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**TEACHERS' AND LEARNERS' PERSPECTIVE TOWARD
THE EDUCATIONAL INNOVATIVE METHODS**



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ABSTRACT

The implementation of instructional innovation in school is a complex process that enquires creating a pedagogical, technological, and managerial systemic change in the school system, a process that often fails to meet the high expectations and to create the systemic changes (Ungar, 2011). Exploring the Iranian EFL teachers and students' attitudes on innovative methods, and also examining the relationship between the EFL teachers and students' attitudes were the objectives of this study. To do this, 20 female teachers and 60 female students in some high schools of Kerman

were selected as the participants of the current study. To explore the objectives of the study, two questionnaires were employed and SPSS software was used for analyzing and interpreting the data. The findings of the study indicated the positive relationship between the EFL teachers and students' attitudes towards innovative methods of teaching. Moreover, Iranian EFL teachers and students indicated their positive perception on the mentioned methods .

KEYWORDS

Instructional Innovation, Perception, EFL Teacher, EFL Learner

RESEARCH PAPER

Introduction

Many factors have been recognized that might affect changes in education, and there are many people who are involved in the process. As Rutherford and Ahlgren (1990) declared, "Ultimately, reform is more about people than it is about, institutions and processes, and most people tend to change more slowly when it comes to attitudes, beliefs and ways of doing things" (p. 197). Based on Jenkis (2014), in spite of the insistent call for innovation and change to meet the changing needs of the world and its students, secondary education seems to have undergone little change in structure, curriculum and methodology during the past years. Different forms of innovations have been introduced in the previous years to attempt to better meet the social and educational needs of high school students, and the most remarkable or obvious being the use of computer and related technology in the schools (Mizrachi & Shoham, 2004). However, some of them do not seem to continue, at least not on a large scale, and they remain much the same as they always have (Roschelle et al., 2007 & Means, 2008). In general, the requirement for improvements in professional development to integrate technology into the classes is a systemic problem. In particular, the technology implementation plans seem to be lacking consideration of learners' and teachers reactions to the new tools (Eady & Lockyer, 2013). Unfortunately, a few studies have been done on investigating the EFL teachers and learners' views on the implementation of technology in to schools (Pepe, 2016). That is to say, these studies have been done on examining some new methods of teaching and learning. Due to little attention is given to the innovative methods and its implications especially in the language classes of high schools in Iran, it is not known if the teachers and students have positive views, and effect on the implementation of instructional innovation (Shahvand & Rezvani, 2016). The present project aimed at assessing and exploring the Iranian EFL teachers and students' attitudes on educational innovative methods. Also, examining the relationship between the EFL teachers' and students' attitudes is another objective of this study. The present study evaluated the following research questions;

- *What is the attitude of Iranian EFL teachers towards educational innovative methods?*
- *What is the attitude of Iranian EFL students towards educational innovative methods?*
- *What is the relationship between the EFL teachers and students' perceptions on educational innovative methods?*

Literature Review

Applying technologies in education instructions is considered as a serious challenge for every teacher. However, in today's technological era all teachers should know how to utilize and apply technology applications for showing teaching material to students regardless of their teaching subject. Thus, with evident differences in pedagogy concepts and content of different subjects, information communication technologies have potential to be used in diverse subjects for various educational purposes. (Fatehi Rad, 2012). According to Bruce (1989), instructional innovation fosters the interactive relationship between students and learning environment, and adopts information technology in teaching by using proper strategic skills, in the hope of creating better teaching efficacy. In Wang's (2002) view, instructional innovation means that teachers should be creative in preparing lessons, their teaching process and assessments; also they should be able to reflect and be open to designing or adopting diversified and new teaching methods, understanding learners' individual differences, keeping alive their motivation and interest in learning, and enhancing their study effect. In other words, instructional innovation meant that teachers must be creative, adopt vigorous teaching methods to increase students' interest in learning and develop their

teaching effectiveness. Regarding previous studies, the implementation of innovative technologies in schools demand a systemic change in the school-culture (Kent & MacNergney, 1999; Becker, 2001; Wallace, 2004; Eshet, 2007; Coffman, 2009) and involves a wide range of technological, managerial and pedagogical factors, whose inter-relationships are not fully understood (Darling-Hammond, 2000; Cunningham, 2009; Day & Smethem, 2009; Halverson & Smith, 2009). numerous studies of technology-implementation in school systems reported on disappointment from the projects' findings (De Val & Fuentes, 2003; Mioduser et al., 2004; Day & Smethem, 2009; Halverson & Smith, 2009; Avidov-Ungar, 2010) and focused on the pivotal role of the teachers' pedagogical views and beliefs in its success (De Freitas & Oliver, 2005; Selwyn, 2010). This issue was indicated in the meta-analysis of many technology-integration projects (Hattie, 2009), which found that the best predictors of learners' achievements are related to teachers' activities and not to the technology itself. This emphasized the significance of studying the teachers' attitudes in the context of a technology-implementation project and the interrelationships between teacher-related variables that affect the project's success (Levin & Fullan, 2008).

Curriculum change is initiated by assessment and it is an attempt to increase standards of education in any country. These changes usually bring about uncertainty and tensions to teachers (Johnson, 2010). This point was reflected in a research done by Flores (2005) that Primary School teachers' perspectives were achieved. The research was done through interviews and questionnaire with the Principal of the school, five Heads of Departments and the twelve teachers who were involved in the implementation of the new curriculum. The results of this study indicated that although teachers accepted the new changes, they were not satisfied with the new curriculum. Schools did not have resources to implement the new English curriculum. Teachers also mentioned that they were not trained for the new English curriculum. In other studies by Bulut (2007), Onwu and Stoffels (2005), new English curriculum was examined. Findings revealed that the time allocated to teaching content topics was not enough as they have difficulty in assessing students' performance. Teachers reported that the new curriculum does not provide detail about the content. Also, they referred to the difficulties in arranging the physical classroom environment since the classes were overcrowded.

Successful implementation of educational technology in schools depends mostly on the teachers' and students' perceptions (Selwyn, 1999; Woodrow, 1991). Teo (2008) indicated that students' attitudes and their preparation to accept computer technology in teaching are critical to the success of their learning. Students' attitudes of technology are important if computers are incorporated into teaching and learning efficiently. Moreover, Dorup (2004) highlighted that students prefer the use of ICT in learning, and they revealed positive views towards the use of technology. However, Kennewell (2001) believed that students' positive perceptions could be influenced by classroom organization, teachers, resources, classmates, etc. Several studies on language learners' perspectives towards ICT and their relationships with gender indicated conflicting findings. In the same vein, Kubiátko and Halakova (2009) carried out a study on students' attitudes of using technology in school. The results showed that male students have more positive views toward the use ICT than female ones. Further, the study of Papaioannou and Charalambous (2011) displayed that male students had more positive views toward ICT than their female colleagues. However, Seyal et al., (2002) examined 268 students' attitudes on technology presented no remarkable differences in attitudes with regards to gender. Besides, Mizrahi and Shoham (2004) explored students' computer perceptions in schools. The findings revealed no noticeable differences in male and female students' attitudes. However, more computer use leads to more positive computer views. Within Iranian context, Bagheri, Rostami Abousaeedi & Fatehi Rad

(2014) explored the effect of ICT on learning with emphasis to the computer and internet among primary school learners. Female students were selected randomly to answer the survey questionnaire. The questionnaire has been covered ICT usage concerning the English learners' attitudes. The research findings indicated the great relationship between the use of ICT and language learning. It was also concluded that ICT method offers opportunities to enhance learning among primary English learners.

Method

Design of the Study

Quantitative research methods are the research methods that deal with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships (Leedy 1993). The questionnaire survey technique is a very effective quantitative technique since it enables large scale numerical data to be obtained over a short period of time. In this study the researcher gained numerical data to indicate teachers and students' perceptions towards the educational innovative methods.

Participants and Sample

The participants of this study were the Iranian EFL teachers and students who were teaching and learning English as foreign language in some high schools of Kerman. 20 EFL teachers of and 60 EFL students were the participants of the current study. All of the participants were female who were teaching and studying in some high schools of Kerman. The teachers were teaching English for 3-4 days a week. Their ages were 35 to 55, and all of them were experienced teachers. However, the students were teenagers whose age ranges from 15 to 17 and attended in English class 3 hours a week. The technique used for sampling was "convenience sampling". It is a non-random sampling method and is defined as "the selection of individuals who happen to be available for study" (Mackey & Gass, 2005, p.122).

Instrumentation

To explore the attitudes of the participants, two questionnaires were used. The questionnaires consist of two parts whose first part explores some information about the teacher/ student's age, and years of teaching /studying English at school. The second part consists of 20 items that evaluates positive and negative attitudes on the instructional innovative methods of teaching and learning. The student's questionnaire was translated to Persian to ensure that the participants easily follow its items and then it was translated back into English to ascertain that the translated one had the same interpretation.

Data Collection Procedures

The researcher selected the English teachers and students in some high schools of Kerman. 20 EFL teachers and 60 EFL students were served as the participants of the study. At first, the permission was received from the managers of the schools to conduct the study. After permission, the researcher herself attended the EFL classes for collecting the data. Then, she explained the necessary things to the participants patiently and informed them what they stated in the papers would remain confidential; therefore, they were encouraged to give their true responses to each item. Also, she asked the teachers and students if there were any questions or concerns. After preparing, the questionnaires were distributed to them and all of the participants wrote their names. It should be noted that the students' questionnaires were translated into Persian to ensure that the participants easily follow its items and then it was translated back into English to ascertain that the translated one had the same interpretation. Also, it was checked by two experienced professors in order to avoid any ambiguity if any final adjustments needed to be done. After that, teachers and

students were asked to respond all questions carefully without any time limitation. Finally, all the questionnaires were gathered for analyzing and interpreting the data. Statistical Package for the Social Science (SPSS) software, version 19 was used to analyze the received data. That is to say, descriptive statistic, including frequency, mean, standard deviation, and percentage was employed in the form of tables and diagrams, in order to investigate the participants' attitudes. During the process of the present study, the relationship between EFL teachers' and students' perceptions towards the educational innovative methods were investigated through correlation test. Therefore, inferential statistic, including Pearson correlation test was used to evaluate the possible relationship between the participants' attitudes towards the mentioned methods.

Findings

This part indicates descriptive statistics of demographic information of the EFL teachers. The data were collected by questionnaire from 20 female teachers whose age ranges from 35 to 55. The following tables present descriptive statistics of their ages.

Table 1. *Analysis of the Teachers' Age*

	35-45	46-55
Age	8	12
	40%	60%

Table 2. *Analysis of the Teachers' Academic Degree*

	BA	MA
Academic Degree	7	13
	35%	65%

Table 3. *Analysis of the Teachers' Experience*

	1-5	6-10	11-15	More than 15
Experience	0	7	9	4
	0%	35%	45%	20%

As the first table indicates 8 the teachers were 35 to 45 years old, and 12 of them were 45 to 55 years old. Also, table 2 represents, 35% of the teachers were BA and the other (65%) were MA. The last part of demographic information analyzed the teachers' experience. Based on table 4.3, seven teachers were teaching from 6 to 10 years, fifteen of them 11 to 15 years, and four of them have been teaching more than 15 years. Besides, demographic information of the EFL students was analyzed in this chapter. All of the students were female with age ranges from 15 to 17. The following table presented descriptive statistics of their ages. As the following table displays, 33 of students were 15, and 15 of them were 16 years old. Also, 12 of the students were 17.

Table 4. Analysis of the Students' Ages

	15	16	17
Age	33	15	12
	55%	25%	20%

In this section descriptive statistics analysis was conducted in order to evaluate the items of the teachers' questionnaire related to innovative methods. The results are presented in the following tables and diagrams.

Table 5. Teachers' Attitude toward Instructional Innovative Methods

Innovative Methods (Teacher's Questionnaire)						
N	Items	SA	A	N	D	SD
1	I like to work with the new methods of teaching.	6	7	2	3	2
		30.00%	35.00%	10.00%	15.00%	10.00%
2	I will encourage my colleagues to employ innovative methods of teaching.	6	6	2	4	2
		30.00%	30.00%	10.00%	20.00%	10.00%
3	There are a lot of benefits with implementing instructional innovation methods.	5	7	3	4	1
		25.00%	35.00%	15.00%	20.00%	5.00%
4	Learning through innovative methods will be more challenging.	6	6	1	4	3
		30.00%	30.00%	5.00%	20.00%	15.00%
5	Innovative methods should be a priority in education.	6	7	2	5	0
		30.00%	35.00%	10.00%	25.00%	0.00%
6	Instructional innovative methods can enhance student's learning.	8	7	2	3	0
		40.00%	35.00%	10.00%	15.00%	0.00%
7	Schools are the better place for implementing instructional innovation methods.	7	4	2	4	3
		35.00%	20.00%	10.00%	20.00%	15.00%
8	Students should use innovative methods in all subject matters.	5	6	1	7	1
		25.00%	30.00%	5.00%	35.00%	5.00%
9	Instructional innovative methods would	5	5	2	6	2

	motivate students to do more.	25.00%	25.00%	10.00%	30.00%	10.00%
10	Instructional innovative methods transform school culture and academic success.	7	7	1	4	1
		35.00%	35.00%	5.00%	20.00%	5.00%
11	Teaching with innovative methods offers real advantages over traditional methods of instruction.	5	6	0	5	4
		25.00%	30.00%	0.00%	25.00%	20.00%
12	Using innovative methods in the classroom would make the subject matter more interesting.	6	7	0	7	0
		30.00%	35.00%	0.00%	35.00%	0.00%
13	Instructional innovative methods save time and effort.	5	5	2	5	3
		25.00%	25.00%	10.00%	25.00%	15.00%
14	I have more confidence to work with innovative methods.	5	6	3	3	3
		25.00%	30.00%	15.00%	15.00%	15.00%
15	I like teaching through innovative methods.	7	7	0	5	1
		35.00%	35.00%	0.00%	25.00%	5.00%
16	Teaching with the new methods makes me pleased.	6	7	3	4	0
		30.00%	35.00%	15.00%	20.00%	0.00%
17	I would follow innovative methods as much as possible	6	4	1	5	4
		30.00%	20.00%	5.00%	25.00%	20.00%
18	I have intention to use instructional innovative methods in the near future.	6	5	2	5	2
		30.00%	25.00%	10.00%	25.00%	10.00%
19	Instructional innovative methods can improve the quality of learning.	1	9	2	4	4
		5.00%	45.00%	10.00%	20.00%	20.00%
20	Innovative methods will make difference in the language classes.	7	7	1	4	1
		35.00%	35.00%	5.00%	20.00%	5.00%

The above table (5) examined the teachers' attitude toward innovative methods. At first, most of the EFL teachers (75%) liked to work with the new methods of teaching. Also, (60%) agreed to encourage their colleagues to employ innovative methods of teaching. moreover, 60% agreed that there are a lot of benefits with implementing innovative methods of teaching. The same

percentage (60%) believed that learning through innovative methods will be more challenging. furthermore, a high percentage of the teachers (75%) mentioned that innovative methods should be a priority in education and they stated that instructional innovative methods can enhance student's learning. After that, more than half of the teachers (55%) noted that schools are the better place for implementing instructional innovation methods, and exactly half of them (50%) said that students should use innovative methods in all subject matters. Once again, half of them (50%) believed that instructional innovative methods would motivate students to do more. In addition, 70% of the EFL teachers stated that instructional innovative methods transform school culture and academic success. The analysis of the above table indicated that 55% of the respondents (teachers) said that teaching with innovative methods offers real advantages over traditional methods of instruction. Also, more than half of the EFL teachers (65%) agreed that using innovative methods in the classroom would make the subject matter more interesting, and exactly half of them believed that instructional innovative methods save time and effort. Besides, 55% of the respondents declared that they have more confidence to work with innovative methods, and 70% of them liked teaching through innovative methods. As the table showed, 75% of the EFL teachers claimed that teaching with the new methods makes them pleased and half of them (50%) would follow innovative methods as much as possible. Eventually, 55% of them had intention to use instructional innovative methods in the near future, 50% believed that instructional innovative methods can improve the quality of learning, and 70% agreed that innovative methods will make difference in the language classes.

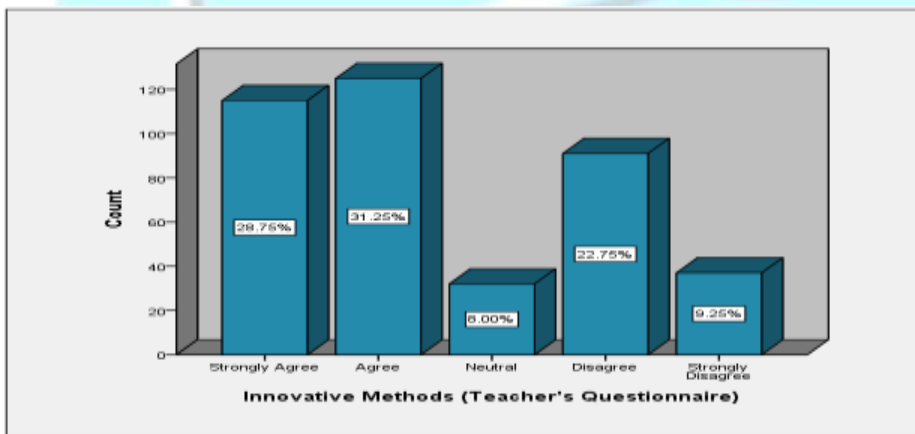


Diagram 1. Average of the Statements (Teachers' Questionnaire)

The above diagram (1) displayed the percentage of all the items in the teachers' questionnaire. Based on the data analysis, a remarkable percentage of the participants (EFL teachers) (60%) showed their agreements on the items related to instructional innovative methods of teaching. However, a low percentage (32%) revealed their disagreements on the mentioned items, and 8.00% of them had neutral opinion on the above items of the questionnaire related to innovative methods of teaching. In this part descriptive statistics analysis was done in order to evaluate the items of the students' questionnaire related to innovative methods of teaching. The results are presented in the following table.

Table 6. *Students' Attitude toward Instructional Innovative Methods*

Innovative Methods (Student's Questionnaire)

N	Items	SA	A	N	D	SD
1	I like to learn with the new methods of teaching.	14 23.33%	25 41.67%	2 3.33%	11 18.33%	8 13.33%
2	I will encourage my classmates to work with innovative methods.	15 25.00%	27 45.00%	3 5.00%	12 20.00%	3 5.00%
3	There are a lot of benefits with implementing instructional innovation methods.	15 25.00%	28 46.67%	3 5.00%	9 15.00%	5 8.33%
4	Learning through innovative methods will be more challenging.	18 30.00%	22 36.67%	1 1.67%	11 18.33%	8 13.33%
5	Innovative methods should be a priority in education.	10 16.67%	30 50.00%	0 0.00%	14 23.33%	6 10.00%
6	Instructional innovative methods can enhance student's learning.	14 23.33%	23 38.33%	1 1.67%	13 21.67%	9 15.00%
7	Schools are the better place for implementing instructional innovation methods.	20 33.33%	25 41.67%	2 3.33%	8 13.33%	5 8.33%
8	Students should use innovative methods in all subject matters.	18 30.00%	22 36.67%	0 0.00%	14 23.33%	6 10.00%
9	Instructional innovative methods would motivate students to do more.	20 33.33%	25 41.67%	2 3.33%	8 13.33%	5 8.33%
10	Instructional innovative methods transform school culture and academic success.	16 26.67%	24 40.00%	1 1.67%	14 23.33%	5 8.33%
11	Teaching with innovative methods offers real advantages over traditional methods of instruction.	14 23.33%	26 43.33%	4 6.67%	10 16.67%	6 10.00%
12	Using innovative methods in the classroom	13	25	5	8	9

	would make the subject matter more interesting.	21.67%	41.67%	8.33%	13.33%	15.00%
13	Instructional innovative methods save time and effort.	12	20	3	15	10
		20.00%	33.33%	5.00%	25.00%	16.67%
14	I have more confidence to work with innovative methods.	19	15	3	8	15
		31.67%	25.00%	5.00%	13.33%	25.00%
15	I like learning through innovative methods.	14	26	4	10	6
		23.33%	43.33%	6.67%	16.67%	10.00%
16	Learning with the new methods makes me pleased.	15	28	3	5	9
		25.00%	46.67%	5.00%	8.33%	15.00%
17	I would follow innovative methods as much as possible	10	28	3	14	5
		16.67%	46.67%	5.00%	23.33%	8.33%
18	I have intention to use instructional innovative methods in the near future.	13	23	3	11	10
		21.67%	38.33%	5.00%	18.33%	16.67%
19	Instructional innovative methods can improve the quality of learning.	13	22	8	11	6
		21.67%	36.67%	13.33%	18.33%	10.00%
20	Innovative methods will make difference in the language classes.	15	27	1	9	8
		25.00%	45.00%	1.67%	15.00%	13.33%

According to data analysis of the students' questionnaire, 65% of the EFL students liked to learn with the new methods of teaching, and 70% will encourage their classmates to work with innovative methods of teaching. Almost 72% of the students mentioned that there are a lot of benefits with implementing instructional innovation methods, nearly 67% stated that learning through innovative methods will be more challenging, and exactly the same percentage (about 67%) agreed that innovative methods should be a priority in education. Based on the received data from the questionnaire, almost 62% of the students believed that instructional innovative methods can enhance student's learning, 75% stated that schools are the better place for implementing instructional innovation methods, and about 67% thought that students should use innovative methods in all subject matters. Also, 75% of the participants declared that instructional innovative methods would motivate students to do more, and almost 67% of them agreed that instructional innovative methods transform school culture and academic success. Again the same percentage (67%) mentioned that teaching with innovative methods offers real advantages over traditional

methods of instruction. Descriptive analysis of the above table illustrated that about 63.5% of the EFL learners of the present study identified that using innovative methods in the classroom would make the subject matter more interesting, and 53.5% stated that instructional innovative methods save time and effort. In addition, about 57% of students felt more confidence to work with innovative methods, 66.66% of them liked learning through innovative methods, and almost 72% stated that learning with the new methods makes them pleased. Moreover, 63.5% of the students on this study would follow innovative methods as much as possible and exactly 60% had intention to use instructional innovative methods in the near future. Finally, about 58.5% agreed that instructional innovative methods can improve the quality of learning and 70% stated that innovative methods will make difference in the language classes.

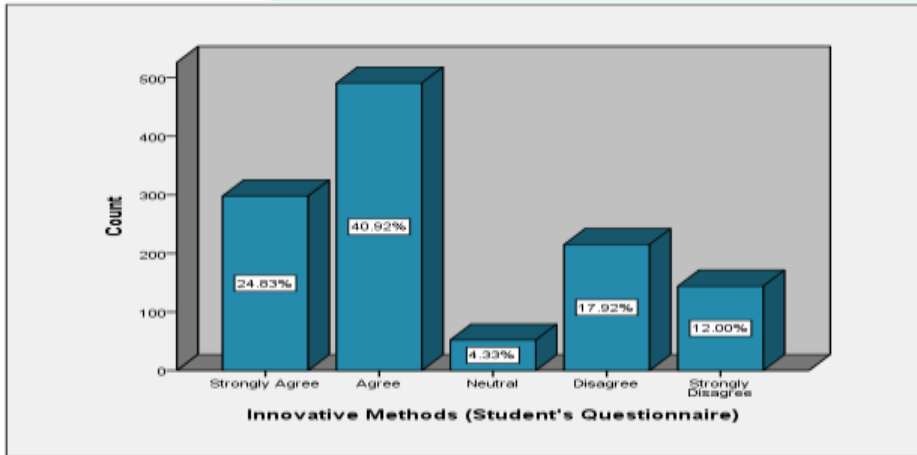


Diagram 2. Average of the Statements (Students' Questionnaire)

Based on the above diagram (4.2) most of the participants (EFL learners), about 66% of them illustrated their agreements on the statements related to innovative methods of teaching. While, about 30% showed their disagreement on the mentioned items, and a small percentage (4.33%) had neutral ideas on the mentioned statements of the questionnaire.

Table 7. Overall Descriptive Statistics of the Questionnaires

Questionnaire	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Innovative Methods (Teacher's Questionnaire)	20	1.00	5.00	2.52	1.356	1.839
Innovative Methods (Student's Questionnaire)	60	1.00	5.00	2.51	1.351	1.826

The above table (7) analyzed mean, standard deviation, variance, etc. of the teachers and students' questionnaire. According to the careful analysis, mean scores (M1= 2.52 & M2= 2.51) and standard deviation (SD1= 1.356 & SD2= 1.351) in both of the questionnaires were reported without a remarkable difference. In the following part, correlation test was used for analyzing the relationship between the variables. The study also examined the relationship between the teachers and students' attitudes toward the instructional innovative methods. To do this, at first Kolmogorov-Smirnov test was done for checking the normality of data. As the table shows, p- value or Sig is

reported more than 0.05, which proves the normality of the assumptions. Therefore, the Pearson test can be employed here.

Table 8. *Kolmogorov-Smirnov Test*

One-Sample Kolmogorov-Smirnov Test			
		Innovative Methods (Teacher's Questionnaire)	Innovative Methods (Student's Questionnaire)
Normal Parameters ^{a,b}	Mean	2.52	2.51
	Std. Deviation	1.356	1.351
	Most Extreme Differences		
	Absolute	.239	.164
	Positive	.239	.164
	Negative	-.200	-.134
Test Statistic		.239	.164
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

In this part, Pearson Test was used for examining the possible relationship between the students and teachers' attitudes. In the following table, Pearson correlation coefficient is between +1 to -1. If the amount of correlation coefficient is positive, the positive relationship is proved. However, the negative amount, shows the reverse relationship between the variables. Also, 0.00 indicates no relationship between the variables. As the following table (9) shows, the significance level or sig is less than 0.05, (Sig= 0.03<0.05). Therefore, there is a significance relationship between the two variables; teachers and students' attitudes. Also, regarding the correlation coefficient which is 0.904, the strong and direct relationship between the variables was proved.

Table 9. *Pearson Test*

Correlations			
		Innovative Methods (Teacher's Questionnaire)	Innovative Methods (Student's Questionnaire)
Innovative Methods (Teacher's Questionnaire)	Pearson Correlation	1	0.9*
	Sig. (2-tailed)		0.03
Innovative Methods (Student's Questionnaire)	Pearson Correlation	0.9*	1
	Sig. (2-tailed)	0.03	

*. Correlation is significant at the 0.05 level (2-tailed).

Discussion

Investigating the teachers and students' attitudes on innovative methods of teaching and finding the possible relationship between them were the objectives of this study. The first research question of the study highlighted the EFL teachers' attitude toward innovative methods of teaching. Descriptive statistics revealed the teachers' attitudes by 20 statements on implementing the innovative method. As the related table (5) indicated, most of the EFL teachers liked to work with the new methods of teaching and they would encourage their colleagues to employ them. Also, they referred to the benefits, challenges, interesting, students' enhancement, and advantages over traditional methods. Besides the teachers agreed that schools are the better place for implementing them that they motivate students to do more, so they can transform school culture and academic success. More importantly most of the teachers declared that they have more confidence to work with innovative methods, teaching with the new methods makes them pleased, and they would follow innovative methods as much as possible. Finally, they believed that instructional innovative methods can improve the quality of learning that will make difference in the language classes. It was found that the Participants of the study had completely positive attitude on innovative methods of teaching.

Regarding students' perceptions towards innovative methods of teaching, most of the students liked to learn with the new methods of teaching and encouraged their classmates to work with innovative methods. As the teachers stated, they referred to the benefits of these methods and agreed that innovative methods should be a priority in education. Also, they believed that these methods can enhance their learning, motivate them to do more, and transform school culture and academic success. Then, they mentioned that teaching with innovative methods offers real advantages over traditional methods of instruction and save time and effort. In addition, they felt more confidence to work with innovative methods, liked learning through them, and makes them pleased. At the end, they agreed on following them as much as possible and in the near future. They thought that instructional innovative methods can improve the quality of learning and make difference in the language classes. In a nutshell, due to the careful analysis, it was found that the EFL students in high school had completely positive attitude on instructional innovative methods of teaching.

Inferential statistics displayed relationship between the EFL teachers and students' attitudes towards the instructional innovative methods. Pearson Test was used for examining the possible relationship between the students and teachers' attitudes. If the amount of correlation coefficient is positive, the positive relationship is proved. However, the negative amount, indicates the reverse relationship between the mentioned variables. As the table (9) illustrated, the significance level is reported less than 0.05. Accordingly, there is a significance relationship between the two variables, teachers and students' attitudes. Also, regarding the correlation coefficient which is 0.9, it can be proved that there is a significant relationship between the two mentioned variables.

Conclusion

Exploring teachers and students' views towards educational innovations for teaching and learning provides insight to the success of program implementation. A noticeable factor of the program's success is based on the teachers' commitment to implement its components with fidelity. Apart from teachers and students' attitudes, emotional and social learning and new teacher mentor programs indicated their success (Holmes, 2017). Although the participants' attitudes regarding the programs are positive, professional development for teachers plays an essential role in equipping teachers with the required skills to implement resources and strategies. Thus, planning and executing a plan for professional improvement is required to support implementation. By carrying out this study, it has been found that instructional innovative methods are supportive and effective methods of teaching

which can be easily introduced into language classes. Some previous studies previously also confirmed that the new methods of teaching help the students to become better learners. In addition, it is a fun activity which students enjoy and well worth trying out in language classes. Moreover, these methods had a strong positive effect on the classroom environment and the learning behavior of the students. The participants in the present study got involved on implementing the new methods enthusiastically. They participated constructively in this project and based on the careful analysis, it was found that they indicated their positive perception toward instructional innovation. Accordingly, positive relationship between their attitudes on innovative methods of teaching was proved. Krashen and Tarrell (1983) believed that language acquisition can happen only when individuals understand messages in the target language. Through understanding the level of students' learning capabilities and abilities, teachers can focus on providing various activities to students to improve their language learning skills. Based on Anil (2017), teacher should make a congenial atmosphere in the language class that students would feel comfortable to be a part of the learning process. Also, they should accept and encourage students' views without any prejudice. It is better to give enough space to students to think critically and enhance their lateral thinking for their better future. Using innovative methodologies in teaching English in the classes will pave a positive way to language learners to learn the language meaningfully. Students will understand the importance of learning English as a second language without any fear that helps them to raise their achievement and confidence. Teachers should focus on providing effective curriculum for students and also they should involve in designing tasks for students as every student should be involved and benefited.

The finding of the current research is consistent with some previous studies. This result was consistent with those of Wang (2002) and Jones & Paolucci (2004) in terms of the positive relationship between instructional innovation and teachers' attitudes. Also, the outcomes of the project support the existing literature by He and Yan (2001), as well as Wang (2003) who found that the stronger the instructional innovation, the more it would satisfy teachers and learners. The objective of instructional innovation is to raise students' awareness; in other words, its aim is to impart knowledge and cultivate a high-quality learning process characterized by wisdom and flexibility. Accordingly, innovation can provide students with valuable knowledge and increase the power of knowledge that can be considered as the fountainhead of learning motivation and high-quality study. Based on the results of this study, it is obvious that school education has to adapt to the development of society, applying modern and interactive teaching methods and personalized innovative teaching content to improve students' learning satisfaction and study achievement.

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