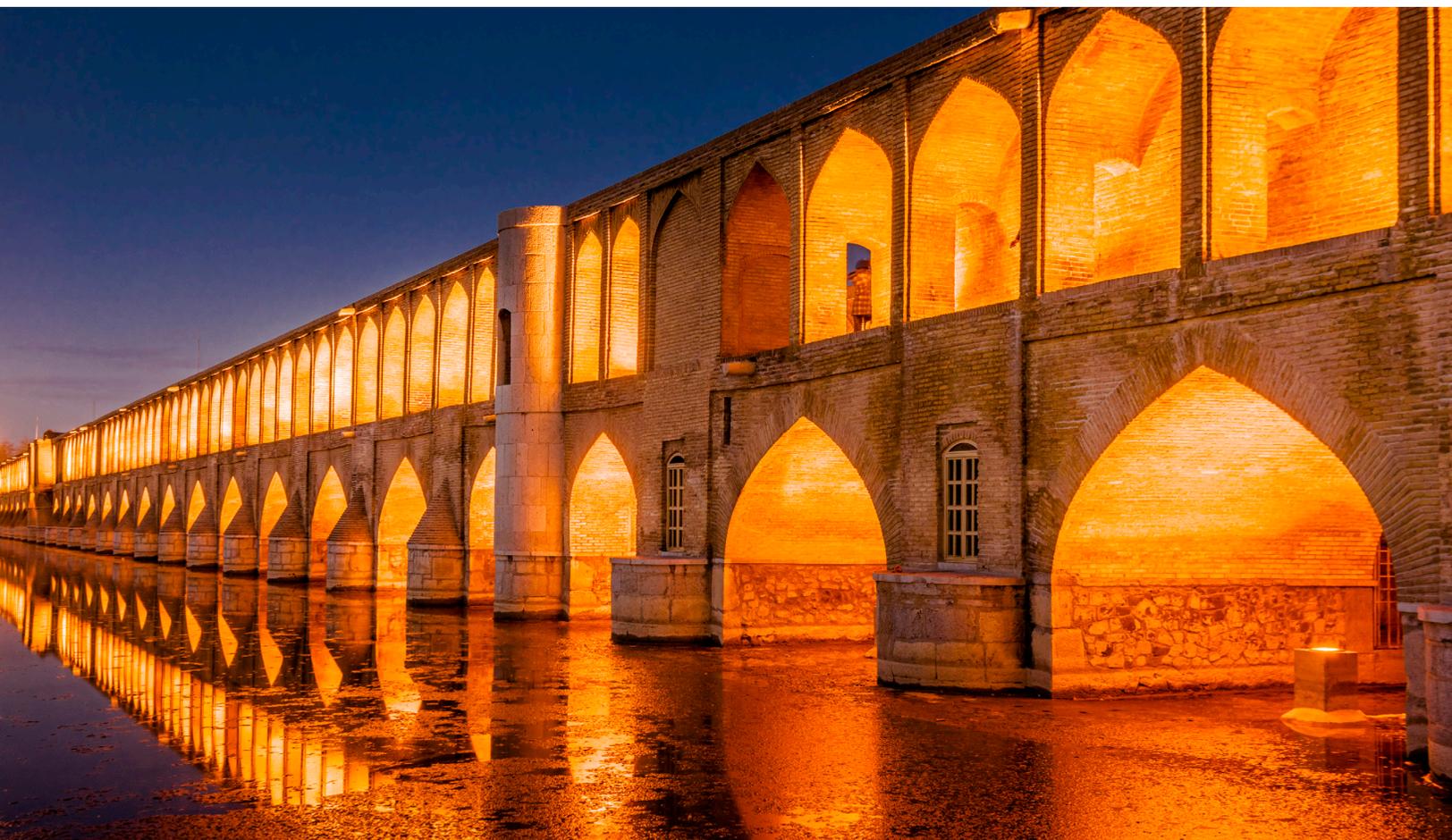


# *ELTEACH* IMPLEMENTATION REPORT

IRAN

JUNE 2016



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**Front Cover:**

Si-o-Seh Bridge, Esfahan, Iran

cescassawin/Getty Images

# 1

## Challenge and Program Selection

The US Department of State's Office of English Language Programs in Washington, D.C. exists to provide academic expertise, advisory and consultative assistance, and materials and resources to support a number of countries worldwide in their efforts to learn about American English and culture.

Regional English Language Officers (RELOs), placed in embassies and consulates of the United States worldwide, exist to implement these programs and initiatives.

In 2015, Mr. Harold Samuels, the RELO at the US Embassy in Bahrain, collaborated with National Geographic Learning (NGL) on an initial implementation of a professional development and assessment program with a small group of teachers in nearby Iran. The initial success of this program led to further collaboration with the Sadr Institute of Higher Education in Isfahan, Iran between March and June of 2016, with a group of 25 teachers selected jointly by the RELO Office and the Sadr Institute.

The program selected was *ELTeach's English-for-Teaching* and *Professional Knowledge for ELT* courses, for its focus on developing the language needed for the classroom, practical methodology development, and ease of implementation while providing measurable outcomes through the two integrated assessments developed by Educational Testing Services (ETS).

**“*ELTeach* is a unique and perfectly brilliant way of teaching professional knowledge to teachers of English in an organized fashion providing you with both theoretical and practical knowledge. My English classes have become a lot more productive than before and I credit *ELTeach* for that.”**

**- Farshid Rezaeifard, program participant**

# 2

## Implementation

The Sadr Institute was assigned responsibility for program implementation in Iran, given its profile in language teacher development and track record of teacher development initiatives in the country.

The 25 teachers were given a short needs analysis, and placed into either the English-for-Teaching (classroom language) or Professional Knowledge for ELT (practical methodology) programs, depending on their level of English in the classroom and years of experience. Seven teachers undertook the *English-for-Teaching* program and 18 teachers enrolled in the *Professional Knowledge for ELT* program.

After an initial orientation to the program given by Mr. Ehsan Taebi and the completion of the course's "Pre-course Planner" to determine each teachers' personalized learning path, the teachers embarked upon the self-access *ELTeach* programs.

They were aided by the Sadr Institute, who played the role of monitoring and checking progress and motivating teachers. Program staff from National Geographic Learning were also on hand throughout, providing guidance to participants on conference calls and assisting with progress reports and technical support.

***“ELTeach is where theory is put into practice. The materials are easy to understand and applicable to real classrooms. ELTeach has taught me how to be reflective of my teaching and how to spice it up with creativity.”***

**– Iman Taebi, program participant**

In June of 2016, 21 of the participants sat for either the *TEFT™* Assessment (Test of *English-for-Teaching*) or the *TPK™* Assessment (Test of *Professional Knowledge of ELT*) at an approved computer-based assessment facility in Isfahan.

# 3

## Results

The results from this implementation are impressive; reflecting the collaborative nature of the partnership between the Sadr Institute locally, National Geographic Learning, and the US Department of State.

The teachers enrolled in the *English-for-Teaching* program completed 70% of their assigned content and those enrolled in the *Professional Knowledge for ELT* course completed 97% on average. The overall program completion rate was 90%, with 21 teachers completing their assessments.

The teachers also performed very well on the assessments; 100% of the participants placed into Band 1, the top band, for the *TEFT™* Assessment and 92% of participants placed into Band 1 for the *TPK™* Assessment.

The teachers' focus by content area within each course was also measured. In the *English-for-Teaching* group, much of the focus was on developing their language and skills for Classroom Management. The *Professional Knowledge for ELT* group divided their time somewhat evenly between focusing on Classroom Practice and Foundational Knowledge.

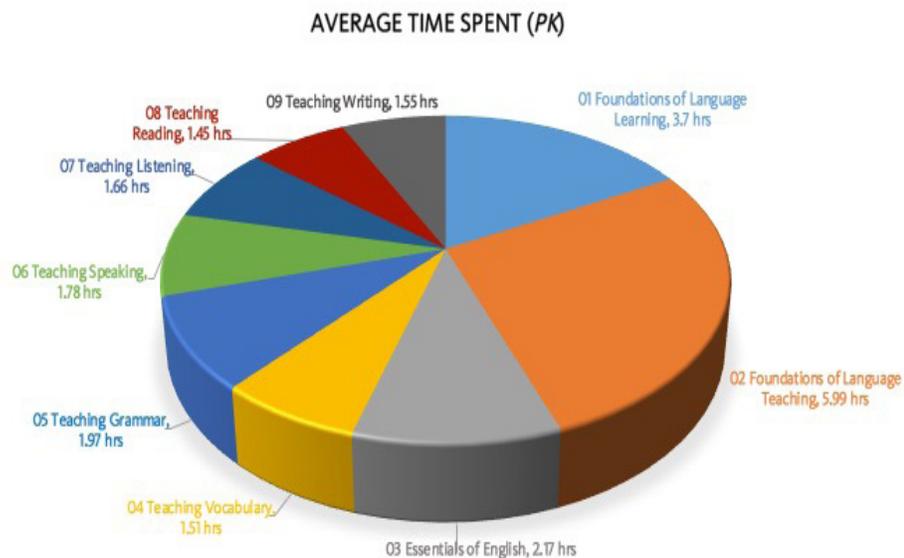


Figure 1: Average time teachers spent on each section of the *Professional Knowledge for ELT* course.

AVERAGE TIME SPENT (PK)

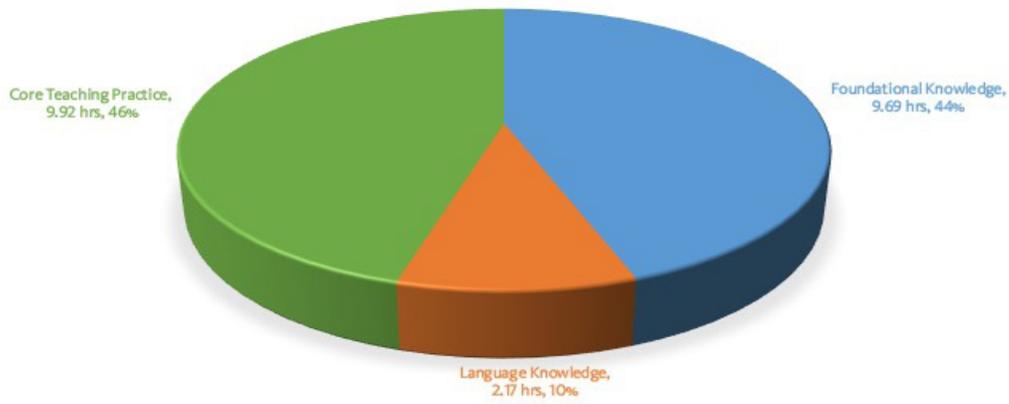


Figure 2: Average time teachers spent on different content areas in the *Professional Knowledge for ELT* course.

AVERAGE TIME SPENT (EFT)

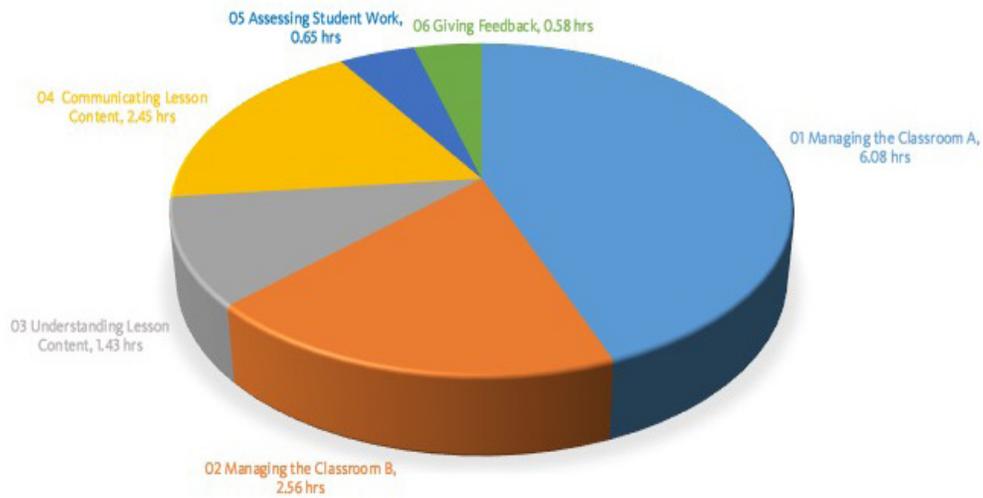


Figure 3: Average time teachers spent on each section of the *English-for-Teaching* course.

AVERAGE TIME SPENT (EFT)

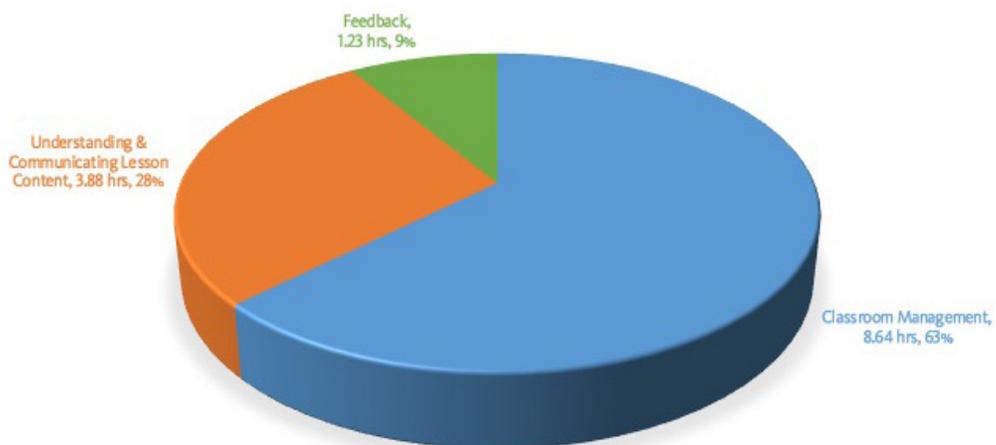


Figure 4: Average time teachers spent on different content areas in the *English-for-Teaching* course.

# 4

## Next Steps

National Geographic Learning, the Sadr Institute and the US Embassy in Bahrain are encouraged by the results this program has brought to teachers in Iran, and is continuing to seek ways in which these programs can be brought to more teachers in the country, and wider across the region in coming years. Partnerships such as these are critical in building strong collaborative initiatives in education in this region, and this initiative has served as an example of what can be achieved in a short space of time and with minimal levels of initial investment.

**“I greatly enjoyed the benefits of the course both theoretically and practically. The way the course started and went on through the end, the design, the categorization, its provision of material and challenge, the involving techniques, and mostly the practicality of the course were highly impressive. The course helped me maximize my self-awareness of teaching techniques and strategies and boost my teaching reflection.”**

**- Maryam Kooshafar, program participant**



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