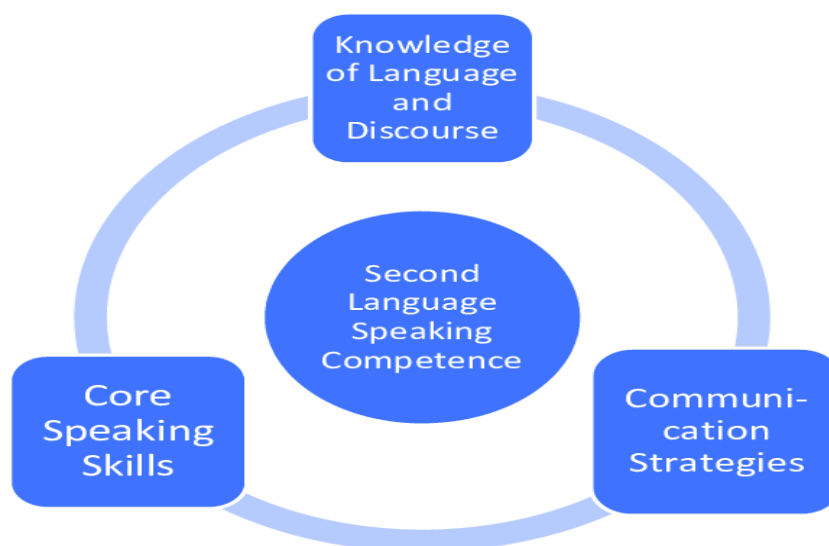


Figure 1

Components of L2 Speaking Competence (Goh & Burns, 2012, p. 53)

Contemplative and Transformative Teaching Approaches

Researchers studying second language acquisition continually search for practical techniques for second language speaking development. The contemplative approach (Khezrlou, 2019) is "an educational philosophy that infuses learning with experiences of compassion, awareness, and insight through practice of contemplative disciplines" and is unfortunately overlooked in many EFL contexts, including Iran (Gyeltshen, 2016). According to Zajonc (2008), the contemplative approach's purpose is seen through the awareness, consideration, wisdom, and love that is brought into one's life in a meaningful way, and to achieve these ambitions, we must learn to be vigilant (Zajonc, 2008). The transformative technique, which views teaching as a vehicle for change, has also been adopted in Western EFL/ESL countries in the recent past (Fisher-Yoshida, Geller, & Schapiro, 2009). Through transformational means, the teacher aims to improve students' intents, stoke their creativity, and encourage deliberate participation in identity development. (Marshall, Sears, & Allen, 2007). "An outcome refers to a deep and lasting change... a developmental shift or a change in worldview... enabling people to move toward habits of mind and habits of being," Fisher-

Yoshida, Geller, and Schapiro (2009) write (Fisher-Yoshida, Geller, & Schapiro, 2009).

Transformative knowledge acquisition occurs when a student is pushed to reevaluate current circumstances because prior beliefs no longer are true, according to D'Amato and Krasny (2011). To understand unique and perplexing observations, the cognitive system requires new notions (D'Amato & Krasny, 2011). Consequentially, this method offers new views to the learner, as well as "insight into the source, structure, and history of a frame of reference, as well as judging its relevance, appropriateness, and consequences" (Mezirow, 1997).

In Western countries, several transformative and contemplative instruction studies have been conducted (Zajonc, 2008), although the same cannot be said for Iran. Nonetheless, such approaches will undoubtedly be beneficial to Iranians in absorbing and displaying language skill development. This study had researchers employ different methods to observe which could help Iranian EFL students enhance their language skills.

Byrnes (2012) investigated the contemplative approach of instruction to see how it can help ESL students' knowledge be more robust and complete. She looked at three primary aspects of contemplative teaching in

her research: compassion, integrity, and mindfulness. These characteristics have an impact on the classroom setting in relation to the duties of teachers and the habits of students. Knowing this, these mental, physical, and emotional aspects should be the initial focus of instruction. In Manila, Philippines, this was at the heart of a study done by Nitschke and Malvinci (2013). It focused on the progression of transformative learning (Nitschke & Malvicini, 2013). Participants in their study were exposed to a novel style of education. It was determined that critical thinking has roots in the foundation of transformational theory's meaningful instruction. Transformative learning should steer learners to review and talk through information learned and personal findings relating to learning requirements to reform ESL and EFL pedagogy (Castro, Perinan & Bueno, 2008). Journaling, attitude communication, and vision setting were used in the contemplative group, whereas real-life role-plays, diverse scenarios, and theater were used in the transformative group.

METHOD

Acknowledging the incompleteness of the sources indicated above, this study attempted to answer four research questions (Q#): Q1: Are EFL students' speaking abilities substantially impacted by the contemplative teaching method? Q2: Are EFL students' speaking abilities substantially impacted by the transformative teaching method? Q3. How do EFL students feel about using the contemplative teaching method in speaking? Q4: How do EFL students feel about using the transformative teaching method in speaking?

Participants

During the sampling period, adult students learning intermediate English at a school in Boukan, Iran serve as the studies population. Because of the availability principle, 41 EFL participants were chosen from this population using purposeful and convenient sampling approaches. Male students numbered 17, while there were 24 female students among the participants. Even though the students' English

level was intermediate according to placement tests conducted at the school in Boukan, the Preliminary English Test (PET) was still used to check if the students truly possessed that echelon of language proficiency. This study used two distinct, whole classes, each of which allocated one of the treatment conditions. Class A had 21 students and was given a contemplative transformative mode of instruction. Class B had 20 students and was taught and learned in a transformative way.

In terms of age, the students were between the ages of 20 and 25. The participants all had a middle-class socioeconomic upbringing. Although Kurdish is their native language, they were also conversant with Farsi, Iran's official language. Through oral consent, all subjects accepted to participate in this experiment after being informed of the study's goal.

Instruments

Pretest

A speaking part of a revised version of the PET was used to determine trainees' speaking abilities. The participants' replies to the speaking exam were scored using a score band list. The scores helped to determine the EFL learners' pre-test scores. It should be mentioned that the PET employed in this study has three sections in each of the pre-test and post-test:

Part 1: the learner and a researcher exchange short questions and replies (i.e., the first author of this study)

Part 2: the learner and another candidate look at and discuss a graphic

Part 3: the learner talks at length about a picture for one minute

Of the overall grade, the speaking component accounts for 25% of the mark. Assessment scales are graded from 0-5, where 0 is the lowest and 5 is the highest score. For bands 1, 3, and 5, descriptors for each criterion are supplied, specifying the knowledge requirements for every band. Grammar and Vocabulary, Pronunciation, and Interactive Communication are the three distinct criteria for which the assessor awards points. The scoring details for the speaking component are shown in chart.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Figure 2
PET Speaking Part Assessment Scale

Half of the speech data was randomly scored by the researchers and another trained Iranian EFL teacher. The percentage agreement was determined to be 94%. Following that, all discrepancies were addressed and settled via conversation. The remaining data were then graded by the researchers. This time around, the researchers did so “blind,” or without knowledge of the students or specifics of the study, in an attempt to avert coding towards expectations (Révész, 2012). Inter-coder reliability scores were determined using Cohen’s kappa coefficient ($\kappa = .96$).

Researcher’s Awareness Pamphlet

It was thought that informing instructors about transformative and contemplative instruction notions would be crucial since the primary goal of this study aims to investigate the impact of transformational and contemplative methodologies on learners’ speaking performance. A pamphlet was written for this purpose and distributed to teachers to help them understand these concepts, as well as the best practices for teaching in a classroom.

Furthermore, the researchers elucidated the study’s domain for teachers who participated in another session of score assessment.

Post-test

Another variant of the PET was utilized to examine the learners’ speaking progression after the treatment process. The overall grade was calculated using the above-mentioned score band tiers. It’s worth noting that the speaking post-test’s inter-rater reliability was approximately .93 using Cohen’s kappa coefficient.

Attitude Interview

Because the study’s final inquiries concern EFL learners’ stances on contemplative and transformative instruction styles following test administration, Gardner’s attitude motivation test (AMTB) was instrumental in the construction of an informal, but partially controlled interview (2004). Questions posed in the interview focused on each method of instruction’s effectiveness, as well as the challenges to their adoption, ideas to enhance them, and learners’ preferences. Permission was

granted to audio record learners' replies to the interview questions with the help of a digital voice recorder. On 20% of the data, Cohen's kappa coefficient was utilized to assess the inter-rater reliability of the interviews between the researchers and a second trained rater ($\kappa = .89$).

Transformative Questionnaire

A questionnaire stemming from Gardner's attitude motivation test (AMTB) was created to investigate students' thoughts and receptiveness toward transformative instruction as well as the interview. The questionnaire has 20, 5-point Likert-scale items ranging from "Strongly Disagree" to "Strongly Agree," with values ranging from 1-to 5 correspondingly. Cronbach's alpha ($\alpha = .90$) was used to assess the questionnaire's reliability.

Contemplative Questionnaire

Gardner's attitude motivation test (AMTB) was again the source for another questionnaire created to investigate students' thoughts and receptiveness toward contemplative instruction. The questionnaire also included 20 Likert-scale items ranging from "Strongly Disagree" to "Strongly Agree," each with a value of 1-5 respectively. Cronbach's alpha ($\alpha = .89$) was used to assess the questionnaire's reliability.

Procedure

Research began with the selection of a language school and conversations with government officials. Following that, and after reaching an understanding, two distinct groups were chosen using purposeful and convenient sampling methods. Finally, the research was conducted using the following step-by-step procedures:

Homogenization: A standardized form of PET was used to ensure that the subjects all had the same ability level. Classification: The participants were randomly separated into two groups. Group A (Experimental Group 1) and Group B (Experimental Group 2) were the names given to the two classes. The groups

were comprised of 41 intermediate EFL students.

Pretest: The PET's speaking component was administered to the two selected groups. The scores acquired in the pre-test to assess the participants' speaking ability were compared to the predefined score band list. Treatment: Over ten sessions in two months, both groups were treated. As told by Scida and Jones, group A took contemplative lessons by means of mediums such as journaling, attitude dialogue, vision setting, and more (2017). The teacher in this group included a short mindfulness exercise (e.g., meditation, breathing exercises, or a period of silent contemplation) to begin each class with the intention of being that students could clear their minds and get ready to be completely in the moment. By instructing students to acquire each other's message through speech, real-life role-plays, varied scenarios, and theater, Group B experienced transformative practices.

Posttest: To quantify the progress in their speaking skills over the course of two months, an equivalent PET speaking component was given to students. This was done to analyze the impact of the therapies. Teachers can evaluate a suitable score depending on the pupils' skills because inter-rater consistency was integral to the measurement of the scores.

Interview: Students were interviewed in semi-structured interviews to determine how they felt about the benefits of contemplative and transformative instruction. Questions posed aimed to elicit the students' feelings on the unique teaching approaches used in their classrooms, as well as their suggestions for how they could be improved.

RESULTS

A paired-samples *t*-test was used to compare the pre-test and post-test performance of the participants in this group, thus answering the first study question on the effectiveness of the contemplative teaching technique. Table 1 shows the findings of descriptive statistics, whereas Table 2 shows the results of the *t*-test.

Table 1
Contemplative Group Descriptive Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	2.6667	21	1.06458	.23231
	post-test	2.3810	21	1.16087	.25332

There are no significant differences between the contemplative group learners' pre-test and post-test speaking performance, as shown by the mean and standard deviation scores in Table

2. Yet, to obtain more precise results, a paired samples *t*-test was performed, with the results shown in Table 2.

Table 2
Contemplative Group t-Test Results

		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	pre-test - post-test	.28571	1.41926	.30971	-.36032	.93175	.923	20	.367

The findings of the paired samples *t*-test reveal statistically non-significant variations between the pre-test and post-test performances, $t(20) = .92, p = .37, d = .25$. This suggests that employing the contemplative technique had no effect on the improvement of

learners' speaking skills. A paired-samples *t*-test was used to answer the second study question, which inquired about the role of the transformative method in participants' speaking performance. Table 3 shows the findings.

Table 3
Transformative Group Descriptive Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	2.9000	20	1.25237	.28004
	post-test	3.7500	20	1.01955	.22798

In terms of speaking performance, the mean of the post-test ($M = 3.75, SD = 1.01$) is greater than that of the pre-test ($M = 2.90, SD = 1.25$).

The results of a *t*-test to obtain more precise results are shown below.

Table 4
Transformative Group t-Test Results

		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	pre-test - post-test	-.85000	1.42441	.31851	-1.51664	-.18336	-2.669	19	.015

The *t*-test results demonstrate a statistically significant difference between the pre-test and

post-test speaking performance of the transformational group learners, $t(19) = -2.66,$



$p = .015$, $d = .74$. The results of the participants' questionnaires and semi-structured interviews were evaluated to deliver conclusions about their opinions on contemplative instruction, which relates to the third query of the study. The retrospective data yielded more detail and depth, allowing for the transparency of attitudes toward employing different instructional approaches to develop speaking skills. Participants' responses were explored descriptively through interpretive content analysis for the study's qualitative questions.

In their interviews, participants reported mixed feelings about the contemplative teaching technique. "The teacher involved us in a three-minute breathing meditation and after that, we had gratitude practices and a short, deep speaking activity about the highs and lows of the week. I really liked this experience, and I was, in fact, looking forward to it all week," one participant stated. Furthermore, a participant stated that this strategy, "Made me relaxed and helped me engage in the speaking activities more because it reduced my stress." Another learner said, "I have experienced empathy and

kindness, and I really appreciated the way it felt." Despite this, several students thought the technique was "weird," "unusual," "ineffective," and "a waste of time." A learner expressed his skepticism of, "...changing more familiar teaching and learning methods which I think are more useful." Similarly, a student said, "It did not make me more aware of my weaknesses in English and I don't think I was reflective about what I was doing and why." A key takeaway from the interviews was that learners were unable to communicate successfully with their classmates in the longer speaking exercises that pushed them to convey personal perspectives. "I could not get the support of my classmate to do the speaking activity," one participant stated. "It was calming," he continued, "but we did not understand how to do the activity successfully, and there were many ambiguities." Admittedly, the interviews and questionnaires offered the same results. Participants' personal survey reports support these sentiments, as seen in Table 5.

Table 5
Contemplative Questionnaire Results

Items	Frequency	Percent	Valid Percent	Cumulative Percent
1	disagree	7	33.3	33.3
	neither disagree nor agree	4	19.0	52.4
	agree	6	28.6	81.0
	strongly agree	4	19.0	100.0
	Total	21	100.0	100.0
2	strongly disagree	1	4.8	4.8
	disagree	1	4.8	9.5
	neither disagree nor agree	3	14.3	23.8
	agree	7	33.3	57.1
	strongly agree	9	42.9	100.0
	Total	21	100.0	100.0
3	strongly disagree	1	4.8	4.8
	disagree	3	14.3	19.0
	neither disagree nor agree	4	19.0	38.1
	agree	7	33.3	71.4
	strongly agree	6	28.6	100.0
	Total	21	100.0	100.0
4	strongly disagree	2	9.5	9.5
	disagree	9	42.9	52.4
	neither disagree nor agree	7	33.3	85.7
	agree	2	9.5	95.2

	strongly agree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	
5	strongly disagree	9	42.9	42.9	42.9
	disagree	6	28.6	28.6	71.4
	neither disagree nor agree	2	9.5	9.5	81.0
	agree	2	9.5	9.5	90.5
	strongly agree	2	9.5	9.5	100.0
	Total	21	100.0	100.0	
6	strongly disagree	7	33.3	33.3	33.3
	disagree	8	38.1	38.1	71.4
	neither disagree nor agree	6	28.6	28.6	100.0
	Total	21	100.0	100.0	
7	strongly disagree	6	28.6	28.6	28.6
	disagree	7	33.3	33.3	61.9
	neither disagree nor agree	4	19.0	19.0	81.0
	agree	2	9.5	9.5	90.5
	strongly agree	2	9.5	9.5	100.0
	Total	21	100.0	100.0	
8	strongly disagree	8	38.1	38.1	38.1
	disagree	7	33.3	33.3	71.4
	neither disagree nor agree	5	23.8	23.8	95.2
	agree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	
9	strongly disagree	7	33.3	33.3	33.3
	disagree	9	42.9	42.9	76.2
	neither disagree nor agree	4	19.0	19.0	95.2
	agree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	
10	strongly disagree	6	28.6	28.6	28.6
	disagree	5	23.8	23.8	52.4
	neither disagree nor agree	5	23.8	23.8	76.2
	agree	3	14.3	14.3	90.5
	strongly agree	2	9.5	9.5	100.0
	Total	21	100.0	100.0	
11	strongly disagree	6	28.6	28.6	28.6
	disagree	10	47.6	47.6	76.2
	neither disagree nor agree	5	23.8	23.8	100.0
	Total	21	100.0	100.0	
12	strongly disagree	8	38.1	38.1	38.1
	disagree	11	52.4	52.4	90.5
	neither disagree nor agree	2	9.5	9.5	100.0
	Total	21	100.0	100.0	
13	strongly disagree	5	23.8	23.8	23.8
	disagree	8	38.1	38.1	61.9
	neither disagree nor agree	5	23.8	23.8	85.7
	agree	2	9.5	9.5	95.2
	strongly agree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	
14	strongly disagree	4	19.0	19.0	19.0
	disagree	8	38.1	38.1	57.1

	neither disagree nor agree	3	14.3	14.3	71.4
	Agree	3	14.3	14.3	85.7
	strongly agree	3	14.3	14.3	100.0
	Total	21	100.0	100.0	
15	strongly disagree	1	4.8	4.8	4.8
	disagree	3	14.3	14.3	19.0
	neither disagree nor agree	4	19.0	19.0	38.1
	Agree	9	42.9	42.9	81.0
	strongly agree	4	19.0	19.0	100.0
	Total	21	100.0	100.0	
16	strongly disagree	1	4.8	4.8	4.8
	disagree	10	47.6	47.6	52.4
	neither disagree nor agree	7	33.3	33.3	85.7
	Agree	3	14.3	14.3	100.0
	Total	21	100.0	100.0	
17	strongly disagree	1	4.8	4.8	4.8
	disagree	2	9.5	9.5	14.3
	neither disagree nor agree	4	19.0	19.0	33.3
	Agree	7	33.3	33.3	66.7
	strongly agree	7	33.3	33.3	100.0
	Total	21	100.0	100.0	
18	strongly disagree	6	28.6	28.6	28.6
	disagree	6	28.6	28.6	57.1
	neither disagree nor agree	1	4.8	4.8	61.9
	Agree	2	9.5	9.5	71.4
	strongly agree	6	28.6	28.6	100.0
	Total	21	100.0	100.0	
19	strongly disagree	2	9.5	9.5	9.5
	disagree	4	19.0	19.0	28.6
	neither disagree nor agree	5	23.8	23.8	52.4
	Agree	7	33.3	33.3	85.7
	strongly agree	3	14.3	14.3	100.0
	Total	21	100.0	100.0	
20	strongly disagree	7	33.3	33.3	33.3
	disagree	10	47.6	47.6	81.0
	neither disagree nor agree	2	9.5	9.5	90.5
	Agree	1	4.8	4.8	95.2
	strongly agree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

The participants' attitudes toward the transformational instructional technique were the subject of the final study question. A substantial proportion of students were enthusiastic about this method. "In this class, I could share knowledge, take on responsibility, and negotiate with my peers that could help me in solving problems and completing assignments," one participant explained. "Having the opportunity to complete the

assignments at my own pace provided more room for me to give attention to the details and be content with my outcome," another learner remarked. Some stated "doing the assignments in line with their interests," "being given numerous topics or assignment options that all fulfill a specific task," "performing activities based on my interests and priorities," and "being given activities to do outside the classroom" all assisted students in having

greater chances for self-directed and self-paced learning. "The use of answering questions and debating perspectives... I think gave me consciousness about different angles of the topic and how others might think differently," one participant said. A confident student proclaimed she, "enjoyed role-playing interactions or situations that made me put myself in real-world contexts and use the language in ways that I know I will use in the future." Another student stressed that "Analyzing and reacting to materials in the classroom helped me get a thorough understanding." As a result, according to the statistical analyses mentioned above, tailoring the education to each learner and their specific partialities and needs gave them more satisfaction while enhancing their speaking capabilities. A sample of proponents' thoughts on the diverse evaluation activities: "Developing exam questions helped me synthesize or integrate information in completely novel ways." "Allowing us to consult with a peer during an exam was unexpected but fruitful in my idea." "Having the opportunity to correct and resubmit answers for an exam was motivating." "Being able to revise and resubmit my exam papers after using the feedback or talking with the instructor helped me a lot in building on my knowledge." Table 6 shows the results of the questionnaire analysis, which corroborate the students' generally positive views of transformative instruction.

DISCUSSION

In this study, judgment was passed on the role of two novel ways of teaching EFL/ESL speaking in Iran: contemplative and transformative. Outcomes demonstrate that contemplative instruction was ineffective in improving learners' speaking skills when compared to the transformative approach. It is believed that contemplative instruction presents an educational worldview with ambitions to encourage personal and social improvement (Byrnes, 2012). To put it another way, contemplative instruction can be seen as "a set of pedagogical practices, originally developed in the great contemplative traditions of the

world, that have as their aim personal growth and social transformation through the cultivation of conscious awareness and volition in an ethical-relational context" (Roeser & Peck, 2009). Contemplative instruction has received a lot of attention recently from practitioners and researchers because it emphasizes completeness and growth, which contrasts with modern scholastic customs which value isolated knowledge and transmission. Contemplative instruction, much like contemplative understanding, is a holistic approach to the teaching and learning processes (Byrnes, 2012). As a result, it's reasonable to assume that Iranian EFL students familiar with instructor-led lessons, in which the instructor imparts knowledge to the students, would not profit from or welcome this practice, as evidenced by the information gathered from the interviews. Conversely, the transformative method was effective in improving students' speaking abilities, and they preferred it accordingly. Prior research further substantiates this finding (Noland, 2005; Slavich & Zimbardo, 2012), which sheds light on the efficacy of transformational education. Furthermore, interview findings revealed that this strategy increased learners' eagerness and motivation to learn.

It is said, for example, that transformative classroom instructors concentrate on not only the outcomes but also the series of events that facilitated their production. In the classroom, this method creates a purposeful and positive environment (Pounder, 2003). Emotional, as well as linguistic performance, are emphasized by transformational teachers. The influence of highlighting various types of learning has been studied (Frymier, 1993). Learning and performance are influenced by learners' feelings about their learning environment, teacher, and the content presented (Rodríguez, Plax, & Kearney, 1996). The core tenants of transformational instruction, which deals with emotive educational properties, are motivation and idealized impact (Dionne, Yammarino, Atwater, & Spangler, 2004; Farahani & Khezrlou, 2009). Learners are more likely to absorb knowledge when they are actively participating with the content being shared

(Frymier, Shulman, & Houser, 1996). Learners' learning is substantially impacted by intellectual stimulation and individualized attention (Gholami & Khezrlou, 2014; Noland, 2005). In the current study, this result was confirmed: Teachers' attention to students' needs and the development of creative methods for coursework resulted in an increase in learner interaction, which has a positive impact on learning (Avolio, Waldman, & Yammarino, 1991; Frymier et al., 1996).

CONCLUSION

Outcomes drawn from this study confirmed the effectiveness of the transformative method of instruction in improving speaking ability. One-on-one interaction between the teacher and student can be accomplished in numerous ways, whether inside or outside the classroom. Examples of recommended interactions would be meeting with students after both good and bad grades on any given assignment to let them know that the instructor is keeping track of their progress, as well as devoting time before and after class to converse with or be available to students. Also, transformational methods of instruction can be simplified in an easily intelligible way to develop instructors as transformational practitioners. Handouts or visual examples requiring little time or effort to read are extremely practical for this purpose. These summaries can cover the essential characteristics of transformational instruction, as well as answer the most frequently asked questions and prevent issues, which reduces anxiety when introducing a new teaching strategy (Sadeghi & Khezrlou, 2016). To summarize, transformational teaching tackles the striking parallels that are present between modern knowledge acquisition and classroom instruction. Subsequently, it must be proposed that this could work as an original practice that could improve students' speaking skills. Despite the encouraging nature of the current study's findings, there are a few caveats to be aware of when interpreting the findings. A chief limitation of the study is that there was no control group to weigh against the experimental group's outcomes. As a result, future studies should employ a more detailed approach to

build upon these findings. Another potential concern is the current study's investigation of speaking ability. Further research into the suitability of this technique in general for teaching all four language skills is required. This would aid in obtaining more rigorous information about the approach's appropriateness for reading, writing, and listening development.

Moreover, while the instrument reliabilities were all adequate, future research is advised to employ techniques such as role-plays, open debates, and storytelling to enhance the clarity and validity of the findings. Finally, the sample size was small, and the individual differences between the learners were not diversified, limiting the universality of the findings on a grander scale. This is a significant drawback, given the individual variances among the learners, which necessitates additional research.

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