Applying Information and Communication Technology (ICT) as a Directory of Transparency in an Iranian EFL Classroom

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Abstract: Transparency has been considered as the course of material relocation (Vught & Heijden, 2010) such that the shortage of information is assumed to be a strong and rich indicator of bias, depravity and inability (Smith, 2004). Therefore, transparency is completely stated once there is shortage of concealed plans. In instructive surroundings, transparency contains, among other things, in the statement and assessment of learning consequences in a manner that is comprehensible to the learners with the purpose that they will be able to have an end-to-end assessment of the related instructive plan (Offerman, 2008). Taking these methods to clearness, this study assesses the influence of the Information and Communication Technology (ICT) reasonable on the improvement of instructive transparency in Iranian EFL teaching space. In that assembly, there will be two research questions:
1. To what scope does the ICT mastery between the learners influence EFL teachers' role in the teaching space?
2. Do various features of the instructive course activate the same grade of transparency between the EFL teachers?
A survey was created and allocated to 61 EFL personnel in several Iranian Institution of higher education to gather required data. Generally, consequences exposed a high point of transparency between the members, who similarly tried more transparency in teaching than in theoretical communication with the learners.

Keywords: transparency, teaching setting, teaching transparency, EFL teaching, educational communication, ICT

Introduction

From the time when instructive equipment was presented into the Iranian universities at the very early decade of the 21st century, it has positively been modifying learning and teaching methods in a diversity of conducts. For example, Abdalla (2007) states that because of the usage of the smart board at Majmaah Community College, the scholars ended criticizing the extra time of lessons into their class rests and so the valuable time that was formerly misused on stopping the learners was completely used in involving course objects. First and foremost, customer

satisfaction reviews administered to learners every single term have been making optimistic response concerning tutors' presentation. The key motivation for the learners' pleasure is given by the accessibility of educational tips that instructors post on their web-pages and the opportunity to connect instructors at every time via the emailing or phone calls. In addition, this article believes that the bringing the Information and Communication Technology into education has great achieving values for the amount of transparency in the teaching spaces. Assistance for this supposition appears partly from the outlook that instructors who were formerly regarded as instructive experts have lately expected more reasonable parts as organizers due to the combination of the ICT with the instructive structure. Additional things being equivalent, this change in instructors' role is given motivation by the fact that "a vast quantity of our students' acquiring happens deprived of our purpose or occasionally even in spite of it" (Dowling, 2003). This type of learning opportunity is produced by the fact that learners are named in the suitable word as *"digital natives"*, suggesting that they could be more digitally well-educated and, as a result, more educated about the powerful online instructive tools than their instructors (Prensky, 2001).

However, it is just in a transparent learning setting that such digital capability could be combined with teaching and learning activities. Finally, along with specifying the part that ICT plays, this study tries to deliver solutions to the questions below:

1. To what scope does the ICT mastery between the learners influence EFL teachers' role in the teaching space?
2. Do various features of the instructive course activate the same grade of transparency between the EFL teachers?

Theoretical Background

On the whole, the words *transparency*, and "openness" in this area are synonyms, and regarded as the development of information conveyance (Vught & Heijden, 2010) such that the shortage of material is assumed to be a strong indicator of bias, dishonesty and ineffectiveness (Smith, 2004). Consequently, *"transparency is completely conveyed once there is shortage of concealed schedules"* (Luba &Mahraj, 2013, para. 10). However, it plays a vital part in publics' lives to the point that shortage of it creates "enough vocabularies to fill a dictionary", containing "turn, lying, plots, operation, dishonesty, scam, tricks, disloyalty, fraud, treachery, rip-offs, exploitation and perfidy."

Academically speaking, numerous investigators come close to *transparency* from various viewpoints. For example, debating *transparent establishments*, Adnet et al. (2011: 13) support that for an establishment to be so regarded, it ought to obey countless criteria containing assortment of learners who can accomplish programs based upon instructive accomplishment and possible, application of dependable and effective evaluation approaches and minimizing obstacles to candidates. Correspondingly, Vught & Heijden (2010, p. 33) connect *transparency*

to quality assurance by way of data distribution means that points at aiding exterior investors to "form decrees to draw results." Furthermore, as stated by Offerman (2008, para. 8), *transparency* has been a feature of program-level acquiring consequence. As a result, *transparency* involves in the announcement and assessment of learning results in a method that is comprehensible to the learners with the aim that they can possess an "end-to-end vision" of the related instructive plan. On the other hand, it is specified that the course should signify "a theoretical move from program as a collection of courses to program as a tactical instructive plan that displays how and when growing capabilities are advanced". These viewpoints concentrate over the features of theoretical *transparency* which is related to "instructive direction", "administration of fiscal capitals", "employment of theoretical staff", "attending instructive associations", etc.

However, as stated in the introduction part, this paper directs a fourth ICT-created transparency that focuses over the teacher-learner connection both in and out of the teaching space. It mainly examines the scope to which the actions, opinions, benefits, involvements of the educator, etc. are noticeable to the learners (Dalsgaard & Paulsen, 2009). The tutor's part is stressed owing to the fact that it is the educator who helps and measures learners' knowledge. Relating to this, there would be the two major questions: what is transparent training and how can it be improved by the mixing of the ICT in the class?

In the beginning, Evans (2013) imagines that transparent training signifies a logical change that needs daring, firmness and confidence on the portion of the instructor to allocate module information with the learner in order to create the teaching space an ideal learning atmosphere for both the instructor and the learner. The related sources similarly reveal that transparent teaching exceeds sheer information allocating to the review of "some important suppositions about lesson arrangement, subject and teacher's role" (Arvidson & Huston, 2008, p. 4). In addition to this, these suppositions were formerly unusual to the instructor; however, can currently be discussed with the learner in transparent instructive surroundings. Additional trainings and actions that reduce a classroom transparent contain instructor's readiness to be open, brave and self-judgmental and involving with the learners, being grateful for open feedback and admitting influences (Chang, 2002). Without a doubt, instructors ought to experience such interactive variations to purpose correctly in a transparent instructive setting provided the customary vision that "teaching is generally a personal activity, isolated from our equals by four walls of the schoolrooms, and similarly frequently enviously guarded over the borders of educational independence" (Kelly, 2001, para. 7).

Ezza (2012) states that the educator who was formerly regarded "an instructive expert", "a distributor of awareness", etc. has lately presumed more reasonable parts as, e.g. an organizer, a planner, a director, etc. in consequence of the learners' knowledge with digital tools and, therefore, rich instructive assets retrieved among them. A least there are two suggestions for the instructor that can cause this condition: learners' skill to acquire out of instructors' knowledge and learning possibly will accomplish goals but those established by the tutor (Newhouse, 2002,

p. 38). Consequently, the instructor has two excessive choices to pick from: resistance to the mixing of the ICT in teaching since it lessens his/her impact or admit to get the ICT-connected abilities and literateness to be able to act capably in the teaching spaces. Luckily, research results notify that there are robust tendencies between instructors to accept a more ICT-adjusted parts that permit them to make up education communities with own learners (Fairman, 2004; Ezza, 2012). It was correspondingly supposed that *transparency* provided study members "a recovered sense, intention, inspiration, simplicity, and link to course purposes." (Anderson et al, 2013, p. 38).

Methodology

Participants

The research participants contained sixty one EFL instructors who were apparently are working for eleven Iranian public and private universities. The participants were affected as a group, i.e. irrespective of their sex, age, academic grade and position since the research proposes to provoke broad knowledge about the grade of their education transparency.

Instrument

A five-level, likert-type questionnaire (from powerfully agree to intensely disagree) was made to gather data for this paper. It included 20 reports that focused over countless ways that were supposed to improve instruction transparency. They sharply ended up to two groups: teaching trainings and transfer trainings. The first group shaped the support of the survey both according to the amount of records (nearly 80 percent of the survey) and the diversity of instruction approaches involved. Conversely, the transfer trainings concentrated on teacher-student allocation out of the teaching space to strengthen both teaching and learning skills. The tool's face strength was certified by 10 teacher of EFL in several Iranian Universities. Cronbach's alpha calculator was applied to compute its trustworthiness, brings about the co-proficient of .834 and, therefore, showing elevated steadiness.

Procedure

The questionnaire posted on Google Drive and next mailed to the email addresses of the participants which prepared in advance. In numerous circumstances it was also sent to their official and common addresses. However, as stated in the participants' part above, a quantity of remarks of distribution breakdown were collected. Even worse, just almost 13perent of them fulfilled the survey while it had been sent twice to most of them.

Results

Descriptive information was employed to examine the statistics to fulfill the first study questions, i.e. *to what scope does the ICT mastery between the learners influence EFL teachers' role in the teaching space*? Table 1 notifies that the contributors' answers were revealing of a high mark of transparency as can be validated by the great norm of their replies (which is nearer to the highest significance than to the least significance). This result will be explained in the discussion part:

Table 1: *Teaching Transparency among teachers of EFL in Iran*

Descriptive Statistics

Std. Deviation	Mean	Maximum	Minimum	N	
8.66114	87.4262	100.00	66.00	61	VAR00001
				61	Valid N (listwise)

Std= standard; VAR= variable

With regard to the data needed to reply the second research question, it is significant to indicate in this case that the survey contained 20 records that were supposed to show transparency in two extents: 1) teaching and 2) communication. Consequently, the second research question was pretended to realize if trainings relating to these two extents obtained the same consideration from EFL instructors. T-test was employed to examine the dissimilarity between the answers in these parts (i.e. records 1-16 and 17-20 correspondingly); table 2 reviews the discovery:

Table 2 *T-test for the Dissimilarity in Transparency amongst Teaching and in Communication processes*

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Transparency in Teaching	61	70.4754	6.76906	.86669
Transparency in communication	61	16.9508	2.52604	.32343

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Transparency in Teaching	81.316	60	.000	70.47541	68.7418	72.2090
Transparency in communication	52.410	60	.000	16.95082	16.3039	17.5978

t= total; df= degree of freedom; sig.= significance; alpha is ≥ 0.05

Discussion

As it is stated in Table 1, transparent instruction has developed a subject of intensified significance for the research contributors. As a minimum there are two objects to clarify the tendency to accept an extra open association with the learners. Former, Prensky (2001) claims the new generation students (those were born after 1980s) have brought up amongst digital equipment. And due to the fact the Internet has been recognized as a rich instructive supply, it would be conceivable to continue that they not only gain access to instructive supplies that could be richer than the workbooks set by the instructor, but acquire amongst the related course object. In this instructive setting, it would be useless to cling to the old tasks of "a distributor of information", "an instructive expert", etc. since there are machinery-based paths of awareness that could be more learner-friendly than the customary teaching space where the tutor controls the instructive setting. It is normal, consequently, that tutors respond surely to these modifications through equipping their students' digital capability to enhance the class activities. This clarification obtains a robust provision from preceding research discoveries. For example, Fairman (2004, p. iii) states that because of the presentation of laptop computers in the learning procedure in Maine State, "instructors have started to find themselves as associates in language acquisition with learners and describe more mutual association with learners". Furthermore, "learners are capable to carry new subject and material into the classroom". Latter, most of Iranian universities need their instructors to improve their private web-pages where direction resources and contact details are displayed. As this process creates the instructor and courseware obtainable to the learners whenever need occurs, it surely reduces the related instructive setting transparent.

Concerning the second research question, we can understand from table 2 that there is an important dissimilarity amongst members' reply to the two parts of the survey: teaching exercises (reports 1-16) and educational communication (reports 17-20). Data analysis reveals that the contributors showed more transparency at first than in later in spite of the fact that they had displayed their contact details such as email addresses, phone numbers, etc. on their private web-pages in an attempt to make easy communication not only with the learners but with partners of educational group of people nationwide and worldwide. At least there is one portion of suggestion coming from data gathering process that settles instructors' tendency to support education transparency on communication transparency. It was described previously that there had been numerous notifications of delivery breakdown arising out of the shortage of usage of email addresses to the scope that they were put off. It is normal, so, that projects could neither be proposed nor acknowledged via electronic means.

Conclusion and Implications

While learning transparency has been extensively examined, there is a lack of data concerning its request to the EFL teaching space considering that most surveys concentrated on transparency in educational direction, administration of economic sources, employment of academic individual, admittance to academic communities, etc. It was just after the mixing of the ICT in education

that training transparency has attracted more consideration. Related study has mainly concentrated, among other things, on the probability that learning may perhaps occur exclusive of instructors' purpose or even in spite of it; therefore, it is suggested that educationists should re-study some controlling expectations as for several educational values and follows containing instructors' part in the teaching space (Dowling, 2003).

Taking into consideration these expansions, the current paper embark on to study the amount of teaching transparency in an instructive setting described as techno-education in Iranian language institutes. Generally, the results specified that EFL instructors indicated a great amount of transparency; however, they established extra transparency in the area of teaching rather than in educational communication with the learners. Every single result has a suggestion for classroom consultants and investigators. Where the first discovery is considered, "teaching transparency" does not look to be a recognized thought as demonstrated by the efforts made to describe an effective description of it. The accessible literature delivered a small assistance concerning what founds "teaching transparency" to be engaged to create the data collection tool for this research. This deduction can be more supported through the fact that a detailed exploration on chief databases for example Sage, EBSCO, etc. employing the keywords. Both instructors and classroom investigators are, consequently, intensely suggested to make superior endeavors to advance this model in system and apply.

The second discovery looks to involve instructors. Seemingly, the research participants pondered communication with their schoolchildren when they are off university grounds a subject of secondary significance. Finally, a more optimistic approach in the direction of educational communication is needed on the role of the EFL instructors to help both teaching and learning processes.

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