1. OVERVIEW AND BACKGROUND OF THE STUDY

One of the most important subjects in the area of Second/Foreign Language Learning is that of different levels of achievements. Although it is certainly the matter that some individuals are more intelligent than others in learning and utilizing a foreign or second language, all learners with normal instructions and given usual situations are better in their native language. There are, although, many reasons which have been shown to explain the difference of achievements among foreign language learners to describe why some students acquire foreign language easily whereas others challenge and only attain to restricted achievements. The main reason for differences in students’ achievements can be described as: Language Talents, Age, Social-Psychological issues, Individual Characteristics, Hemisphere Specialization, Cognitive Styles, Learning Strategies, and some others. Learning theories try to describe the way individuals learn and what similar features there are in all learning. When all of us have naturally human talents of learning, every person treat a difficulty or learns some factors from a specific view. One of the main factors for the theory pointed out is because of cognitive differences in learning a second/foreign language which is categorized under three main components strategies, styles, and process utilized by learners. Brown H.D says:

“Process is the most general of the three concepts. All human beings engage in certain universal processes. Just as we all need air, water and food for our survivals, so do all humans of normal intelligence engage in certain levels or types of learning. Process, then, is characteristics of every human being. Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized “Battle Plan” that might vary from moment to moment or day to day or year to year. Strategies vary intra-individually; each of us has a whole possible host of ways to solve a particular problem and we choose one or several of those in sequence for a given problem. Therefore strategies are the often conscious steps oh behaviors used by learners to enhance the acquisition, storage, retention, recall and use of new information. Style is a term that refers to consistence
and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning (and personality type, as well) that specially pertain to you as an individual that differentiate you from someone else” (Brown H.D, 1987, p.78-79).

At the same time Witkin et al (1977) define the term “Style” as: “The characteristic approach the person brings with him to a wide range of situations which indicates preferred or habitual patterns of mental functioning and dealing with new information” (p.10). He defines Cognitive Style as “characteristic self-consistent mode of functioning which individuals show in their perceptual and intellectual activities” (ibid. 1977, p.10). Meanwhile, Ellis states that “Cognitive Style is a term used to the manner in which people perceive, conceptualize, Organize and recall information” (Ellis, 1990, p.114). Thus, it is to mention that cognitive style is the preferred mode in that learner analyzes data and performs a task, and every learner is supposed to have less or more constant modes of cognitive performance. Different aspects of cognitive styles have been recognized in the psychological background of learning that a small number of them were being studied for the ideology of foreign or second language learning. These are commonly described as dichotomies. The dichotomy that has attracted the highest interests in the area of Language Learning is named as Field Dependence/Field Independence (FD/FI). As Ellis (1990) states, “The terms do not really represent alternatives, but poles on a continuum, with individuals varying in the extent to which they lean toward dependence or independence” (p.114). According to Witkin defines FD/FI as “The extent to which a person perceives part of a field as discrete form a surrounding field as a whole, rather than embedded, or the extent to which a person perceives analytically” (Witkin, 1971, p. 7). So a person is defined as field-independent if he/she is capable of extracting a component from its background or a context. In addition, Witkin et al. (1971) assert that: “A Field-Independent person may approach problem solving situation analytically, while a
Field-Dependent person may approach therein in a more global way. In the area of intellectual problem solving, a high Field-Independent person is able to detect patterns and sub-patterns, while a Field-Dependent person tends to get lost in the totality of the stimuli. Consequently, a Field-Independent person is at an advantage in problem solving situations in which isolating and manipulating a critical element is important” (p.10). A Field-Dependent person, on the other hand, is more capable of perceiving the total pictures in a situation. Thus, the relationship between Field-Dependent/Field-Independent and success on a given task depends on the nature of a task. Furthermore Witkin and Goodenough say that “Theoretically, Field-Dependent foster greater skill in interpersonal relations, while Field-Independent nurtures greater cognitive restructuring abilities on various perceptual and intellectual tasks” (Witkin & Goodenough, 1976, p.11). Regarding Field-Dependent/Field-Independent individuals, it is to mention that a Field-Independent person can perceive a particular, relevant item of factor in a “Field” of distracting items. The term “Field” generally may be perceptual or it may be more subjective in mentioning to a set of thoughts, opinions, or feelings from which the Field-Independent individuals’ task is to comprehend particular relevant subsets. Field-Dependence, in other words, is the tendency to be dependent on the total field such that the parts added within the field are not easily perceived, though the total field is perceived more clearly as a unified whole. Brown H.D in the same line states that “Affectively, persons who are more predominantly Field-Independent tend to be generally more independent, competitive and self-confident, whereas Field-Dependent persons tend to be more socialized, tend to derive their self-identity from persons around them and usually are more empathic and perceptive of the feelings and thoughts of others” (Brown H.D, 1987, p. 88). It declared that whereas Field-Independents will perform some tasks more effectively
than Field-Dependents, the opposite will be true for other tasks. Principal characteristics of Field-Dependent/Field-Independent cognitive style can be cited as follows:

<table>
<thead>
<tr>
<th></th>
<th>Field-Independent Learners</th>
<th>Field-Dependent learners</th>
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<tbody>
<tr>
<td>1</td>
<td>Impose organization on unstructured filed</td>
<td>Take organization field as given</td>
</tr>
<tr>
<td>2</td>
<td>Greater use of mediational processes such as analyzing and structure</td>
<td>Less effective use of mediational processes</td>
</tr>
<tr>
<td>3</td>
<td>An active, hypothesis-role in learning</td>
<td>A passive spectator-role in learning</td>
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<tr>
<td>4</td>
<td>Learning curve is discontinuous in that there is no significant improvement in learning of a new concept until the appropriate hypothesis is found, then sudden improvement</td>
<td>Learning curve is continuous in that gradual improvement is seen as relevant cues are sampled</td>
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<tr>
<td>5</td>
<td>Less dominated by the most salient cues in learning</td>
<td>More dominated in salient cues in learning</td>
</tr>
<tr>
<td>6</td>
<td>Use structures and reorganize materials for more effective storage and retrieval information</td>
<td>Use existing organization materials in cognitive processing</td>
</tr>
<tr>
<td>7</td>
<td>Internally defined goals and reinforcements</td>
<td>Externally defined goals and reinforcements</td>
</tr>
<tr>
<td>8</td>
<td>Prefer to learn general principals and acquire them more easily</td>
<td>Prefer to learn specific information and acquire them more easily</td>
</tr>
<tr>
<td>9</td>
<td>Intrinsic or task-oriented form of motivation</td>
<td>Extrinsic forms of motivation</td>
</tr>
<tr>
<td>10</td>
<td>Learn better on learner-central learning task</td>
<td>Learn better with socially relevant information</td>
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2. DEFINITIONS OF KEY TERMS

For the purpose of clarity, the terms that are most frequently used in this study are defined as follows:

2.1. COGNITIVE STYLE: A preferred or habitual way of acquiring or processing information especially when describing thought processes. Often used when referring
to field independence or dependence (Riding & Rayner, 1998; Leaver, Ehrman & Shektman, 2005).

2.2. **ESL:** The abbreviation for English as a Second Language. People often try to use the word *ESL* to speak about teaching English to people who do not speak English. Sometimes, ESL teaching happens in an English-speaking country. Often, ESL students are people who came to live in an English-speaking country, and do not speak English very well. If we talk about teaching or learning English in a country where English is not spoken, we usually use the word “EFL”, but “ESL” is sometimes used, too. Categories of ESL Students:

- Immigrants (by choice)
- International Students: Are in abroad temporarily for the purpose of studies, are abroad to learn English and engage themselves in culture of a foreign country. Pay to go to school in that country. Are in abroad for different periods of time. Generally they are highly educated students. Generally have studied English before coming to English Speaking Country. (The samples of this study are same as this category)
- Children of Temporary Foreign Workers
- Government Assisted Refugees (Displaced Person)
- Refugee Claimants

2.3. **FIELD INDEPENDENCE (FI):** “The extent to which an individual is able to focus on one central item, and analyze it, while at the same time consciously keeping it separate from the surrounding context” (Witkin & Goodenough, 1981, p.15).
2.4. FIELD DEPENDENCE (FD): “The difficulty an individual has when attempting to focus on one central item and at the same time keep it separate from the surrounding context” (Witkin & Goodenough, 1981, p.15).

2.5. GROUP EMBEDDED FIGURES TEST (GEFT): A commonly used instrument for determining an individual’s degree of field independence and field dependence originally developed by Herman Witkin (Witkin, Oltman, Raskin, & Karp, 1971).

2.6. LEARNING STYLE: “The pattern of language learning strategies an individual prefers to use when attempting to learn a language” (Leaver, Ehrman & Shektman, 2005, p.66).

2.7. PROCESS APPROACH OF WRITING: process approach to teaching writing should be a process including several stages, namely prewriting or invention activities (brainstorming, group discussion, assessing ideas); drafting; seeking feedback from peers or the instructor; revising on the whole-text level (looking at the overall focus, reconsidering organization, deciding whether there is enough evidence, etc.); followed by revising at the paragraph or sentence level, proofreading, and “publishing” the final text. In essence, process approach to teaching writing focuses on the writing process rather than the final product.

2.8. PRODUCT APPROACH OF WRITING: Proponents of product-oriented approaches to writing regard writing as textual products or autonomous objects. “Text can function a contextually and ideas in the texts are believed to be transferable mainly through language. Meanings are encoded by the writer and can be decoded by a skilled reader. No ambiguities should exist in interpretations because all writers and readers strictly conform to homogenous practices (Hyland, 2002, p.44)”. 
2.9. READING COMPREHENSION: The definition of reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the reading act is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

3. STATEMENT OF THE PROBLEM

Language classrooms contain a wide variety of learners with different needs, abilities, styles and skills. Tailoring instruction to match the needs of each individual learner is impossible; it is equally difficult to imagine that a single approach fits all learners. Awareness of the various needs of learners and exposing them to variety of approaches to accommodate such differences leads to effective learning (Bidabadi, & Yamat, 2010). If students’ needs are neglected or not met properly, they will get bored, inattentive, demotivated and discouraged which lead to poor will perform in the course (Chang, C. 2005). The effect of cognitive styles in learning a foreign/second language has received much attention in recent years. Field independence is one kind of cognitive styles which was introduced by Witkin, et al. (1971) to resemble “the degree to which one perceives analytically or globally”
(Hadley, 2003). The ability of a person to extract the ‘message’ or ‘signal’ from the ‘noise’ or irrelevant information or the cognitive restructuring ability is associated with field independent characteristics. Field independents have the ability to break a complex stimulus into separate elements and to give it a different structure or organization based on previous experiences or restructure it in their own way. If it is difficult to do such a thing, the person will be field dependent (Mancy & Reid, 2004). In the same style, in language learning, the learners have to realize language items in their context and to get them and use them in new contexts (Stern, 1983). For example, the learner may experience situations in which s/he has to understand the meaning of a complex sentence or to comprehend the meaning of a word in its context and use it in other contexts. S/he may encounter with ill-structured sentences in the procedure of language learning. In such situations, the field independent/cognitive style will bear effects on language learning.

Writing is a complicated cognitive process that the writer should handle a number of variables. Writing ability, as a part of language learning, has been studied from different angles. Different methods to teaching writing have been improved like the product approach, the process approach, the genre approach, and the process-genre approach (Badger & White, 2000). Writing is a complex task for both second and foreign language learners and for the native speakers. Furthermore, several reasons such as social, personal, cognitive, linguistic and cultural, L1 transfer, various modes of writing, viewers, methods of teaching writing, and second language proficiency have effects on writing. About the connections between field-dependency/Independency and writing, Kinsella (1996) mentioned that learners with analytical characteristics (field independents) have easier accessibility to the traditional teaching approach a part of which is completing writing tasks. According
to Entwistle (1988), on writing tasks, individuals with holistic cognitive style are more probably to use a universal approach of drafting and redrafting rather than filling an initial outline. They may experience difficulties in evaluating form and attending to task and deciding what is essential in the early stages. In other words, field independents make extra endeavors to brainstorm for approaching the subject. They may have difficulty in evaluating content (Town, 2003).

Furthermore, the main purpose of reading a text as it has been mentioned by Chastain (1975) is comprehension. However, the very failing of many reading process is that comprehension is not achieved sufficiently, if anything occurs at all. It is mostly originated from ignoring the readers that are a main compound in the reading act (ibid.). The ignorance is primarily related to the readers’ differences and styles of interaction with the contexts (or fields) they are reading which in turn leads them to take a perspective of disinclination toward continuing the act. This fact is even more problematic when language learning setting is concerned where the reader must not only deal with a reading practice but also has to arrange bunch of a second language words and structures. Whereas the willingness and engagement should be the most important goal of instruction, since it enhances the quality of the process and as a result the extent of comprehension (Lftody, 2006, cited in Salmani-Nodoushan; 2007). Two of the most widely realized differences among the readers include Field Dependence (FD) and Field Independence (FI), an understanding and awareness of which by both the teachers and readers can develop the comprehension of the text to a great deals. But, unfortunately, what is observed in Iranian educational settings is that the same reading process are performed for the whole body of the ESL readers in the classrooms no matter what the styles of them are – i.e. how they comprehend the unwritten meaning (Ellis, 2008). It is clear that knowing how each learner works and
conduits in reading comprehension and comparing them will expose their probably weakness and strength in reading comprehension. And it also will lead to all educational stakeholders to take a correct approach and adapt instructional methods to cognitive style.

According to the objectives of the study, there was an attempt to see whether there is a significant difference between the performance of field dependent and field independent ESL students in writing skill in general and the two approaches of process and product in particular. Furthermore, it was explored whether there is any considerable difference between field dependent and field independent ESL students’ performances in reading comprehension test.

4. RESEARCH HYPOTHESES AND QUESTIONS

This study aims to explore the effect of Field-Dependent/Independent Cognitive Styles on Iranian ESL Learners’ Performance in Process/Product Writing Approaches and Reading Comprehension Test in India. The Research Hypotheses and Questions are as follow:

4.1. RESEARCH QUESTIONS AND NULL HYPOTHESES OF THE STUDY

Research Question1: Does Cognitive Style significantly affect ESL Students’ Performances in Process and Product Approaches of Essay Writing?

Hypothesis$_0$ 1: Cognitive Style does not significantly affect ESL Students’ Performances in Process and Product Approaches of Essay Writing.

Research Question2: Does Cognitive Style significantly affect ESL Students’ Essay Writing Ability in General?

Hypothesis$_0$ 2: Cognitive Style does not significantly affect ESL Students’ Essay Writing Ability in General.
Research Question3: Does Cognitive Style significantly affect Cohesion and Coherence in ESL Students’ Essay Writing Task?

Hypothesis$_0$ 3: Cognitive Style does not significantly affect Cohesion and Coherence in ESL Students’ Essay Writing Task.

Research Question4: Does Cognitive Style impact on ESL Students’ Grammar Performances in Essay Writing Task?

Hypothesis$_0$ 4: Cognitive Style does not significantly impact on ESL Students’ Grammar Performances in Essay Writing Task.

Research Question5: Does Cognitive Style significantly impact on Lexical Knowledge of ESL Students in Essay Writing Task?

Hypothesis$_0$ 5: Cognitive Style does not significantly impact on Lexical Knowledge of ESL Students in Essay Writing Task.

Research Question6: Does Cognitive Style significantly impact on ESL Students’ Length of Essay Writing?

Hypothesis$_0$ 6: Cognitive Style does not significantly impact on ESL Students’ Length of Essay Writing.

Research Question7: Does Cognitive Style affect ESL Students’ Time of Completing Writing Task?

Hypothesis$_0$ 7: Cognitive Style does not significantly affect ESL Students’ Time of Completing Writing Task.

Research Question8: Does Cognitive Style significantly impact on ESL Students’ Attitudes towards Ownership in Writing?
Hypothesis_0 8: Cognitive Style does not significantly impact on ESL Students’ Attitudes towards Ownership in Writing.

Research Question_9: Does Cognitive Style significantly affect ESL Students’ Reading Comprehension Ability?

Hypothesis_0 9: Cognitive Style does not significantly affect ESL Students’ Reading Comprehension Ability.

4.2. ALTERNATIVE HYPOTHESES

Hypothesis 1: Cognitive Style significantly affects ESL Students’ Performances in Process and Product Approaches of Essay Writing.


Hypothesis 3: Cognitive Style significantly affects Cohesion and Coherence in ESL Students’ Essay Writing Task.

Hypothesis 4: Cognitive Style significantly impacts on ESL Students’ Grammar Performances in Essay Writing task.

Hypothesis 5: Cognitive Style significantly impacts on Lexical Knowledge of ESL Students in Essay Writing Task.

Hypothesis 6: Cognitive Style significantly impacts on ESL Students’ Length of Essay Writing.

Hypothesis 7: Cognitive Style significantly affects ESL Students’ Time of Completing Writing Task.

Hypothesis 8: Cognitive Style significantly impacts on ESL Students’ Attitudes towards Ownership in Writing.
Hypothesis 9: Cognitive Style significantly impacts on ESL Students’ Reading Comprehension Ability.

5. SIGNIFICANCE AND OBJECTIVE OF THE STUDY

This survey links different fields such as second language writing, second language reading comprehension, and cognitive psychology and this kind of study into the determined cognitive factors of ESL learners’ writing performance has a plenty of significances which contribute theoretically, methodologically and pedagogically to the related fields of applied linguistics. The out coming results will display the significance and the role of FI/FD cognitive-style in English Language Writing and Reading Comprehension tasks, a matter which has been disregarded in curriculum scheme and materials progress. Realizing whether FI/FD cognitive style elevate or impede English language writing and reading comprehension performance of Persian students, would contribute curriculum designers and material producers (text writers) who have more desire to provide students with an proper approach of teaching, or intact methods, as well as suitable kind of materials and texts coordinated with the cognitive style they enjoy. Meanwhile it will give thought stimulating intuition for test developers.

The pedagogical concepts of the results of this study will be great for teachers and teacher-trainers. As this study will specify the role of FI/FD cognitive style in the area of ESL writing and reading comprehension skills, so the role and influence of these differences in the selection, gradation and offering of materials, as well as approaches of teaching will be prominent. In spite of these potential significances, it has to be mentioned that this research concentrated only on the cognitive aspects of writing and reading comprehension and studied a group of Iranian ESL students who study in India, so the purpose of this study is limited to the special context of Iranian
ESL academic writing and reading comprehension. It would be great to assert that this investigation solves the riddle of what makes a strong L2 writer and reader, but expectantly this research provides one or two pieces to the solving of this riddle and some impacts to the painting of the scheme of an L2 learner.

6. LIMITATIONS OF THE STUDY

The scope of this research was to specify whether a connection between cognitive style and writing approaches and reading comprehension could be assigned in ESL classroom. However the small scale of the study was necessary for the emerging theory to be expanded, this truth gives rise to the study’s first limitation, that is whether this theory can be employed to more classrooms and present a concept that can be distributed among ESL learners. Furthermore, the small scale of the study resulted in an insufficient range of participants and consequently; they may not be completely indicative of all ESL learners. At the same time, it was necessary in this project to pay attention to just the two factors of cognitive style and writing approaches, although, it is probably that learners employ other elements of learner style integrated with cognitive style when learning and as these combinations differ, so too may learners’ choice of methods. Finally, this research was conducted among Iranian ESL Students. It is possible that the links formed in this study would not be applied to other teaching settings in other countries.

7. SCHEME OF PRESENTATION

The form of five chapters is presented in this thesis. ‘Introduction’ gives a general definition of cognitive style, learning style, field-dependent and field independent learners as well as the importance of cognitive style in the field of English Language Learning. The middle part of this section is devoted to the
definition of key terms, statement of the problem, research questions and hypotheses. Lastly the significance, objective and limitations of the study are presented.

The First Chapter is entitled Learning/Teaching English in the Context of Iran: An Overview. It concerned with the explanation of the situation of EFL in Academic and Non-Academic environments in Iran, evaluation and procedure of teaching English language, common methods of teaching, critical study and bilingualism/multilingualism in Iran.

The Second Chapter is entitled Review of Related Literature. This chapter includes the broad explanation of the concepts of the research and related studies have been done by previous researchers and scholars.

The Third Chapter is entitled Methodology and Materials. This chapter gives an explanation of the method of the research including, sample, setting, participants, procedure of data collection, data collection and measurement instruments as well as procedure of data analysis.

The Forth Chapter is entitles Analysis and Interpretation of Data. In this chapter, the analysis of data along with the related tables, charts and figures are presented.

The Fifth Chapter is entitled Discussion of the Results. It highlights the major findings of the hypotheses and the present study. It gives the hypotheses outcomes and answers to the research questions. It also presents the pedagogical implications of the study. The fruitful and useful suggestion and limitations of the study are made towards the last of the chapter for further research.

In Conclusion which is a note of the observations definitely and inferences carefully based on the present study is presented.
1.1. PRELIMINARIES

English is an essential component of the Iranian educational program in general, and it is taught both in private and public schools. In public schools it is instructed from the guidance school level and in private schools it is offered from elementary level. It is the official foreign language selected by government to be instructed at schools, although Arabic language is the other official foreign language of the Iranian curriculum. As for the university level, English is the complementary instrument of teaching besides Persian Language. English courses are presented at different levels like general, (ESP) English for Special Purposes and prerequisite. It is offered for specific teaching categories (For example, Paramedical, Engineering and Medical students). Additionally, there are several English classes in Iranian community that present different English preliminary courses at the elementary, pre-intermediate, intermediate, upper-intermediate and advanced levels. Moreover, IELTS and TOEFL preparatory classes became more popular recently in Iran. When Islamic Revolution occurred in 1979, English was identified as a ‘foreign’ language and officially it was called ‘alien’ language, implying the perspective at the time to the language spoken by recognized enemies of Iran. Accordingly English has been perceived in a different way, then Iranian late leader, Imam Khomeini PBUH, changed the perspectives towards English as a Foreign language in Iran, by a popular quotation which is shown on the initial pages of all school-level English books in Iran:

“Earlier there was no need for foreign languages. Today, there is a need, however. The world's living languages should be included in the syllabi of schools…. Today is not like yesterday when we couldn't have our voice heard by others in other parts of the world. Today we can remain in Iran and promote ourselves in other parts of the world using another language” (Original text in Persian).
As an international language, English now has a prominent aspect in Iran's formal educational system and particularly in the private schooling curriculum. Learning English is now viewed as an indication of educational besides social success. Despite of that English language has been famous in Iran, there are Iranian Persian-speaking students not much proficient in communicating via this language and still weakness in listening, speaking, reading and writing in English can be observed. Iranian international students traveling to other English-Speaking countries seem to have same problems.

1.2. ENGLISH AS A FOREIGN LANGUAGE IN IRAN

Determining a language to be instructed as a foreign language in a community is not a subject of mere educational option but an issue of government plan sometimes stimulated by social, political, educational and economic aspects. For example, in 1839 at the time a French Priest established first modern school in Iran, his major purpose could have been related to religion, however he asserted that he aimed to encourage modern education and the French language in the Iranian society. Though this school was neither founded nor handled through the government, the French language attained a social reputation in the community and afterwards affected the selection of foreign language training in the country (Mahboubi Ardekani, 1975).

After World War II, English was being promoted all over the world and was instructed in many countries as either the only foreign language or as one among other foreign languages. At the time of Pahlavi Dynasty (1925-1979), intimate social, economic, social, military and political interaction between Iran and the US accelerated the tendencies towards western culture in the country that had begun some years ago along with the Qajar Dynasty (Riazi, 1995). English started to be identified as an essential need in the Iran’s military because the army staff required
English proficiency to go to the US for more specialties. Additionally, learning English became a social requirement and private language institutes developed rapidly in the capital and most big cities. Knowing English became an important need for most job chances for the younger age groups. It should be pointed out that, in spite of the reality that in some countries like Japan, English was developed to a high level from internationalization point of view (Fujita-Round & Maher, 2008), it was identified as a channel to educational progress in Iran. So many Iranian students were sent to US universities to achieve higher academic degrees. A lot of Iranian universities developed sister-ship interactions with American universities that assisted the scholarships assignments for students to pursue their MA/MS and PhD degrees in universities of US.

Moreover, while most countries in the world have formerly reacted to the matters of internationalization, competition, globalization, among multinationals through authenticating multilingual and bilingual educational curriculum, Iran did not have tendency to proceed the same direction for maintaining national identity and union among the young age groups. This can be partly regarded for by the truth that countries like Hong Kong, India, Japan, and China consider English as the clue to the international world of trade; while, Iran is more careful when dealing with foreign language policy. The major reason for this is the political aspects of the language matter after the Islamic Revolution and the panic that English is a threat to the Islamic culture and Farsi language (Khubchandani, 2008). Besides this conservatism about the English language and because of the relations between Iran and European countries regardless of political interactions with the US, the educational curriculum developers created a plan to encourage teaching and learning of another five foreign languages consisting of French, German, Spanish, Russian, and Italian. Following this
modification, the national curriculum committee supplied textbooks for all these languages to be utilized at schools. Although because of lack of instructors and insufficient number of candidates to apply for these languages, English has been the most predominant foreign language instructed at high schools.

The other motion was the development of language institutes and private schools that after the revolution all were shut down. They retrieve their proceeds under the titles of non-profit schools, and assisted to the development of English Teaching to a large number of applicants. For example, as English was not presented at the public elementary schools, approximately all non-profit institutions assigned some hours to teaching English to fascinate more applicants. Non-profit institutions at the senior and junior high levels also assigned some extra hours to teaching English as a main superiority of their educational program.

1.3. OCCASIONS TO LEARN ENGLISH

In a perfect community, learners who aim at enhancing their performance in spoken English would participate in actions which systematically expand their comprehension and usage of spoken English as it is utilized for both interactional and transactional intentions. For doing such activities, their courses and course syllabus would supply chances to advance and execute various types of verbal skills. Instructors training spoken English in classrooms would have accurate information about the essence of communicative proficiency and the utilization of communicative activities in the classrooms, and students would be encourage practicing their spoken English skills both inside and outside of the learning environment. However, in Iran, several elements weaken the effective teaching of spoken English. Such elements contain factors associated with the materials and syllabus for training English, teacher proficiency in addition to the restrictions of classroom-oriented training.
In Iran occasions to learn English are offered in both the governmental academic system as well as in the private institutions. In the formal syllabus of state education, English is mentioned as one of the essential courses for middle and high school levels (http://www.talif.sch.ir). Learners in middle and high schools are assigned between two and four hours of English every week. The running ‘modified’ curriculum applied in state educational system intends to proceed beyond a concentration on reading skills and to expand fundamental English proficiency; although, the course syllabus at Middle School mostly deal with recognizing the alphabets, restricted lexical advancement and pronunciation, while those applied at High School carry on to concentrate on grammar, lexical advancement, and reading comprehension, with negligible focus on writing. Listening is approximately ignored in the curriculum, and speaking is restricted to some few exercises (mostly aimed to work on grammar) and brief conversations to make students acquaint with language purposes. As a result, after six years of English training, learners commonly have little communicative competencies of English, unless they have participated extra courses in private sector. It would not be an overstatement to assert that an Iranian student completes high school and has taken part in no courses outside the official educational setting, is rarely capable of introducing herself/himself in English or to say or comprehend more than a few numbers of basic phrases, in spite of having passed English for at least 6 years at school. For the purpose of enhancing applied skills in English, most of young individuals participate in courses of private sector. Textbooks utilized in private institutions are mostly locally published but unlicensed kinds of famous international courses like Interchange or Headway. As well as participating in English courses at private institutes, a numbers of parents ask private teachers to instruct their children at home. Although, the objection observed in learners taking
part in courses at private institutes is that, they are mostly instructed vocabulary and grammar and participate in activities that do not progress their spoken English proficiency, while they intend to learn English means how to speak English.

Many courses in institutes are arranged in conventional settings where chairs are adjusted in a lineal design with students sitting back to face and the instructors’ desk in a front corner. If the number of participants is less than 10, chairs are usually rectangular or circular like a meeting desk. Approximately all classes are furnished with a whiteboard; most of the classes are facilitated with TV and video/CD-player; a few restricted numbers of institutes have the computers, the Internet, intelligent whiteboards and laboratories facilities. Language institutes in small cities, have a portable CD player and chalk boards.

1.4. THE ENGLISH LANGUAGE WITHIN NON-ACADEMIC CIRCUMSTANCES

As an old country, Iran has a prolonged historical background goes beyond 2500 years; it includes a lot of museums and historical places that fascinate the interests of tourists. A lot of tourists from all over the world take a trip to Iran annually to see historical cities and places. Through the progress of tourism industry, many people who own gift shops in large historical cities like Tehran, Esfahan, Mashhad, Shiraz, Tabriz and Kerman participate in English language courses for the purpose of learning English so that they can increase their chances in the competitive marketplace. They intend to fascinate more foreign visitors to their markets through useful debate regarding their gifts and classic items. The purpose of host and hostess in hotels, waiters and waitress in restaurant, is to provide the finest services to foreign visitors as it not only fascinates their interests but also it is an advertisement for a
constant business. The English Speaking skills are of preliminary significance for people involve in tourism industry for the purpose of fulfilling their requirements.

Thus, owners of gift shops in historical cities like Esfahan mainly are somehow acquainted with English. Also English has affected business commerce and interaction. E-commerce is one the eminent elements for many of the corporations to gain their intentions in business competition. Additionally, English is a path to mitigate the difficulties of unemployment in entrepreneurship. Also communicative proficiency has an eminent role for such people to concentrate on not to give up the steps of progress. Consequently, the program for some of the community groups is EOP, English for Occupational Purposes. The function of English is mainly essential in marketplace. Recently, Iran’s export products have gown and corporations attempt to detect new international marketplaces to sell their products that being proficient in English is more vital for this purpose. For instance, even details of the products selling in Iran, are written in English in addition to their Persian descriptions. As well, English language has an important status in media inside the country. Lately a TV channel has been created as Press TV that supplies Iran and the world news in English. This channel created by Iran's governmental broadcasting corporation, the only accredited body in the country to create television and radio channels. There are many newsmen in Press TV around the world. A number of these newsmen are native speakers of English. Moreover, other channels have particular news programs that are represented in English. One of the latest motives for improvement of English in Iran is availability of internet and web sites which people use. Because of the reality that there are a lot of English useful websites, individuals tend to learn English so that they can go through such web sites. In addition, a number of English books are published in the country due to variety of regulations.
1.5. THE ENGLISH LANGUAGE WITHIN ACADEMIC CIRCUMSTANCES

English has the most significant role in academic context in Iran particularly in graduate programs. Iranian officials consider the English as a necessity in ministry of education and design variety of programs during all of the academic phases in the country, due to the fact that English is the International communication language. At the present time, English is instructed four hours each week for three years in junior high school as well as three hours each week for three years in senior high school as a six unit credit course and one of the major courses of training (Secretariat of the Higher Council of Education, 2006). The purpose of this program is to assist learners being capable of reading basic English passages and enhancing their reading comprehension. Additionally, numbers of new lexical and grammatical tips are offered in this instruction. Candidates, who intend to register for university after finishing high school level, should complete pre-university syllabus for one year, four hours a week. Still, reading comprehension of texts is concentrated in this level. The passages are often chosen from reliable materials in pre-university program, like internet sources, to strength learners’ reading comprehension performance. Regrettably, the speaking skills are mostly ignored at high school level due to focusing more on reading. As a result, learners’ essential requirement that is conversation is disremembered. Although, another problem is the time restriction and it is impossible to focus properly on all the language skills through the academic year. At this present era, the utilization of educational technology for promoting learning efficiency is irrefutable and usage of audio visual media has preliminary importance in teaching English language; although, this is not allocated enough consideration in this level, and there is not language laboratory in many schools to get advantages of audio visual facilities for strengthening speaking performance. Consequently,
numbers of learners are not motivated to learn English in high schools. Briefly, as communication is the major goal of learning English language in Iran educational system and other countries, due to some deficiencies such as lack of well-designed training program, imperfection of educational technology, restriction of time and instructors’ low proficiency, the requirements of Iranian EFL learners cannot be obtained properly. The importance of learning English in a nation-wide status caused language teaching profession to debut English institutes around the country. When there is a great interest among individuals to learn English, as the instrument of scientific skills, references and interaction, the interactional requirements of the learners cannot be fulfilled completely by public schools. To solve this deficiency, the private language institutions have accepted being in charge of assisting learners to fulfill their requirements in communication. Learners who have tendency in learning English can enroll in these private language institutions. In compare to public educational system, private institutes focus mostly on communicative performance to meet the interactional demands of the students. Therefore, the weak point of state schools is somehow atoned by private institutes effectively. English has an eminent role in universities as the language of scientific and academic communication, so it is listed in the educational program. At university level, teaching English as a foreign language includes three unit credit for all students in all subjects; furthermore, they should complete a four unit credit as an ESP course associated with their subject. Usually teaching English in university concentrates on translation and the primary purpose is to makes learners able to read and comprehend English texts in their subjects (Farhady et al., 2010). Teaching English language in university mostly includes two sectors. The first sector is allocated to general English that is instructed around 51 hours in a semester, and all of the learners in all subjects have to complete
this course. The second sector allocated to English for special purposes commonly includes 51-68 hours instruction related to learners’ studying majors. The purpose of the first sector is to enhance learners’ general English mainly reading comprehension and the purpose of the second sector is to introduce English special notions and technical vocabularies to students regarding their field of study. In addition, English as a field of study is offered in three branches such as Literature, English Teaching and Translation. As well, English language is an essential course in graduate programs; it is compulsory to pass TOEFL, IELTS or other language tests for people who intend to get PhD degrees. Additionally, it is an advantage for applicants apply for faculty member position in university to have a good knowledge in English.

1.6. EVALUATING TEACHING ENGLISH AT STATE SCHOOLS

Although, with many changes and modifications, nowadays teaching English in state junior high schools is fixated with four hours each week, a 6 unit credit program at high school, and an extra four unit credit one year program at pre-university level (Secretariat of the Higher Council of Education, 2006). A considerable matter is that when English teaching was approximately forbidden soon after the revolution, it has been allocated the similar level of credit units as other main field of studies like chemistry and biology. All evaluation instruments are achievement kind with the context coordinating the textbooks contexts. Speaking and Writing skills are assessed as different subjects at junior high school and two separate scores are given based on a measure of 20. The oral test consists of retention of conversations included in the book, reading aloud of the passage to evaluate intonation and pronunciation, and short dialogues in a format of question and answer according to the functional and grammatical cases instructed in classroom. The writing test includes different parts of vocabulary, spelling, reading comprehension,
and grammar. Although, lately, instructors have been requested to do persistent derivative evaluation on learners’ performance and improvement on language skills and elements and keep their evaluation results in learners’ educational folders. As well, Instructors are requested to consider both derivative and those of summative evaluations outcomes. When at grades 6 and 7 local teachers provide, execute, and rank the tests in accordance with the routines prepared by the Center of Educational Measurement and Evaluation, the last writing summative evaluation at grade 8, the closing year of the junior high school, is planned, executed, and marked by the Central Office of Education at each province (Secretariat of Higher Council of education, 2006). The evaluation strategy of English at high school pursues an orientation same as junior high school. Although with the development of the unit credit procedure, few changes were correspondingly done to the evaluation system. One of these modifications was asking instructors to administer a diagnostic exam at the commencement of every grade and numbers of derivative exams within the course. The goal of diagnostic test is to realize the learners’ weakness so that instructors can execute the necessary scales to assist the learners. On the other side, derivative evaluation aimed to consider the quality of learners’ efficiency on tasks, classroom nonofficial evaluation and active class involvement. 5 out of 20 scores of the derivative evaluation at least have to be allocated to activities like as group work, surveys carried out outside the class and peer activities. The points on class derivative evaluation should be announced to the school officials at least one week before to the day of the summative test. The whole marks are computed through the mean outcomes of derivative and summative evaluations. The summative test that is a writing test includes different parts of grammar, vocabulary, reading comprehension and spelling. Speaking proficiency is indirectly and very briefly assessed through
questions of written pronunciation. Although, the Ministry of Education commands the usage of derivative and diagnostic evaluations for grades 9-11 in during of school years, actually instructors scarcely utilize them as ministry officials do not control their treatments. Exams organization, execution, and marking of writing tests at grades 9-10 are managed by local instructors at private schools. However, testing authorities of the Central Office of Educational Measurement and Evaluation prepare the final exam for grade 11, and this exam is executed under the surveillance of Central Offices of Education all over the country. The administration of final exam is an important procedure which leads to the high school diploma degree. Thus, all essential evaluations to guarantee test safety, same surveillance all over the nation, and reasonable scoring of the test sheets are done by the Central Office of Educational Measurement and Evaluation. Regrettably no public records are offered on the psychometric details of the exams. The authorities are dissident to permit independent scholars from outside the ministry to explore the details of the exams.

1.7. INSTRUCTING AND EVALUATING ENGLISH LANGUAGE AT UNIVERSITIES

Comparing to the complications of entrance to the universities, there is easy and simple program for English or other foreign languages training at the university level. Commonly, there is a 3-unit credit syllabus for all college students irrespective to their fields of study. In addition to this general program, students should take part in 4 units of ESP courses based on their requirements and the school endorsement. The method of English instruction at the university level is usually translation-directed one due to the fact that the major goal is to make students in various fields of study capable of reading and comprehending English materials in their own subjects of studying. The teaching syllabus for English courses at the universities are
organized by an institution named “Center for research and development of textbooks for university students” which was founded in 1981. One of the sectors in this institution is allocated to prepare English textbooks for students in non-English fields of study. Practically there is one special textbook for all majors in the university and typically the other one for graduate level courses. The context of such textbooks is almost similar to the main materials which learners will meet in studying the main materials in their own majors. Every book usually consists of multiple lessons including 16-20, and every lesson consists of two texts along with numbers of multiple-choice, true-false, translation and comprehension practices.

1.8. THE CONTRAST BETWEEN PERSIAN-ENGLISH SOUND SYSTEMS AND ALPHABETS

However, English and Persian pertain to the one language family (Indo-European); there are a lot of contrasts in their sound systems, syllable formations and alphabets. “Persian is an Iranian language belonging to the Indo-Iranian sub-branch of the eastern branch of the Indo-European language family” (Sadat Tehrani, 2008, p. 1). The Persian alphabet is in accordance with Arabic that is a silent system and consists of thirty two letters: six vowels and twenty three consonants in addition to two diphthongs and 29 phonemes in total (Windfuhr, 1979 and Samareh 2000, cited in Hall, 2007, p. 26). Whiles, according to Sousa (2005), the English alphabet is in accordance with Latin that consists of twenty four consonants, twenty-six letters, eight diphthongs, twelve vowels and 44 phonemes in total. It should be pointed out that English has additional fifteen phonemes comparing to Farsi. This issue causes a lot of problems for native speakers of Persian language.
1.9. ENGLISH TRAINING AND ITS HISTORICAL BACKGROUND IN IRAN

In Iran, EFL instructors have utilized different methods, approaches and strategies, at various periods. Due to this issue nobody could draw a clear-cut line to recognize periods in which a particular teaching approach was used. However, a specific approach might be broadly applied within a certain period of time, a number of characteristics and strategies of other instructional approaches could also be seen simultaneously. Rahimi (1996) indicates that Grammar-Translation approach was utilized in 1950’s all over the nation. Saadat (1995) mentioned that Audio-Lingual Method (ALM) was applied in Iran 1960’s in English classes, same as the other nations. As Saadat (1995) and Rahimi (1996) asserted, GTM was applied in most of the English classrooms in Iran. Musavi (2001) claimed that in Iranian high schools, English instruction was often grammar-oriented and instructors emphasized more on grammar teaching rather than communicative skills and reading comprehension. At the same way, Norozi Khiyabani points out that the structural and Grammar-Translation approaches of teaching are formerly most prevalent in Iran and resisted against modifications (cited in Razmjoo & Riazi, 2006).

1.10. A BRIEF EXPLANATION OF ENGLISH TEACHING /LEARNING PROCEDURE IN IRANIAN SCHOOLS

Iranian students should acquire a lot of vocabularies and grammatical rules whilst they don’t know how to utilize them. Actually, the purpose of language learning in schools is to become proficient and retain a load of points regardless their utilization in actual circumstances. It means, it is not important if the students cannot write, read or speak in foreign languages, the purpose of schools is to being capable of reminding vocabulary items and grammatical rules or to teach testing strategies for gaining high scores. Almost in all sessions the students may only note down
grammatical rules in their notebooks and retain them. It is essential to know the verb position in a phrase but not to utilize it in writing or speaking. For some few sessions, they may repeat some words or phrases following the instructor and perform a number of substitution exercises for learning. Listening, group discussion, speaking are almost forgotten in schools English classrooms. A little consideration is given to qualitative reading and writing. Conversations and pronunciation are included in books but they are not applied properly in learning/teaching procedure (Ghaffarzadeh Hassankiadeh, 2013).

1.11. A BRIEF EXPLANATION OF ENGLISH TEACHING/LEARNING PROCEDURE IN IRANIAN PRIVATE INSTITUTES

Many students enroll in varieties of private institutes of Iran annually to learn a foreign language like English. There are varieties of advertisings and various techniques for every institute. In this section the issues that are usual in the institutes and make them more successful and famous comparing to Iranian schools in learning English are explained. Most of their curriculums depend on the order of listening, comprehension, speaking, reading, and writing. Some of them tend to teach grammar but for them grammar is not the focus point of instruction. For institutes English Learning purpose is being capable of utilizing it not to retain its components. There are facilities like computers or any other technologies that can assist students to use language properly. Conversations, speaking and listening exercises, reading and writing development and pronunciation improvement are included in most of the institutes’ textbooks. Commonly, they pay attention to the culture of target language in their instruction and they aim at making students acquainted with the culture and ethics of English native speakers.
1.12. COMMON METHODS OF TEACHING ENGLISH APPLIED IN IRAN

1.12.1. GRAMMAR-TRANSLATION METHOD

Grammar-Translation approach entitled “GTM” is the approach in that almost all content of the lesson follow the utilization of learners’ first language and translation strategies. According to Celce-Murcia (1991), in GTM there is negligible utilization of target language and teaching is based on the students’ native language. This method is totally structural and consequently the pedagogical concentration is on the grammatical points of English language (Hadavizadeh, Temizel, 2010). Additionally, the procedure of assessment happened at that time learners could translate the texts to L1 and if they have enough knowledge to translate particularly chosen and organized practices from the L1 to L2 (Chastain, 1988, p. 87).

It appears that this approach has had eminent reputation among EFL students all over the world. Nevertheless there are few negative cases associated with this method. 1) Linguistic investigators have approved that speaking every language, whether foreign or native, absolutely by its principles is not possible at all. Individuals acquired a second or foreign language via this approach realize that it is not easy to quit the routine of first thinking in their native language and then translating their opinions into L2. Thus, failure in being expert in the second language, at an approximately same level with first language, is the major concern in Iranian schools. 2) In this approach, focus is on learning grammatical points and lexicons memorization arranged at bilingual lists, instead of lecturing by the second language texts. GTM emphasizes on writing and reading, whereas ignoring speaking skill (Rahimi and Sahragard, 2008). It has been realized that in a classroom in that English is instructed via this approach, students deal with first language more than the foreign/second language. Due to the fact that, learning a language entails habit
formation, these learners face with failures in learning a habit of English speaking
(Krashen and Terrell, 1983). 3) Because of GTM dominance, team learning is the
most ignored technique in Iranian foreign language teaching environments. Learners
have been instructed separately in their whole academic life and they are not
acquainted with team work. This case may not make a considerable impact on
acquiring other subjects. In spite of all such discussed drawbacks, according to
Krashen and Terrell (1983), through utilizing GTM, the finest outcomes will be
gained in written tests where students have the opportunity to allocate more time
responding the questions through reminding the grammatical points which have been
stressed by their instructors. In addition, majority of Iranian proficient instructors and
teachers approve that GTM is their regular instructional method (Khodamoradi, 1997).

1.12.2. AUDIO-LINGUAL APPROACH AND BEHAVIOURISM

This method of language teaching encouraged students to be instructed a
language straightly, regardless of the learners’ first language to teach new grammar
and vocabulary through the target language. Although, the Audio-Lingual approach
(ALM) didn’t concentrate on teaching lexicon, nor attempted to instruct grammatical
points straightly. Actually, they offered a suggestion to gain the correct phrases
through abstract method and more exercises (Harmer, 2001). Based on Butzkamm &
Caldwell (2009), the basic theory of this approach is in accordance with behaviorist
theory in a way that second language learning could be taught via an enhancement
technique. Thus, learning a language entails formation of a habit and acquiring a habit
will be performed by encouraging learner to do it, and accurate application of a
feature would lead to positive response whereas inaccurate utilization of that would
lead to negative response. The learners’ first language has had various roles almost in
every instructional approach excluding in Direct Method and Audio-lingualism. These approaches had their theoretical bases in “structuralism” and supposed learning a language to be a procedure of habit formation, regardless of paying attention to the learners’ precedent knowledge and their linguistic proficiency in their first language. Additionally, according to Bagheri (1994), no consideration was paid to humanistic perspectives of teaching. Rahimi (1996) pointed out that due to the elements such as lack of expert instructors, instructional aids, time limitation, etc.; ALM method was not successful in Iranian English classrooms. However, the Audio-Lingual Method is considered to have trained very proficient learners, not all the set features fulfill the requirements and concerns of students, and thus many of these pattern practices looks absurd and even ineffectual. They can simply be lost in memory and therefore it is not so much efficient as it seems (Jiang, 2003).

1.12.3. COMMUNICATIVE LANGUAGE TEACHING

The communicative method, mainly entitled as CLT has a comprehensive definition which supplies a great number of requirements and interests. For example, it differs based on the demands and age of students. This method, via sensible utilization of the learners’ first language which is allowed in communicative language instruction (Larsen-Freeman, 2000, p. 132), has remained in the recent phase of language teaching methodologies due to its various kinds of rules which can be applied to cover a large ranges of classroom processes and multiple contemporary instructional methods like content-oriented approach, task-based method and cooperative language learning instruction can all supposed to be applications of this method. Most of CLT instructors approve that the most proper method for students to gain native-like performance of the second/foreign language is thinking in that language instead of translating or reprocess the foreign language into their native
language. As Brown (2000) claims, communicative intentions are mostly obtained through paying attention to language application and not only usage, to expressiveness and not only precision, to reliable language and contents, and to the learners’ ultimate requirements to utilize classroom learning to comprehend contents in the actual environments.

The sponsors of CLT method have always asserted that dealing with the target language resolves the difficulties and it is the finest approach to learn a foreign/second language. Though there are many instructors and linguists have contrast opinions. They presume that without a strong comprehension of the target language grammar, students cannot create significant phrases. Moreover, free reading regardless instructor’s comments and intervention, does not grow qualified English speakers and essential property for English proficiency without which students has nothing more than a choice of daily sentences sufficient for common greetings and etc. However, these are not enough when students need to do every type of advanced linguistic practices (Brown, 2000). Despite the negative features, it is supposed that the non-grammar method has been popular all over the world and CLT has been more accepted in EFL teaching methodologies. According to the mentioned realities, it appears that teacher training programs failed in assisting Iranian instructors to modify their prior instructional approach. Nowadays, the approved methodology is claimed to be comprehensive and concentrates on communicative methods for teaching a language. Still, due to instructors’ way of training, grammar-translation approach is mostly applied in the classroom (Razmjoo & Riazi, 2006).

Making decision on efficient teaching approaches has always been the subject matter of investigation for language instructors. Since structural method supposed to be in charge of the inefficiency of communicative use of English, the teaching
direction goes towards communicative method, with the previous one virtually banished. Also, Iranian EFL circumstance faced with this scuffle to select between the GTM and CLT for best educational program, and in the long lasting conflicts, it has doubtfully applied some features and techniques of both the communicative and grammar-based methods, in spite of the increasing difficulties which trouble not only students but also instructors. Assessing all the prior conflicts to select between the these two methods, it can be realized that in fact these two are not contrary sides, but two ends of a spectrum, can be varied according to different principles, conditions, needs, methods and techniques which demands instructors to apply creative opinions and materials to create the best out of the existent weak situation that our EFL circumstance is dealing with. More training academic workshops for language instructors are required to offer opinions, observe and learn from teammates experiences, and upgrade their information and proceed toward more unified, communicative and activity-oriented methods. Thus, many investigations are required to study on how integrative methods could be applied in Iranian EFL environment and what is the outcome. As Dornyei (2007) asserts, “as long as we are aware of the vast repertoire of techniques that are at our disposal, it is up to us to choose the specific ones that we will apply, based on the specific needs that arise in our concrete circumstances” (p. 730).

1.13. DIFFERENT GOALS AND DESIRES TO LEARN ENGLISH

1. The students in a language learning environment have various language levels of proficiency and intentions to learn. Some of them have strong fluency; somebody in the intermediate level and the rest are freshmen. Many students in a classroom have no tendency to learn English. In this condition there is no opportunity for deciding to learn or not to learn. They are inflicted to be present in the language
learning classroom. The instructors in this condition are required to enhance students’ ability in retention skills and structural identification. Also they cannot select the textbooks and programs freely. According to Namaghi (2006) “there are sociopolitical forces which help determine teachers’ work in Iran.”

2. In this category students will be graded according to their language levels and divided in different classrooms. Majority of students have tendency to learn the target language. They can select a language institute following by a favored text-book or even instructor for language learning. They can quit the course whenever they are not interested. And they are not inflicted to participate in the language classrooms. Even it can be claimed that the majority of desired students will take part in the institutes’ classrooms to learn languages. Instructors in such group feel free same as the students. They can choose the text-books, institutes or even the students whom they have tendency to teach. Even they are free to change their institutes. There is not any potent official who may restrict instructors and students in a way that may trouble the procedures of learning/teaching.

1.14. THE SITUATION OF EFL IN IRAN: CRITICAL STUDY

According to Razmjoo and Riazi (2006), generally teaching English as a foreign language is a conflicting process in developing nations and particularly in Iran. Around forty years ago the presumption was that English teaching was a politically impartial task and learning it would cause economical and educational strength. Nowadays this assumption has been somewhat modified. Today English is a language of international interactions, globalization, business and commerce, culture and media and there are several stimuli for learning this language. English language has been listed in the educational program of Iranian schools as well as universities and recently significant consideration has been given to it. Although, in spite of the
global development of language learning opportunities and increasing desires in learning English as a foreign language in Iran, there is a public view that English competency among Iranian junior college learners is on medium level, far less than the level expecting from academic senior high school learners after years of dealing with English in either intermediate or high schools where “they have had it as a compulsory course in schools from the age of 12 and will continue the English course until the age of 18 at secondary level. Surprisingly after 7 years studying English, their ability to make small conversation in English is shaky” (Jahangard, 2007, p.30).

Bakhshi (1991) claims that learners’ English proficiency at graduation phase, is not more than type of a surface comprehension of numbers of vocabulary meanings in second language and a few basic phrases. In contrast, Jalilifar (2010) asserts that the learners at the university level are supposed to be hardly competent enough to read and understand passages in English since some of them miss their tendencies towards learning English and this situation could cause their failure in educational English courses. Although, based on Kariminia and Salehizadeh (2007), a number of the learners, who are accepted in the university entrance exam, do not even have knowledge about simple points of the language whereas some students don’t know anything absolutely, and that instructing them is similar to awakening the dead. This is the matter Jiang Yi Xu (2003) mentions as a critical difficulty and in addition has led to a complicated teaching quandary for instructors. Some of university instructors are concerned regarding the spoiling of English performances among the learners and they ascribe this case to inadequate disposal to English components within years of senior high school level (Ruixue et al., 2012; Mourtaga, 2010). Some others ascribe the case to excessive simple English entrance tests. A number of researchers claim that there should be some mistakes in the current educational program of English
language, or probably some language obstacles that are preventing the learners to learn and acquire and many other assumptions which are undoubtedly originated out of the fact or paralogism. Thus, this supposed to be a very engrossing and an important question as well for instructors to investigate.

1.14.1. WILLINGNESS TO COMMUNICATION

For achieving a better comprehension of English language learning context of the Iranians, it looks proper to investigate the essence of EFL teaching circumstance in Iran during recent years as indicated by Iranian scholars associated with communicative language teaching (CLT), Willingness to Communication (WTC) and motivation. According to Razmjoo’s (2007) comparative research about private language institutions and Iranian high schools’ text-books, CLT rules are not applied in Iranian high schools due to the insufficient government supplied textbooks. Although, overseas English passages are utilized in private institutes that in accordance with the rules of CLT. The same negative view of EFL in Iran is pointed out by Ghorbani (2007), who claims that “a small number of learners quit the program with the fluent spoken English potential” (p.12). Recent researches in Iran that have been published in English and studied elements influencing second language acquisition have concentrated first and foremost on motivation. For instance, Vaezi (2008) concluded that the college level learners in her investigation had a very strong motivation for English learning; however their level of instrumental motivation was in higher level than their integrative motivation. On the other side, Moiinvaziri (2008) realized her undergraduate learners are both integratively and instrumentally based and extremely motivated to English learning.

Taguchi, Magid and Papi (2009) carried out a comparative investigation about the motivation of Japanese, Chinese and Iranian English learners. They proposed that
however Iran has specified similarities with China and Japan, due to the political barriers that have hampered occupational, educational and economic interactions with English-speaking nations, Iran has a smaller number of native speakers of English comparing to China or Japan, but its metropolitan young generations are likewise absolutely westernized and highly motivated towards learning English. WTC investigation, from the beginning has inferred that motivation is one of its prominent elements (MacIntyre et al., 1998), but the certain WTC field of study has just newly started to be explored in Iran. For instance, Vaezi and Sadeghilar (2009) applied same research instruments to their investigation to perform a vast quantitative survey of WTC among high school and college Iranian learners. Generally, majority of their participants claimed that they had tendency to communicate in English Language. One of the significances resulting from their research was that the main purpose of EFL teaching should be to grow learners who have tendencies to utilize the language for communication. Riasati (2012) in the new record on his interview-based investigation, has proposed that subject of conversation, task type, dialogue counterpart, instructor, the ambience of classroom, self-perceived speaking potential and character all are important factors in Iranian EFL students’ WTC. According to Riasati’s point of view, such elements attached to the understanding of WTC as a kinetic and complicated aspect. Vaezi (2008) has pointed out the current problem that Iranian students learn English just for instrumental goals and have negligible desire in the culture of English-speaking nations. The concern may be that by being acquainted with cultures of English speaking countries, they may impact their Iranian identification negatively. This instrumental willing, although, can be assumed comprehensible, while it is unseemly that most of the Iranian learners of English language will be capable of either travelling and settle in English speaking countries.
or have communication with English speakers beyond learning environments. Thus, their intention to learn English is to develop their social activities and achieve prestige in Iran. Actually, the college students have a discussion with Ghassemi and Shahsavari (2011) define English as “not just a subject for cultural enrichment but a need, and learning it is a must” (p.51).

Based on the other scholar’s recent suggestion (see Kang, 2005; MacIntyre & Legatto, 2011), the element that constitutes the WTC status could be considered as mainly kinetic rather than steady desires. Furthermore, it looks probable that the personal variables mentioned above may all integrate to motivate or dissuade a student while making their ultimate decision to communicate. Cao (2011), who asserts “a specific coordination of individual, environmental and linguistic factors [as being] involved in facilitating or inhibiting learners’ WTC” (p.474), supports this ecological perspective about WTC. Furthermore, however a lot of WTC investigations have been carried out with Study Abroad learners or students who are learning a second language inside their own country; no public published researches have still been offered dealing with perennial migrants as the study sample in new country. As well, studies on prior language learning backgrounds of these students have not yet been carried out.

Applying the communicative method in second language instruction, where the stress is on communicative achievement (Allwright & Bailey, 1996), being conscious of the students who have tendency towards communication in second language classroom, help the instructor to more efficiently encourage them in their endeavors to gain communicative proficiency. Being more aware learners’ characters, the better equipped the teachers will be to assist them in a way that their apprehension is diminished and their “state of readiness” to communicate is increased. Having a
concentration on the learning setting and how modifications in the physical situation of the second language procedure impact on learners can just be contributory in comprehending how they learn and their different WTC levels. It would be beneficial for the classroom instructor to make the students acquainted with the goals of such kind of course and the demands and expectations that will be made of the learners with regard to oral activities in the classroom and working with other classmates. It should be mentioned although those variations in WTC may also be because of an individual’s attitudes and cognitive elements, both temporary and perennial that are beyond the instructors’ control domain, but need compassionate comprehension.

1.14.2. THE INVESTIGATIONS ASSOCIATED WITH INSTRUCTORS/TEACHERS’ PROBLEMS

An instructor is a person with a lot of determinations to make at every stage of classroom teaching program. In some occasions, outcomes of study can assist such determinations or decisions. In some other cases, investigation may inform sophisticated adjudication, but decisions must be made according to intelligence and experience instead of knowledge. Although, decisions can be assisted by the Gharabaghi (1991) who attempted to assess the program of the Ministry of Education planned to reduce the issue of teacher deficiency in Iran. In this program, the Ministry of Education attempted to resolve this case through extenuating the employment criterions. Gharabaghi offered a historical survey of Iran educational system, with particular referrals to the number of English teachers and the readiness of these teachers in Iran. Gharabaghi’s research may be a contribution to further comprehension of the problems associated with teacher readiness and generate guidelines which may assist in employing and preparing better instructors for the future. Bahari (1989) tried to investigate the domain in which guidance and high
school instructors in Shiraz urban schools in the province of Fars, Iran, were dealing with the situation of moonlighting. His investigations specially aimed at identifying the number of instructors who had second occupation for any reason. As well, he aimed to discover a correlation between the instructors’ requirements and moonlighting. A number of the significant outcomes were as follows: 1. Iranian instructors were not paid sufficiently; 2. One reason for having second occupation was to fulfill their requirements, 3. and Low social position and economic difficulties were other reasons led to second job. When the Second World War has ended, because of the educational advancements, the tendency for studying and particularly higher education has been growing quickly in Iran. But the government has not been capable of managing this situation because of facilities deficiency and the most critical problem; the deficiency of competent instructors. English instructors have not been the exclusion in this case. Three teacher training centers were founded in Zaahedaan, Sanandaj, and Tabriz in 1974-1975. 25 learners were taking part in day-time English classes and 35 learners in evening classes in Tabriz Center of Teacher-Training program in 1975. All the centers of teacher training program pursued similar plan executed in the Tehran teacher training University. The learners of all teacher training centers needed to pass 140-semester credits to graduate. Afterwards, courses and the number of credits have been modified. Now, the students need to pass 135-semester credits. Nowadays, despite of the numerous colleges, universities, teacher-training centers, and all training English instructors, yet the concern of instructor deficiency continues to exist.

1.14.3. TEXTBOOKS

Textbooks are regarded as the significant part of all language curriculums (Richards, 2001) and supply the essential information for classroom lessons via
various tasks, descriptions and readings (Tomlinson, 2002). As Cunningsworth (1995) states, the textbooks contribute to the language courses as a resource for material representation, activities for student practice and communicative relationship, motivation and opinions for classroom tasks, and a reference source for students on lexicon, pronunciation, and grammar. Clandfield (2010) in a new internet study concerning the advantages of course book, claims that text-books are helpful instruments for English Language Teaching in a way that they create a structure for students and instructors to pursue, produce interesting, stimulus, lively and various content, work as an excellent time saver for instructors, and supply a large number of perspectives and approaches for them. Despite of such advantages, there are possible negative impacts textbooks utilizations. Textbooks may bring inauthentic language for students, they may consist of written material, and they may neglect learners’ demands or diminish the teachers’ proficiency (Richards, 2001). A lot of language specialists assert that because of such restrictions, the ideal text-book does not exist, although “the best book available for teachers and their learners does exist” (Grant, 1987, p. 8). That is the book which is suitable for demands, tendencies and capabilities of both the students and the instructors. For being able to recognize the most suitable existed book, materials assessment has attracted the consideration of language specialists and investigators from 60s (Tomlinson, 2002) and it is still an attractive subject of research due to the technological development which changes the designing of instructional materials. Hutchinson (1987) describes assessment as a “matter of judging the fitness of something for a particular purpose” (p.41). When paying attention to the assessment procedure in language instruction, in general, the primary probing are performed to realize if the textbook suits to the formal educational program or the predesigned language curriculum. Furthermore, the
textbook should fulfill the demands of the learners through making their desires and strength into account and besides it should match the instructional method of a teacher (Grant, 1987). For being able to assess instructional materials, some standards like purposes and objectives of program, theory of learning, theory of language students’ requirements, and cultural factors have to be considered in the selection/assessment procedure of materials for a language classroom (Cunningsworth, 1995; Garinger, 2002). The materials assessment representatives can be: the independent outside supervisor to observe how efficiently instructors utilize books, one instructor or numbers of instructors who may record summary of discussion or reviews and share their experience with specific books in group sessions, and learners discuss ideas on their experience dealing with textbooks (Richards, 2001).

1.14.3.1. ASSESSMENT OF ENGLISH TEXTBOOKS IN IRAN

The purpose of learning English as a foreign language in Iran is making learners acquainted with literature, science, and art of the English speaking nations for a world-wide comprehension and equipping them with a way of discovering foreign resources of data (Birjandi & Soheili, 1982). Since such purposes may have not been obtained in language classrooms in Iran, the national EFL curriculum has attentively investigate to detect the reasons of learners’ learning demotivation and the sources of failing in these programs. The total outcomes of such investigations indicates that one of the EFL curriculum concerns in Iran is the English text-books (Rahimi, & Nabilou, 2009) which are broadly utilized and work as materials and major clues for instructors. Researches about materials assessment in Iran have studied the inadequacy of English textbooks from the instructors’ viewpoints and consequently they have realized that issues associated with such book can be ascribed to large amount of information, improper instructional content, disharmony between the
materials and learning goals, imperfect description for lexicon, neglecting learners’ cognitive development, shortage of amusing contents, deficiency of reliable sources, neglecting speaking performances, neglecting communicative language instruction, and deficiency of professional methods for pronunciation instructions (Moradi, 2008; Rahimi & Nabilou, 2009). A number of investigators have carried out context analysis and assessed English textbooks through paying attention specific factors like issues with ranking and reading complication (Ahmadi, 2007), culture (Safarnavadeh, 2004), stimulating learners (Ketabi & Talebinezhad, 2009), the extent of application of CLT rules (Razmjoo, 2007), the kinds of learning goals (Riazi & Mossalanejad, 2010), and globalization and national identification (Khajavi & Abbasian, 2011). The majority of such results demonstrated undesirable outcomes related to the way English textbooks show materials and learning purposes. However learners are the most important users of such books, the literature of materials assessment in Iran has neglected their opinions towards their EFL textbooks and as a result there is a shortage of investigation on the usefulness of English textbooks from learners’ point of view.

1.14.3.2. THE INVESTIGATIONS ASSOCIATED WITH TEXTBOOKS ISSUES

The textbooks which are utilized for the years in Iran have been exposed to a variety of modifications regarding the approaches applied. The first structured textbook used at Iranian schools was A Course in English series (the Ministry of Education, 1937). Such books were structures according to the Grammar-Translation approach. They were the first government supported published textbooks by the Ministry of Education that were instructed in high schools prior to first World War. To manage the textbook problem, the Ministry of Education planned on a six-year program for producing new categories of English textbooks and several of specialists were selected to carry out the work. The final output of the six-year program was the
Graded English series (The Ministry of Education, 1971) that were instructed at schools for around 14 years. The Graded English series (The Ministry of Education, 1971) was substituted by the Right Path to English series (The Ministry of Education, 1985) in 1985. This series was mostly produced according to the Communicative Teaching Method standards. The Right Path to English series (The Ministry of Education, 1985) is yet being utilized for English instruction in Iranian high schools. Amerian (1987) made a comparison between the first two books of the Right Path to English (RPE) and Book One and Book two of the Graded English (GE). In accordance with an accurate survey he found that GE has following shortages: a) The context was ineffective from a quantitative aspect. B) The structural exercises were ineffective from a quantitative aspect. Despite of the mentioned deficiencies, GE offered the vocabulary pronunciations efficiently. Eftekhary (1990) investigated the efficiency of the Graded English textbooks instructed in Iran after the Islamic Revolution. Such textbooks were modified to substitute western-based contexts with Islamic content. The investigator had tried to study different elements like the English curriculum clues, instructors’ English competency, textbook designers and instructors’ understanding of the objectives of the English teaching program and the test contents submitted to the learners. He found that the modified textbooks did not increase the students’ strength to utilize language in an actual environment. He believes that, there is no adaptation among such textbooks and the common English styles and language utilization.

1.14.3.3. THE CORRELATION BETWEEN TEXTBOOKS AND CULTURE

A study on textbooks is unavoidable in regards to the discussion supporting the induction of culture in EFL program. The importance of textbooks is observed in several textbooks roles in making the second language learning and teaching
procedure easier in the class. All over the world, textbooks are of various cultural
directions; as they are in accordance with cultures of source language, target culture
or international target cultures. Source cultures means students’ own culture, target
culture is the culture in that the target language is utilized as the first language
whereas international target cultures means a variety of English cultures, or non-
English-speaking nations that make use of English as an international language
(Cortazzi & Jin, 1999; as cited in Norhana & Sanda, 2009).

1.14.3.3.1. RELATED STUDIES

As this subject matter is associated with Sociolinguistics that has converted
into a modern and new field of investigation, some but approximately latest
researches have been carried out about both variables in this study. For example,
Shams (2008; as cited in Zainol Abidin, Mohammadi & Alzwari, 2012) carried out an
investigation trying to explore learners’ perspectives, anxiety and motivation
regarding English learning. The results highlighted that the learners had positive
perspectives and high eagerness to English. Moreover, this underlined that majority of
students, demonstrated affirmative points of view regarding English language learning
that in turn, stressed the importance of English language usefulness in the life
the EFL learners’ perspectives about English language learning: The Case of Libyan
Secondary School learners. The outcomes demonstrated that the majority of students
in his investigation indicated a nugatory point of view, and also it was suggested that
the reason of this nugatory perspective might have been a response to the traditional
teaching methods applied by some of the English language instructors. This is same as
the running situation of English teaching techniques in the Libyan educational system.
On the other side, Csilla Sárdi (2002) studied on the correlation between culture and
English language instruction. The general outcomes demonstrated that the identified efficiency of English for instrumental and international goals has a prominent role in leaners’ purposes for language learning. All participants (100%) approve that English is a very strong medium for success all over the world. This obviously demonstrates that learners are conscious of the impacts of globalization from the aspect of language utilization. As well, there have been investigations conducted in Iran EFL environment. For instance, the research done by Rezaee, Kouhpaenejad, and Mohammadi, (2012) with the topic: “Iranian EFL learners’ perspectives on New Interchange series and Top-Notch series”, was based on realizing the EFL students’ attitudes about New Interchange textbooks. The investigators asked 42 Iranian EFL students to fill up an assessment questionnaire regarding the Interchange and Top-Notch textbooks. The questionnaire that was applied in this research included multiple categories, 25 items, which every item focused on a particular feature of the books. Such categories consisted of applied considerations, design and outline of the book, exercises, tasks, type of language, topic and context of the books. The results of the investigation demonstrated a negligible contrast between the two series. Zarei and Khalessi (2011) studied on the cultural content in English language textbooks that was particularly sketched to concentrate on Interchange series. For this reason, an attentive survey of the English books contents was carried out according to an example of cultural samples. Such categories mostly consisted of: standards, values, organizations, and handiworks. Any of these four categories included some sub-categories. The findings indicated that textbooks are handiworks that are extremely structured based on cultural beliefs and prejudices. Other investigation carried out by Ashraf, et al. (2013) approved that English textbooks, such as Interchange and American file, have had a prominent effect on students’ cultural perspectives. As well,
it was also claimed that EFL students had more tendencies towards Interchange series instead of American File. Furthermore, they could see the reality that approximately most of the EFL students, when participating in classes or reviewing such textbooks are influenced by English textbooks unknowingly, and indirect mode of discussing with students approved the same issue. But while the investigators arranged to ask the students’ attitudes regarding this issue directly, most of the students asserted they were not affected by above mentioned textbooks. This means that students, regardless to the book they use, male or female, how old they are, all scared of agreeing with the truth that they have been influenced by a foreign culture. Moreover, these investigators found out that textbooks are handiworks that are extremely structured based on cultural beliefs and prejudices. This is somewhat due to the fact that English language has obtained a universal Lingua Franca position, whose non-native users formerly are more than native ones.

Pursuing this way of thinking, McKay (2004) & Kachru (1986; as cited in Zarei & Khalessi, 2011) propose that English as an International Language is required to define a person’s own culture and connects to others instead of being connected to the culture of people who speak it. Fairclough (1989; as cited in Zarei & Khalessi, 2011) claims that, “language is not an independent construct but a social institution that creates and is created by certain forces and structures forming our functions in the society. Thus, learning a foreign language is a particular way of assimilating into a complex system of categorized experiences, thoughts, behaviors, and modes of interaction of certain people”. Briefly, subjecting learners to features of any foreign language is not as injurious as what Iranians presume. Furthermore, such cultural consciousness assists students to produce and develop a perfect attitude towards individuals in other societies and later on decide upon the most proper cultural aspects
of every nation. By and large, the findings of these investigations could be of vast advantages for ministry of education and all people who deal with supplying the structure and fundament for learning English as a foreign language. They can speculate of producing textbooks in that a combination of both target and source cultures are represented so that a balance between the two is preserved. Furthermore, textbook designers, expertise and developers of educational program should keep in mind the significant role textbooks have in an EFL teaching/learning environments. As well, attentive consideration and consciousness is essential on the part of the EFL instructors as the persons who are in charge of transferring both linguistic and non-linguistic (such as cultural) components of a textbook.

It is obvious that learners sometimes show negative perspectives towards learning English as a foreign language because of deficiency in encouragement and reliable learning tasks and materials (Richards, 2001). Reliable material is a vital element for learners as it challenges their cognitive skills and employs them individually. As well, it boosts tendencies and inherent motivation. A lot of Iranian passages mostly include content that is not able to increase the learners’ interests because of the high stress on grammar and lexicon (Rahimi & Nabilou, 2009). Thus, such materials should be modified and so that they supply learners with occasions to deal with the content which encourage them to learn English (Gibbs, 1992). Moreover, the textbooks should contain a suitable context match with learners’ age, inclinations and demands (Tomlinson, 2002).

1.14.4. THE INVESTIGATIONS ASSOCIATED WITH APPROACHES AND ASSESSMENT

Mahmoodi (1990), one of the authorities in the "Curriculum and English Textbook Designing Department" of the Ministry of Education attempting to indicate
a short explanation about learning or teaching English language in Iran, pointed out the following matters: A) Despite the defeat of the Grammar-Translation approach, it is yet applied at schools. B) Grammar points are presented to the learners in depth, but they are not asked to apply them in actual circumstances that is to say, the focus is on the grammar rule application, but the utilization of such rules is not highlighted. C) As grammar formed the majority of the exams, instructors had to focus on grammar. Asai (1959) evaluated a number of the issues regarding learning and teaching English in Iranian schools in brief. The issues which he pointed out were mainly ascribed to the improper instructional methods applied by the instructors of English language. Amongst the issues that he pointed out was the truth that the majority of learners had specific notebooks for taking notes of the Farsi meanings of the English vocabulary. Such incorrect practice was promoted by the instructors. Additionally, the learners wrote out the English lexicons through Farsi orthography. Consequently, they were not able to learn the accurate pronunciation of the vocabulary.

1.14.5. MOTIVATION

Iran has obviously been known all over the world. Luckily, a lot of international seminars and conferences regarding various social, economic and cultural concerns are being arranged here and furthermore, Iran is the precursor of the dialogue ideology among different cultures. Despite all such features, the prominent role of the English language as the lingua franca of present era in creating foreign interactions is easily ignored in Iran. As much as the investigator knows, a small number of native English speakers allowed working as a teacher in Iran; thus, Iranian learners don’t have the chance to make a profit of native speakers’ instruction. Just we can observe a small number of English speaking foreigners in Iran who are visitors or
who relate to occupational section. Furthermore, the locations we may see the tourists are restricted to tourist places, residencies, or trade corporations. Thus, learners have no interaction with foreigners excluding a small number of occasions. Based on the answers gathered in the investigation performed by Vaezi (2008), one of the discouraging elements of Iranian learners, was the truth that as the loading of their main study tasks increased, most of the learners had less opportunities to deal with English and made less attempts to pursue learning the language. Consequently, their motivation towards English would have possibly reduced.

To preserve the learners’ affirmative perspectives and motivation towards English learning and eventually enhance their English proficiency, it may be advantageous for the colleges and universities to present ESP courses during the university years in a way that non-English major students could have deal with the target language constantly. Due to the restricted hours of English instruction for non-English major students, they commonly could not benefit from the opportunity to learn English particularly the most desired tasks of speaking and listening, because the course is not planned to do so. The other issue regarding such learners is that, when their secondary school instructors are not proficient in English speaking, the college teachers are, but the concern is that learners are not at the level of competency to compel the teachers to interact with them in English language. Another crucial restriction the learners pointed out in open-ended question is the limited time that do not allows university instructors, focus on all four skills sufficiently. Congested university classes, is the other issue. Overcrowded classrooms lead to teachers’ restriction in working on efficient communicative approaches with approximately no learner-based activities the classrooms. If we have a higher understanding of English as an international language and realize its varieties and the influence of
the native languages on them, subsequently we can have a more appropriate program for future standards of the language learning and setting. For achieving this goal, literary researchers should connect with language instructors in a same issue to obtain the purpose.

Identifying students’ instrumental impetuses can be simply obtained through preparing students for tests and concentrating more on applied tasks i.e., how to interact with other persons and when travel to foreign country. On the other side, increasing their inclinations towards the target language culture (like English) can be achieved by techniques like offering some information regarding the literature of the English-speaking nations, geography, lifestyle, via written, audio and visual activities, or even arranging team work for students who have been to English speaking nations. At college level it may contains, any number of foreign students exchange schedule with other universities, abroad “home-stay” plans, or other programs that may assist to encourage learners to enhance their competency in target language. Motivating learners to be more productive in a lesson may help them to make a goal for enhancing their interactional performance in the target language. Totally, it is essential for the teacher to assist learners to identify that, despite the fact that they may have no requirement for being skilled in a second language, the knowledge of another culture and language can just improve their comprehension and realization of another custom and culture. It is obvious that the instructor, the classroom setting, the course material, content and services, and also individual features of the learner will have an impact on the students’ motivation towards classroom learning (Gardner, 2006). There is a lot of investigations to be carried out so that investigators, instructors and students can comprehend motivation and its whole features perfectly.
1.14.6. ISSUES REGARDING SPOKEN ENGLISH IN IRAN

English speaking is commonly the first stage to acquire three English language skills i.e. reading, writing and speaking if the setting is student-oriented, as it has indicated that students have the most important role in a learning procedure and it can be due to the learners’ tendency towards learning a language. This status has been approved by a number of investigators like Rifkin (2000) and Makarova (1997). At the same way, Nunan claims “no curriculum can claim to be truly learner-centered unless the learners’ subjective needs and perceptions relating to the process of learning are taken into account” (1988, p.177). Moreover, Allwright asserts, “very many teachers seem to find it difficult to accept their learners as people with a positive contribution to make to the instructional process” (1984, p.167). The common idea is that students should have a prominent and main role in the learning procedure to make sure of learning achievement, particularly the speaking skill of the language which is being acquired, like English.

1.14.6.1. REASONS OF IRANIAN STUDENTS’ WEAKNESS IN SPOKEN ENGLISH

1.14.6.1.1. STUDENTS’ DEMANDS, TIME LIMITATION AND TEXTBOOKS

Since many years ago investigation on second and foreign language promotion in non-academic as well as academic environment has motivated us to consider the student and learning centered instruction. Thus, at present, there has been increasing stress on the major role of the student in the language learning procedure. Spoken English is commonly the first stage to acquire a foreign or second language that more important than the other three English skills such as reading, writing and listening. For the purpose of depiction the DeVito’s (1986) lecture in details, scholars has attempted to explain that speaking is a procedure of carrying some messages via body
language, discussing and utilizing a number of tools that were the human primary interaction way and in the light of technology and interactions with others, people were instructed how they enhance this interaction through international language. However, it looks there have been several barriers in this procedure in a number of non-native nations.

Furthermore, some main issues in learning of this language have been observed. If language learning procedure contains problems it is indicated that the learning is not accomplished and is yet deficiently described in learning affairs and there is a number of mistakes in the process. It has been approved that if an assignment have been given to students to submit a well-structured speech with a high quality, they will study on the precision and excellence of their speaking; because of this issue, they were exhausted to play effective role in their speech. It is realized that if they understand their assignment properly, the learning and the enhancement process of spoken English will be boosted efficiently and productively. This achievement is due to their demands and efforts to resolve their difficulties in the situation with the high performance in speaking skill. Following by this case, Makarova (1997) asserted that if the instructional program is student-oriented; as it has been realized that students have the most prominent role in a learning procedure, it can result in learners’ inclination towards language learning. This state has been confirmed by some investigators like Rifkin (2000). Furthermore, Rifkin (2000) claims that students’ ideas regarding learning procedure are "of critical importance to the success or failure of any student's efforts to master a foreign language" (p. 394). Although on other side, Allwright (1984) says, "very many teachers seem to find it difficult to accept their learners as people with an optimistic contribution to make to the instructional process" (p. 167).
In addition, according to Bada and Okan (2000), most of the instructors confess the need for realizing students’ inclinations, but they may not necessarily advise students in performing language practices. Instructors may have an opinion that students are not capable of indicating what they need or require to learn and how they are interested to learn. Accordingly, scholars such as Block (1994, 1996) claimed that students should have a conscious of whatever occurring in classrooms and thus that instructors should try to make the learning environment as students-oriented. Breen (cited in Block, 1996) indicated that learners were capable of understanding particular strategies applied by the instructor which they interested and presumed that it assisted them with the new language comprehension. Regarding this point, Nunan (1989) explains two Australian investigations that demonstrate students’ preferred traditional learning activities among several communicative kinds of activities. A number of learners need more occasions to take part in free discussion, representing their demands about a more communicative-directed method. This study on such learners means they were favored in participating in conversation sessions and it will be their stimulus to learn English with the utilization of other three language skills afterwards. On the other side, there are students interested more in grammar instruction (Bada and Okan, 2000). As it is obvious, the students’ demands are under more concentration. Following the same, Nunan says “no curriculum can claim to be truly learner-centered unless the learners’ subjective needs and perceptions relating to the process of learning are taken into account” (1988, p.177).

According to Nunan (1988), the speaking procedure is learner-oriented activity, thus, this should be considered. According to Maxine Eskenazi’s (2009) investigation, there are a number of major and different factors and issues for communicating with learners for learning speaking skill. As well, in the same line, Devito (1986)
mentioned that speaking and utilizing it in our communication with other learners in the classroom has its specific technique and approaches and it demands to train an instructor to know how the learners can speak properly with self-confidence. In accordance with the investigation of Bernstein et al., (1989) the speaking proficiency of non-native students in general, and the strategies should be improved for enhancing such learners’ capabilities of learning spoken English. As well, he pointed out that stress, intonation and pronunciation are the main elements of spoken English require particular attention and focus. However, a lot of instructors confirm the necessity of comprehension the ways students are different in terms of demands and inclinations; they may not discuss with students in performing language practices. Such unwillingness to collaborate may be due to the fact that in general students are not considered abled to represent what they need to learn and how they need to learn (Bada & Okan, 2000). Moreover, it is discussed by a lot of instructors, completely correct, that in a number of communities, like Iran, with a top-down educational program, learners and teachers’ social role are so extremely negligible that require students to take part in decision-making discussion may not be considered as proper act that is one of the crucial issues in Iran (Eslami & Valizadeh, 2004). The traditional mode of learning and students’ habits may affect students’ self-confidence and their knowledge grade to make selections in instructional methods consciously. In such situations encouraging students’ participation in the academic procedure should be performed with attention and delicacy.

As Dahmardeh (2010) claimed in his illustrative case study, there are many contradictions between the students’ demands and the textbooks which exist for English language teaching and learning although a small number of them are authentic. Following by above mentioned study, the outcomes has indicated that even
the utilized textbooks in the class are not expressive at all and according to one participant’s explanation who was one of the developers of Iranian English textbooks (2007), this issue is due to the structural method which was adopted by the board of authors. Furthermore, it was claimed that textbooks being used at present are not structured according to any educational program at all and the national curriculum has been newly generated. Although, the answers represented by the instructor participants in that study has indicated some problems as their major difficulties during instruction: 1) Students have some difficulties in comprehending the content of passages and they claimed that learners could learn some skills weakly at least reading comprehension. 2) Making the learners ready for the final exam and assisting them to pass. Therefore, the textbooks that were produced to prepare learners for exams are not effective for English classrooms and they were required to be revised and renovated. Thus, it should be indicated that such textbooks were the major and the only materials exist for instruction in Iranian high schools that are not effective and contain the old forms of contexts and passages. In such books the passages has been attached with a lot of questions and practices to be worked on what they have supposed to be more significant for tests and exams.

By reviewing the latest studies and outcomes by Dahmardeh (2010), we can find out that there were appropriate materials associated with communication and enhancing speaking skill, due to this case it is required to mention a few outcomes and concentrate on the participants’ responses. Regarding the complementary materials, 50% of the instructor participants asserted that such materials are not accessible for them. Even the other instructors who asserted that these materials are accessible were not satisfied with the context of complementary materials and defined them as “poor quality”. Moreover, regarding the reliable materials, just 15% of the instructors
asserted that they utilize reliable materials and others claimed that due to time limitation they were not utilizing these kinds of materials, and instructors do not have sufficient time to work on speaking and communicative practices (Dahmardeh, 2010). The textbooks were produced according to the grammar and reading comprehension skills and instructors could allocate time for lecturing and working on grammatical exercises, consequently, the speaking skill is excluded of the class time; in the same line, as it is obvious, it can be asserted time restriction for English classrooms is in the most considerable problem.

According to Dahmardeh (2010) findings, the main stress is on reading comprehension, as it was presumed that this task is more essential in tertiary program. Thus, working on the activities in the classroom should be according to the instructor’s developing a task in a circumstance and actual setting for learners to learn English by utilizing it which is the most significant assignment for such learners to do in short time. Although, based on Singh and Li (2005), the main issue is how to use the restricted class time effectively to enhance learners’ language proficiency through communication. The restricted time was commanded by Iranian educational curriculum system and instructors should follow the allocated time to manage English classroom. Totally, it should be mentioned that by elevating the class time by educational system the learners will be motivated to take part in the English classrooms and acquire all four skills of English language.

1.14.6.1.2. CURRICULUM MATERIAL AND CONCENTRATION ON READING COMPREHENSION

In general, Iranian learners’ national program for instructing English officially as a foreign language commenced from the second year of junior high school. Every week, the learners at least benefited from three hours of official English language
teaching per week. The instructional method included an integration of Audio-Lingual and Grammar-Translation approaches. This integration was regarded as the core emphasis in all schools instruction. One of the major purposes of the national curriculum was to instruct all four skills of English language. Although, it is realized that for many years, reading comprehension skill gets the primary concentration in English language instruction in Iran educational system. Even grammar and other components were represented and explained in reading framework. Instruction of all four skills of language has also been considered as one of the main programs of the national curriculum. Although, attentive study on the curriculum records proposes that its major focus is on grammar and reading comprehension. It is the matter due to the fact that all skills are explained in reading framework. Moreover, a lot of documents are allocated to a explaining of reading techniques and how to instruct this task besides instruction of grammar. It was realized as a concerned issue associated with concentrating too much on reading comprehension and grammar that has become one of the most crucial issues in boosting the Iranian learners’ problems in English speaking. The instructors had to follow the educational system and concentrate on grammar and reading tasks since 20 years.

The speaking skill of English language has been considered as insignificant subject in educational system, that is to say, it looks not only speaking performance but also English language is supposed to be excluded from the education fields of study in universities and schools. The instructors accepted the effectiveness of the utilization of up-to-date materials to be instructed and to learn English language. Unfortunately, the shortage of such materials resulted in reduction of learners’ interest in learning English language. Additionally, the time assigned to teaching reading comprehension and grammar was too much that not only speaking task but also
English language teaching has lost its credit in Iranian universities and schools. However, the grammatical rules are stressed in schools, reviewing some researches results indicated that learners’ weakness to produce accurate phrases to speak was not because of their inability in grammar, they retained a number of rules and formulas in mind to produce phrases in their exercises but their purpose was passing the examinations and gaining high scores. Clearly, a small number of learners were proficient in the all four English language skills and the others were passed with minimum scores.

1.14.6.1.3. CLT AND GTM APPROACHES OF TEACHING ENGLISH LANGUAGE

This is basically on approaches applied in the English classes. The method of instructing English in Iran was identified to be instructor–oriented. One of the methods (ELT) for English Language Teaching is Grammar Translation Method (GTM) that concentrates on grammatical points, retention of lexicons and variation of noun and verb forms, texts translation, performing writing practices. As it is obvious every part of lessons in English classroom was based on instructor and learners’ role is the strategy which is mentioned in this approach; performing a large number of practices, drills or activities applied in the language class for understanding purposes of the lesson. GTM needs an instructor–oriented method to define and translate English grammatical points into Farsi and vice-versa and learners are appropriate listeners; that is the reason, they can keep the rules in their mind and adapt the structures of English language to grammar and structures of Farsi language. This was realized to be the major task of learners and afterwards to prepare themselves for examinations. According to the various studies and investigations on learners and instructors in a lot of Iranian schools done by Mahdi Dahmardeh (2010) and Azam Noora (2008) it can be asserted that the approach applied is not efficient in fact.
Actually, this method makes learners away from such schools as this case causes learners to go to private institutes to learn English speaking.

Briefly, it is identified the significance of this approach in enhancing the students’ proficiency and their perspectives forward to improve their communicative performance is not effective. Because of this issue, it can be claimed that the core and basic features of Communication Language Teaching (CLT) is that “the most of everything that has done has done with communicative intent” (Larsen-Freeman cited in Rao 2000, p.81). It has been confirmed foreign language learning is more than a plain system of structures. In general, nowadays Language is considered as a dynamic source for concept creation. Based on the supporters of Communicative Language Teaching (CLT), generally it is approved that there is a demand to recognize between knowing that and realizing how. Stating the same, there should be a difference between learning a variety of grammatical points and being capable of applying the points efficiently and accurately at the time of communication. The first national curriculum in Iran for foreign languages instructions was being organized in 2007 by a group working under the Ministry of Education supervision in accordance with CLT method. Thinking of the level of curriculum accordance with CLT was considered to be significant in assessing the level of CLT goals achievement. Also, some attempts have been done for considering the English Language Teaching in Iran from other aspects. To take action, as the running curriculum and textbooks had been structured before presenting the new program; thus, the necessity of considering them was also felt (Dahmardeh, 2009). According to Sato (2002), an increasing number of investigations demonstrate that English classes in which CLT is applied efficiently are scarce. As Savignon claimed, “the term communicative attached itself to programs that used a notional-functional syllabus based on needs assessment” (2002, p.2). But
in fact the movement that is being known as CLT developed in the mid-1960s as a consequence of two associated issues.

Based on Tudor (1996), one of such issues was dissatisfaction with the primarily code-oriented perspective about language instruction identified in the methods broadly had been worked on during those times as Audio Lingual and Grammar-Translation Method; another was the tendency to create course design rules that were more adaptable and more effective for learners’ real environment demands of communication. Based on Savignon (2002), CLT deals with both procedures and objectives in English language classes. Communicative proficiency has a significant role in CLT. Proficiency is explained as the statement, description, and discussion of concept and observations at both sociocultural and psycholinguistic attitudes in SLA study to apply for its improvement (Savignon, 1997). The phrase communicative proficiency has been entered to the ELT area by Hymes in 1971, before that suggested by Wales and Marshall (1966) and Jakobovits (1970). This was introduced as a response to Chomsky’s definition of the linguistic proficiency of the perfect native speaker (Hymes, 1971). Hymes’ opinion of communicational proficiency was aimed to demonstrate the usage of language in social environments, and the consideration of sociolinguistic rules of competency. As well, Carrasquillo (1994) clearly explained that the concentration of communicational proficiency has been the clear explanation and execution of plans and approaches which contribute to the progress of functional language via students’ involvement in communicative activities in which second language students interact with target language speakers.

According to Ellis (1994), communicational proficiency contains the knowledge that speakers of a language have made it as their attitude to make it possible for them comprehend and create concepts in the language. It could be
discussed that communicational proficiency consists of the capabilities to utilize linguistic structures to do communicational activities and to comprehend communicative usages. Briefly, communicational proficiency contains understanding not only the language structure, but also what to express to whom and how to express it properly in all specific conditions. It involves both cultural and social information that language users are supposed to have that allow them to utilize and describe linguistic structures in addition to concepts. However, it is attempted to substitute GTM but, regrettably, instructors continue to work with their own approaches.

1.14.6.1.4. THE APPLICATION OF PERSIAN LANGUAGE IN ENGLISH LANGUAGE INSTRUCTION

Studies demonstrated that, irrespective to the running approach, it was compulsory for students and instructors to apply Persian language in the English language classes due to the fact that learners used to comprehend the concept of all sentences and interpret them into their own languages. This method of learning and teaching has originated from the occurrence of Iranian revolution and all the instructors learned to use this approach. One of the main significant matters associated with this issue that should be argued is about utilizing the other various pronunciation or native dialect such as Turkish in some of cities like Tabriz in Iran, specially due to being fanatical in this city, the children starting to speak were trained to speak with their mother tongue and not at all have spoken with Farsi as an official language; furthermore, they had an opinion that their mother tongue is Turkey and must talk it at home, at work and their education and trade. Because of such crucial issue, challenges of utilizing various pronunciations increased, among English language and Farsi language. Valiantly, due to this issue, it can be claimed that English language is continuing to be forgotten and in near future this language will be
removed from educational programs. The instructors and learners comprehension of language learning were not in actual and reliable occasions. However, translation of grammar was the approach applied; the instructors could be motivated to utilize English language.

The studies have indicated that the benefit of applying English language for instruction was one of the essential factors to encourage learners to learn communicative skills. Absolutely, most of the teachers believe that their English teaching began in Farsi language. The English language forms and lexicons were interpreted into Farsi. The utilization of Farsi language has become a habit for learners and instructors. The GTM approach has worsened the condition and that was how instructors performed their instruction through Persian language. Benefiting from the native speakers in learning procedure is the main matter to the students to learn and comprehend the foreign language but, it should be attended that Iranian students of English face with difficulties in majority of the language tasks. This is because of utilizing Farsi language even in their English language classrooms. Moreover, learners are given little chance to learn English via natural communication with native speakers of target language like visitors or foreign workers. Due to such truth, it can be claimed that such learners not at all have been in straightforward condition to learn English language subconsciously. Krashen (1985) emphasizes learning procedure in situation as unconsciously and incidentally that is impossible for such learners, this is the truth, that Iranian Students require it and must be under concentrating.

There are a lot of factors dealt with in the competency of English speaking in Iranian society. The class is the first origin of learning for most of students and undoubtedly more can be tried to enhance the manner of learning and teaching which is possible in Iranian classes. On the other side, the instructors’ proficiency of
language, their utilization of instructional sources as well as the strategies they apply in instruction of speaking could certainly all be ameliorated via training programs and workshops mentioning such and other matters. Although a more essential matter primarily requires to be considered and that has to do with the knowledge base instructors extract from in selecting sources and organizing their lectures. If the organizers of educational programs and instructors have a disarranged or insufficient perception of spoken English essence and the various types of spoken activities, possibly they will be distracted likewise about both the objectives and methods of teaching various types of spoken English. Individuals in charge training English instructors in colleges and teacher training centers are required to substitute superannuated and insufficient understandings of spoken English with premier aware comprehensions of the educational context knowledge they offer to instructors in training programs.

1.15. IRAN KNOWN AS A MULTILINGUAL COUNTRY

Iran Present population of more than 75 million citizens that introduce it as the most densely populated countries in the Middle East includes a variety of ethnic minorities and languages. Nevertheless the formal educational language of all Iranian students is Persian, the language of the most groups of people. The second largest language using in Iran is Turkish, the extent of community talking this language in the northwestern part of Iran is fairly high and can be compared with the size of Persian-talking community. If it is not the majority second language group all over Iran; the Azerbaijanis are obviously both the culturally predominant and the majority group in the northwestern provinces of the nation. Also Arabic, Baluchi, and Kurdish are talked in Iran. Additionally there are smaller communities of specific languages who have no particular geographical places such as Aasooryans and Armenians speaking
communities (Dastafkan, et al., 2014). A considerable matter in Iran is that a number of the provinces are nominated according to the predominant cultural-linguistic communities live there (like Kordestan, Fars, Baluchistan, Lorestan, etc.).

It should be considered that majority of geographical languages are connected with Persian and pertain to a bigger Iranian language family, of an Indo-European branch. For more information see the figure 1.1. Turkish as the main out of Iranian language, talked in the northwestern provinces of the nation, is widely distinct from Persian language and is an Altaic language branch. In some areas of Iran, this linguistic difference combined with religious contrasts has resulted in ethno-political diversity (For example, in Kurdistan Province). For a long period, bilingualism was regarded a nugatory issue menacing Iran national unification (Afshar 1989). Now it is supposed to be acknowledged that various languages, cultures, and contrasts that exist simultaneously in Iran and are obtained in the normal procedure of socializing organize a prominent sector of the national worth, and that cultural-linguistic contrast can be a valuable factor for increasing social progress and modernization and the preservation of communal healthiness in a quickly renovating community. As the most of languages are not applied in educational program it has caused some educational difficulties. Educational officials suggested various remedies like one month particular course for non-Persian speaking students. However, it can rarely be sufficient for such goal, since it cannot compensate for the six-year long time of speaking mother tongue.

Above all, the lack of mother tongue in the educational program at the time of school years is undoubtedly not a stage toward this bilingualism. Consequently, it would resulted in what Santrock (2002) has named semilingualism, or shortage of competency in one between two language. Based on Hameedy (2005) the educational
difference between non-Persian and Persian users, have not been removed even after four years of educating in school (Khadivi & Kalantari 2010).

<table>
<thead>
<tr>
<th>Ethnic group</th>
<th>Language</th>
<th>Percentage</th>
<th>Religion</th>
<th>Area of residency</th>
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<tbody>
<tr>
<td>Arabs</td>
<td>Arabic</td>
<td>3</td>
<td>Sunni (Islam)</td>
<td>South</td>
</tr>
<tr>
<td>Azeris (including Qashqayis, Shahsevans, Afshars &amp; Qaragozuls)</td>
<td>Azeri (Turkic)</td>
<td>37.3</td>
<td>Shia (Islam)</td>
<td>North / North-west</td>
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<tr>
<td>Baluchis</td>
<td>Baluchi</td>
<td>2</td>
<td>Sunni South-east</td>
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<tr>
<td>Kurds</td>
<td>Kurdish</td>
<td>6.45</td>
<td>Sunni</td>
<td>West / North-west</td>
</tr>
<tr>
<td>Lurs &amp; Bakhtiyaris</td>
<td>Bakhtiyari / Luri</td>
<td>4</td>
<td>Shia</td>
<td>Central</td>
</tr>
<tr>
<td>Mazandaranis &amp; Gilakis</td>
<td>Gilaki / Mazandarani</td>
<td>7</td>
<td>Shia</td>
<td>North-west</td>
</tr>
<tr>
<td>Persians</td>
<td>Farsi</td>
<td>35.92</td>
<td>Shia</td>
<td>Central Iran</td>
</tr>
<tr>
<td>Turkmans</td>
<td>Turkmani (Turkic)</td>
<td>3</td>
<td>Sunni</td>
<td>North</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>1.60</td>
<td>–</td>
<td>–</td>
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**Table 1.1: Statistical Description of Ethnic Groups in Iran-Table and caption from Sefa Dei and Asgharzadeh (2003, p.434)**

In spite of the linguistic varieties in Iran, just Persian language is applied in official curriculum. Based on paper 15 of the Constitution of the Islamic Republic of Iran, Iran is identified as a multilingual nation; although, Farsi language is the formal language all over the nation, and practically, Farsi is the popular spoken and written language in this country. Reports, documents and formal textbooks and correspondences should be in Persian language; although, the utilization of geographical and racial languages is permitted in newspapers and mass media and in school instruction of their literature (Iran, Const. art, XV). Journals and books are permitted to be printed in languages different from Persian, and government mass media allocate considerable hours to Television shows and programs of non-Persian languages. But, Persian language is formal language for all textbooks and educational
program. Additionally, the Article 15 of the Constitution, that authenticates Iran as a multilingual nation, does not seem to pertain to the educational program. Utilizing a language different from Persian in schools conveys a nugatory implication and is prevented, and there have been some strategies to instruct racial/ethnic languages in schools of Iran.

Figure 1.1. Linguistic Composition of Iran Retrieved from: http://gulf2000.columbia.edu/images/maps/Iran_Languages_lg.png

1.15.1. THE IMPORTANCE OF BILINGUAL EDUCATION

Language is one of the main significant identification components of the ethnic family; although, in the previous century linguistic contrasts has been considerably menaced. It is gusstimated there are around 6000 alive languages all
over the world and it is estimated that 90% of the living languages will vanished at the end of 21st century (Baker, 2006). Linguistic variety is noteworthy due to a lot of reasons. Firstly, language indicates and is history reservoir. Every cultural family describes itself by cultural components, and language is one of the most significant factors. It looks that individuals describe their personality by their mother tongues, and through this language can carry over other cultural components. Furthermore, individuals show their impressions and opinions better in their mother tongue in general. Secondly, languages convey people knowledge which is special for every language and the absence of each language is actually, the absence of such knowledge as well. Thirdly, languages are fascinating for studying; the historical and cultural information included in language is a basis of knowledge which boosts the importance of their preservation. Fourthly, a various societal ecology fortifies ecosystems and has a straight correlation with consistency and abilities of the condition, linguistic variety can warrant capabilities and stability of a community as well (Baker, 2006).

1.15.2. BILINGUALISM AT SCHOOLS AND HOMES

Bilingualism at school and home in Iranian societies has even been identified as a difficulty by most of the curriculum developers all over the nation, as they have allocate one-month introductory course for the non-Persian speaking learners, that has been executed since fourteen years. If it can probably resolve the issue is an important question, particularly as thorough investigation in this field, like in other fields, is rare. The traditional survey of such introductory course for non-Persian speaking learners that should be passed exactly before entering the first grade, have recognized it advantageous but inadequate (Educational Research Council [ERC], 1992). Additionally, it can be discussed that Bilingualism is a problem due to the fact that either Bilinguality, or the national developers’ devised remedy, does not inevitably
result in balanced equivalent bilingualism (Seifert, Hoffnung, and Hoffnung, 2000) and may even led to serious quandaries which could be detrimental (Ovando, 1989; Rothstein, 1998). The concept of "balanced bilingualism" is the same competence in both languages which complies with an extent of bi-culturalism. One-month course can rarely be sufficient for such goal, because it cannot compensate for the six-year long subjection to the mother language. In the same line, the lack of native language from the educational program at the time of schooling is undoubtedly not a stage toward this Bilinguality. Conversely, this would result in what Santrock (2002) has named semi-lingualism, or shortage of competency in one between two languages. Moreover, with this linguistic acquaintance "decontextualized language skills" like reading would not improve (Snow, 1987) and learners would have a lot of problems with complicated school assignments (Ovando, 1989). Consequently, bilingualism at school and home in Iran cause a critical problem for educational system in Iran. The problem which Iranian students encounter is illustrated through two international investigations which Iran has taken part in: PIRLS and TIMSS. In both investigations Iranian learners graded bottommost approximately. In the international reading comprehension investigation of 1970 Iran graded 14th in all fifteen participating nations, and in PIRLS 2001, rank of 32 among the 35 participating nations (Karimi, 2003).

1.15.3. BILINGUALITY AND COGNITIVE DEVELOPMENT

The correlation between Bilinguality and cognitive development has been argued in the literature and has led to some disputes. However, majority of the investigations prior to the 1960s demonstrated that there was a nugatory correlation between Bilinguality and cognitive development, most of such investigations had critical instructional deficiencies. They had indicated that bilingual students endured a
language disability while evaluated by oral tests of intellect or academic proficiency (see review by Diaz, 1983). Peal and Lambert (1962), for the first time in the literature regarding Bilinguality, offered experimental information indicating affirmative effect of Bilinguality on students’ cognitive strength. Their outcomes demonstrated that “balanced bilingual” 10 years old student, who were similarly proficient in both languages, indicated more level of oral and non-oral sagacity compare to monolingual students. As well, to be a bilingual has been mentioned in the literature to have some benefits more than being monolingual. Since bilingual learners have two referent signs for most resources, they have alternate instruments for statement of a specific opinion. As Ben-Zeev (1977a) pointed out, they become conscious that there is a relationship between an opinion and its way of statement.

In two investigations regarding “middleclass Hebrew-English” and “lower class Spanish-English” bilingual students, Ben-Zeev (1977a, 1977b) proposed that bilingual learners created a systematic technique for language to retaliate intervention between their two languages. When it happens, the intervention between the two languages made the student to create techniques that speeded up cognitive and linguistic development. The state that second language learning may have an impact on cognitive function is in accordance with the presumption that language has a core section of cognitive functions. Piaget asserts that language development is specified via the progress of "causal schemata" that survives inside the person’s cognitive system physically and biologically. Vygotsky explains the procedure of language development as combination of a person’s societal experiences and his/her biological talents (Oren, 1981). Based on Vygotsky's idea (1992), Bilinguality can have significant impacts on cognitive developments, based on community’s perspectives and reactions toward the fact. Vygotsky (1992) asserted that the bilingual student is
can “see a language as one particular system among many, to view its phenomena under more general categories, and this leads to awareness of his linguistic operation” (p.187). He approved that primarily language worked for a child as a societal function, and afterwards communicative and cognitive activities developed.

Dealing with two language systems may make bilingual students capable of having a smart comprehension of the language arbitrariness. For instance, investigators have indicated that bilingual learners mostly make the optional relationship between referents and lexicons (Cummins and Swain, 1986). Piaget hypothesized that “a person’s intelligence develops as he or she adapts psychologically to their environment” (Berger, 1983, p.65). Keats et al. (1977) studied on the performance of Malaysian five years old urban bilingual students in Malay - Chinese and English- English on functional activities. Any statistically remarkable contrast between languages was not detected on performance on the functional skills. Saito Horgan (1995) investigated four groups of bilingual Hispanic students to specify their cognitive development phases via employing students with three Piagetian practices including arrangement, maintenance of mass and maintenance of area. Any of the four classes was not recognized to have a cognitive benefit compare to monolingual learners in three practices. Does it convey that Bilinguality is unassociated with cognitive development? Possibly no. According to Saito-Horgan, all of the students were under decreasing bilingual training that may show that it inherently had affirmative effect on students’ cognitive development and Bilinguality. Bialystok (1999) examined the cognitive complication and awareness control in the bilingual mind. Her investigation consisted of 60 students divided into age classes in the same manner. The 30 students in the younger age class varied in age from 3,2 to 4,9. Students in the elder age group varied from 5,0 to 6,3. Additionally, the students
demonstrated two linguistic categories. Half of them identified as monolingual users of English, 14 girls and 16 boys. Other students recognized as bilingual users of Chinese and English. The children talked Mandarin or Cantonese at home while English at school and in the society.

The experience of being bilingual in a decreasing environment is usual for young students in educational institutes in Iran. According to Makin, Campbell & Diaz (1995), in some occasions, mother tongues are slowly substituted by prevail or second languages. In Iran, Persian is the prevail language in schools. However, a lot of minimum bilingual students are successful in learning Persian at school; their Bilinguality is mostly restricted due to the fact that their home language is not applied in the main settings of educational programs. Based on Cummins (1991), students should achieve a certain level of competency in their first language so that they can beware of cognitive deficiencies related to Bilinguality, and that a certain level of competency in second language should be obtained if benefits in cognitive performances are to increase. As Bialystok (2001) pointed out, students require a large extent of advocacies from the society, their family members, and moreover, advocacy from their school, specially while they are socio-economically snagged. As well, Lee (1996) approved that in studying how Bilinguality may impact on cognitive development, generally one should pay attention society, family, school, and community, consider Bilinguality as an advantageous and noteworthy occasion, or partly as inessential and of negligible value and significance. Persian is the solely language applied at instructional programs and at the official occasions. There would be no chance for students’ mother tongue to be used in official education. Bilingual students at school who are skilled in their official language (Persian) may well benefit from learning English and Arabic in school environments.
1.15.4. BILINGUALITY AND LEARNING ENGLISH IN IRAN

The research of Bilinguality has not been excluded from the scholars’ tendencies to create contrasts. Famous topics consisting of compound versus coordinate Bilinguality (Weinreich 1953), late versus early Bilinguality (Lambert 1975) subtractive versus simultaneous Bilinguality (McLaughlin 1984, cited in Garcia & Baker 1995), subtractive versus additive Bilinguality (Lambert 1975, cited in Bialystok 1991), and folk versus elite Bilinguality (Skutnabb-Kangas 1981). When these contrasts have worked as a goal in attracting attention to specific features of Bilinguality, probably the most significant point to be obtained from such contrasts is that a number of them mention the individuals’ features, the first three pointed out, and others social group’s features, the next two. Psychologists and Linguists have considered primarily to the personal cognitive and mental features of bilingual people; sociologists and linguists have paid the primary attention to specify societal groups in aspect of the formation of the language in terms of soundness, respect, and other institutional and societal characteristics (Krashen 1994).

As it has been argued; Bilinguality is a characteristic not only of people, but also of community. Community in which two languages are utilized frequently, or in which more than one language has formal position or a revolving features, can be named as bilingual. For instance, Canada is a bilingual nation since English and French are both formal languages, despite that a lot of Canada citizens are monolingual users of English. Also, Saudi Arabia is a bilingual country, as majority of Saudis talk both English and Arabic, but English has no formal position. The essence of individual Bilinguality absolutely varies in various nations; there are those in which Bilinguality is the standard for all citizens who are educated, as it is the same, for instance, in somehow small language societies such as Netherlands and
Scandinavia; those in which Bilinguality is the standard for the minimum language users although not those with the highest economic or political strength in the community (like for Spanish speakers in the United States, for Turkish users in the Netherlands and for Quechua users in Peru); and those in which Bilinguality is the standard for the high classes and premier educated but not the respectively feeble (like Colombia). It should be pointed out that the United States and other traditional English-speaking nations consider the monolingualism standard (less expectancies for foreign/second language competency, less importance put on migrants languages, global stress on the demand to talk English) that is feasible just for users of a 'larger communication language' residing in an economic condition which is universally greatly dominant. Our current comprehension of the procedure of bilingual learning is away from perfect one, but our information has been appended highly since the past thirty years. Actually, our information about bilingual learning cannot be isolated generally from significant progress in our total comprehension of learning and language.

As well in the research regarding “The Effect of Bilingualism on Iranian Pre-university Students’ English Grammar Proficiency”, Merrikhi (2012) indicated that Persian-Armenian bilingual learners are more successful compare to Persian-Turkish learners in English lexical performance. This is because of the truth that English, Armenian, and Persian pertain to Indo-European language family, and there are a number of resemblances in lexicon and grammar among such languages. Turkish language pertains to Altaic language family that has no correlation with Persian and English. Likewise, studies showed that there is a correlation between the syntactic features of two languages with the similar language families and syntactic feature of the third or second language as a foreign language. In the same line, the recent
researches confirmed that having academic education in bilingual communities creates supremacy to them in learning a foreign or a third language. In Merrikhi’s research, Armenians as the category who learns through their mother language in educational system did finer than Turkish bilingual group who does not benefit from mother tongue education.

**1.15.4.1. THE SIGNIFICANCE OF RETAINING HOME/MOTHER LANGUAGE**

Language is one of the precious presents that have been rewarded to children. The mother language is important and makes the fundamentals for every next language advancement. Family members, parents and experts of early babyhood have most significant role on the first language retention and development. Researches indicate that having knowledge of one language can help children to understand another language function. Home or Mother tongue is especially essential for creating an affirmative well-being and self-concept for children. A child who has the opportunity to retain their mother tongue can improve their cognitive function at the time of learning English as a second language; this case can be happened with another language like Turkish. His/her measure of proficiency in the second language has correlation to the extent of proficiency he/she has obtained in their mother language. A child with a perfect knowledge of the mother language will be capable of transferring proficiency from one language to the other. Professionals of early babyhood can perform a prominent role in the retention of a child’s mother tongue. They can create chances for child to talk his/her first language in early childhood stage as well as at school and motivate the parents to utilize the mother language at home so that they can create a perfect basis for English learning. It is vital to assure parents that their child will learn English as a second language from speakers of English (Clarke, 2009). The first language opens up the door, containing its own
structure/grammar, to every grammar, in that it arouses the potentiality for global grammar which exists inside everybody. It is the precious property individuals create in language learning task. Due to this, the mother language is the main element in foreign languages, the means that provides the quickest, most reliable, most accurate, and most perfect tools of achievement of a foreign language.

Successful students invest on the large number of linguistic skills and universal knowledge they have acquired through the mother language. For the novice, being conscious of concepts spontaneously entails linking with them via mother language, till the foreign language has created a permanent complicated network for itself (Butzkamm, 2003). The learner of a foreign language should concentrate on existent knowledge and skills accumulated in and by the mother language. Monolingual instructions without the assistance of the mother language are extrinsically feasible; although, monolingual lesson is an inherent infeasibility. Nobody can easily forget whatever they formerly acquire. It is claimed that the mother language “silently” exists in novices, even if instructions are done monolingual. Since we only concentrate on our capabilities to pronounce, to write and to read, which have been created through our mother language, thus, we are incapable of turning off our knowledge accumulation, once obtained via the mother language (Hammerly, 1989, as cited in Nation, 2001). By the arrival of investigation into the role of form-oriented teaching, instructor investigators have also started to appreciate the mother language as a rightful instrument with the power to make learning easy mostly in accuracy-oriented activities (Ferrer, 2002). “You can banish the MT from the classroom, but you cannot banish it from the pupils’ heads” (Butzkamm, 2003, p.31). We require relating the new with the old. To keep out from mother tongue connections would divest us of the most precious resource for developing cross-
linguistic links. The perfect and instructive application of vocabulary and syntax equals between the mother language and foreign languages instructed in schools encourages maintenance and intensifies the comprehension of the historical affiliation of culture and language (Butzkamm, 2003). The correlation between languages should be obviously developed and not neglected or repressed. Ignoring of mother tongue, although, critically restrict whatever can be read and expressed. Mother tongue will make students apart from a sense of frustration that will ultimately forward them to be far from every personal favorite topic. The evaluated and well-organized application of the mother language can lead students to cope with more complex passages earlier (Butzkamm, 2003).

1.15.4.2. THE SIGNIFICANCE OF MOTHER LANGUAGE EDUCATION

A large number of linguists and successful bilinguals debate that for multicultural community to advocate the application of a mother tongue in young bilinguals’ instruction at schools is of extreme significance. As mother language education in the starting years proposes the superior preface to literacy that is effective in second language acquisition. Investigation on second language learning indicates that acquisition of another language becomes less complex, if a child becomes proficient in the mother tongue in the acts of listening, speaking, writing and reading that can be carried over to the second language learning. The results that second language learning is closely associated with the competency level of the mother tongue are significant for bilingual education instructors and learners’ parents in bilingual education plan. As well, Cleghorn (1992), in other study, performed comparative investigation on the efficiency of the mother language compare to English as a second language in many schools in Kenya and additionally it have been realized that significant opinions were more simply understood while instructors did not only focus on the demands of the English-only language teaching. While those
who learn via their mother language are at more benefits, students who learn via a second language are not getting benefit properly. Chaudron (1988) claims that where the second language is applied as a means of teaching, students face with difficulties due to the fact that their assignment is triple. Understanding of the instructional assignments exist in the second language and obtaining linguistic proficiency needed for efficient learning to happen and encountering with the difficulty of becoming proficient in the context itself. The UNESCO Committee’s report in 1953 indicates that learners learn rapidly via their mother tongue compare to an unknown linguistic instrument. Consequently, it claims that the best means of instruction a child is the mother language by which the child expresses himself without limitations and comprehends better. Bamgbose (1991) asserts that the Six-Year Primary Survey started in 1970 in Nigeria to demonstrate the efficiency of the mother tongue compare to English as a second language. The result of the investigation obviously indicated that the native languages created more significant learning compare to English (Tsitsi Ndamba, 2008).

1.15.4.3. DISCUSSION AND IMPLICATIONS ON BILINGUALISM AND LEARNING FOREIGN LANGUAGE

A large number of scholars have realized that Bilinguality has affirmative impact on foreign language success (Lerea & Laporta, 1971; Cummins, 1979; Eisenstein, 1980; Ringbom, 1985; Thomas, 1988; Valencia & Cenoz, 1992; Zobl, 1993; Klein, 1995; Sanz, 2000; Hoffman, 2001). Eisenstein (1980), for example, observed that babyhood bilingualism has an affirmative effect on adult talent on foreign language learning. For this reason, adults who acquired a second language at the time of babyhood would have a higher level of achievement in foreign language learning. As well, Thomas (1988) carried out a comparative study on the learning of college French by English-Spanish Bilinguals and English monolinguals. Her
investigation showed significant contrasts between the two classes, that bilinguals performed better than monolingual students. She deduced:

“Bilinguals learning a third language seem to have developed a sensitivity to language as a system which helps them perform better on those activities usually associated with formal language learning than monolinguals learning a foreign language for the first time” (p.240).

In the research entitled “The Impact of Education and Awareness in Mother Tongue Grammar on Learning Foreign Language Writing Skill”, Hassanzadeh et al. (2011) realized that students had a more affirmative perspective towards their mother language and they supported first language as the language of teaching in educational program. Also, the findings of the this investigation indicated that the students’ knowledge of mother language or being taught in mother language had an affirmative effect on acquisition of grammar of English language that caused premier performance in essay writing task and the students who obtained knowledge and educated mother language obtained higher achievement compare to students who were not in the same situation. That is to say, being educated through mother language in learning grammar did assist the students to do better in essay writing test and to gain a finer and pervasive comprehension of how the grammatical rules worked. The result that can be found according to the studies is that as the students receiving instruction in their mother language, gained more profound comprehension of their mother language grammar and obtained language knowledge.

Based on prior researches, it can be found that Bilinguality has an affirmative impact on foreign language learning. Thus, the education through mother language should be emphasized and we should consider the truth that mother language must be given much more significance and perceived in various approaches in the language classes. It is proposed that Turkish language should be presented as well in Iranian
official educational system since the initial years of school. Additionally, parents should be motivated to retain Bilinguality at home and persuade their children to utilize two languages simultaneously. Many international investigations have demonstrated that Iran is not the single country in dealing with main variations in the cultural and linguistic diversity of its learner body. Actually, a large number of nations all over the industrialized world are encountering same challenges and have same ideas; containing the idea that their country is lonely in such issue and has scant to learn from the other nations’ experiences. Higher level of comparative study on how Bilinguality is developed or neutralized via the educational institutions can assist to conquer our narrow-mindedness in respect to language minority learners’ demands. Bilingual students who have official classes for both of two languages which they acquired (like Persian-Armenian bilinguals) obtain more achievement in syntactic performance and we must have additional classes for our bilingual learners.

Faculties should assist students more who have no classes for both of two languages they acquired (like Turkish learners) and we should concentrate on both languages more easily. As for monolinguals (like Persian students) we can invert them into bilinguals through applying bilingual educational plans in initial school years such ad many other European nations who begin English in early babyhood via bilingual educational schedules and bring up bilingual children who do not inherit Bilinguality from their family but they can benefit from some of the usages of Bilinguality through bilingual educational plans. Consequently, bilingual educational plans starting in initial years of beginning school were advised for Iran. As it has been approved Bilinguality has affirmative impact on third language’s proficiency and we can begin our elementary schools with two languages from the initial years of school education, like Persian and English).