CONCEPTUAL FRAMEWORK ON ENGLISH LANGUAGE LEARNERS WITH LEARNING DISABILITIES IN IRAN

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A B S T R A C T

This paper aimed to explore the effectiveness of an English Language Teaching (ELT) program at a language establishment in Iran from students' point of view. Subjective and quantitative data were collected utilizing a survey and semi-organized meetings. Students characterize the objective culture diversely henceforth each have certain frames of mind towards the objective language, deciding the amount they learn. This investigation evaluated 244 Iranian EFL students' responses to learning English cultural components with a poll created dependent on Ely (1986) and Gardner'(1985) integrative and instrumental inspiration, modified by Gardner's socio-educational model. Thirty five (n=35) language instructors alongside 25 language students from Safir language organization were employed as members for this examination. The language classes were observed utilizing Communicative Orientation of L2 Classrooms (COLT) perception plot and the language students were met through a semi-organized meeting. The consequences of the data investigation uncovered that communicative language teaching (CLT) is the most seriously utilized way to deal with conduct classes, most undertakings given to the language students were importance centered, classes were preplanned, language students were, all in all, content with their classes and thought about themselves genuine students.

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Introduction

Numerous Iranian youth and understudies go to English Language Teaching (ELT) programs at private language institutes the nation over to learn English as a worldwide language. Following the pattern, having individual premiums, having a viable requirement for capability in English, and working at the spoken English are accounted for as the principle purposes for which Iranians go to language institutes (Sadeghi and Richards, 2015 Sadeghi, K., and Richards, J. C. (2015). Teaching spoken English in Iran's private language schools: Issues and alternatives. English Teaching: Practice and Critique, 14(2), 210-234. Research has likewise appeared English language institutes play an "inexorably significant job" in Iran. The job of English language institutes in Iran. TESOL Quarterly, 51(2), 428–438, which proposes "the expanding estimation of the English language" in the nation. Language learning inspiration among Iranian college understudies. World Applied Sciences Journal, 19, 838–846.

Sadeghi and Richards (2015) noticed, "The interest for learning English has extraordinarily expanded in Iran" as of late, which has prompted "the development of the private language foundation industry." Given that there exists extraordinary enthusiasm for learning English in the nation, ELT institutes are relied upon to give successful language teaching projects to help students in accomplishing their objectives, which will, thusly, carry students' satisfaction with the institutes. With respect with the impacts of students' satisfaction on educational processes, it has been demonstrated that understudies' satisfaction "in a roundabout way impacts hierarchical execution" of educational establishments. The importance of college offices for understudy satisfaction at a Norwegian University. Offices, and is "related with the apparent quality" of the establishments. Connecting understudy satisfaction and service quality recognitions: The instance of college instruction. European Journal of Marketing, 31(7), 528–540. In any case, investigation into language students' perspectives about the viability of institutes in offering fitting language teaching projects has demonstrated that students are not happy with the ELT programs and don't accomplish their objectives at the institutes. A glimpse of contrasting by right accepted ELT strategies in Iran. In C. Kennedy (Ed.), English language teaching in the Islamic Republic of Iran: Innovations, patterns and challenges (pp. 23–34). London: British Council. Sadeghi and

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Richards (2015) underscored the inability of language institutes in Iran to show spoken English to the students, depicting the educational modules and the teaching materials utilized at the institutes as the components contributing to the failure. Explaining the purposes behind the failure of language institutes to give communicatively adequate ELT programs in Iran, Mirhosseini and Khodakarami. A glimpse of contrasting by law accepted ELT arrangements in Iran. In C. Kennedy (Ed.), English language teaching in the Islamic Republic of Iran: Innovations, patterns and challenges (pp. 23–34). London: British Council additionally contended that executives and directors of institutes did not have a reasonable comprehension of what communication in English methods.

1. 2. ELT Program

The target ELT establishment, which has its center in the capital city of Tehran, has branches in many urban communities the nation over and has a high number of yearly registrations. Notwithstanding English, the organization offers other language courses, including French, in certain branches. The ELT program at the organization comprises of fundamental, basic, pre-moderate, transitional, higher middle of the road, and propelled dimensions of English language proficiency. Every proficiency level is additionally separated into three sublevels of 1, 2, and 3, which are offered in sequential semesters. Every semester keeps going right around 3 months, and the learners go to English classes two times every week. The classes are not coed and are held in the organization both toward the beginning of the day and toward the evening. The endorsed language teaching technique at the foundation is a diverse way to deal with teaching English as an unknown dialect. The instructors are to pursue headings and methodology recommended by the authorities at the organization; be that as it may, they can utilize innovative techniques to improve the teaching task.

The classes are not coed and are held in the organization both in the first part of the day and toward the evening. The endorsed language teaching technique at the organization is a diverse way to deal with teaching English as an unknown dialect. The educators are to pursue bearings and methods recommended by the authorities at the establishment; in any case, they can utilize innovative techniques to improve the teaching task. All language teaching exercises performed in the study hall turn on the understudy's books. The ELT materials at the organization, called the English

Series, comprise of Student's Books, Workbooks, and CDs. The title of every arrangement is controlled by the proficiency level for which the arrangement is created.

In the exchange section, which pursues the vocabulary rundown section, a discourse aiming to exhibit a language structure point in a genuine satiation is given. To build the learners' general information of English, help their appreciation, and extend their vocabulary, a section has been fused in every unit. Syntactic and auxiliary focuses are instructed in the structure or language structure section, which is trailed by drills, intended to open the learners to the structure of English. The listening section comes in the last piece of every unit and expects to improve the learners' listening skill through presenting them to the materials specifically identified with the exchange and perusing entry. A profitable action shows up toward the finish of the listening part section, allowing the learners the chance to rehearse what they have learned in the unit. The understudy's books are likewise joined by an exercise manual to furnish the learners with the chance to practice, survey, and upgrade what they have been educated in the homeroom. The books are likewise joined by a CD, which contains sound records required for the listening sections. A pocket

lexicon covering the new words in the understudy's book is additionally accessible for the learners.

1.3. Intercultural Competence and Openness towards the Target Culture

Bearing the notion of validness at the top of the priority list, the English language ought to be exhibited uniquely in settings in which it may conceivably be utilized, in actuality (Adaskou et al, 1990). This implies the standards of talk as well as culture can characterize what sort of language should be utilized in which setting. Gardner and Lambert (1972) recommended that if people had a solid enthusiasm for another language community, or an open gratefulness and enthusiasm for other language bunches all in all, this could make them increasingly open to learning a moment language. They named such a procedure as 'integrativeness' recognizing it from distinguishing proof, however in the two cases it is an indication of the existence of a full of feeling part that includes the language community. Lambert (1955) presents the case that a few people become familiar with another language so as to coordinate with another culture however keeps on expressing this isn't really valid for most of language learners. Whenever Gardner and Lambert (1972)

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utilized the term integrativeness (or integrative orientation) they didn't imply that one needed to turn into an individual from the other cultural community, but instead they were alluding to a person's largest amount receptiveness to take on attributes of another cultural/linguistic gathering. As such these scientists contend that people who consider their very own ethno-linguistic heritage as a noteworthy piece of their feeling of personality would be low in integrativeness. Then again, those for whom ethnicity is definitely not a noteworthy segment, who is tolerating of other cultural networks, or who have an enthusiasm for the target language community, would be high in integrativeness. Notwithstanding, Gardner and Lambert emphasize the way this is anything but another understanding of the idea. They proceed by expressing that such contentions have been vital to research and Gardner's socio-educational model from the earliest starting point. These specialists have reliably suggested that the words, elocutions, sentence structure, and such are notable attributes of another cultural community, and in this way the person's receptiveness to that community or different cultures when all is said in done (i.e., integrativeness) will impact his/her inspiration to become familiar with the language. In this manner, such transparency

can help them from numerous points of view, for example, comprehending what language to use with various conversationalists in various settings. So as to touch base at such dominance, it seems important to consolidate culture and intercultural discussions in the study hall to inspire the learners to procure information towards the appropriate talk in which language ought to be utilized as opposed to just concentrating on the linguistic parts of language.

1.4. Significance of Discovering The Effectiveness of Educational Programs

One of the techniques which educational authorities can use to check the viability of an educational program and along these lines the learners' satisfaction with the program is to evaluate the program (Patton, 2008). Evaluation has dependably been of extraordinary hugeness in the field of language teaching (Cummins and Davison, 2007), is the "reason for sane choices about future educational practices" (Quintero, 2003), and demonstrates "where to improve future teaching and learning rehearses". As per Norris (2016), language program evaluation "empowers an assortment of evidence-based choices and activities, from designing projects and executing practices to making a decision about effectiveness and improving results."

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Norris (2016) portrayed that the stimulus for language program evaluation can be "accountability evaluation, understudy learning results appraisal, program development, monitoring and improvement, effectiveness evaluation, and language educator evaluation." "Effectiveness evaluation" and "program development, monitoring, and improvement" were the catalyst behind the present research which aimed to evaluate the ELT program at a language establishment in Iran from learners' point of view.

The evaluation task in the present examination was performed by finding the learners' perspectives on the adequacy of the teaching materials, the teaching technique, the appraisal framework, and the notice paid to the learners' voice at the establishment. Norris (2016) clarified that an evaluation with program development, monitoring, and improvement impulse underscores "developmental, neighborhood, and to a great extent inside language program evaluation endeavors." He further called attention to that such an evaluation is conducted to gather "locally valuable data" to discover an exit from the "prompt challenges." He presented needs examination as a way to such an end. Explaining on the "effectiveness evaluation," he focused on that this kind of evaluation

centers around the "effectiveness" of "teaching methodologies, materials, or educational module." Likewise, Irambona and Kumaidi (2015) underscored that in educational settings evaluation "portrays the effectiveness, qualities, shortcomings, or the failures of a given program." They further noticed that educational evaluation shows the degree to which "understudies have achieved the ideal benchmarks," including, "A compelling evaluation will be founded on that arrangement of destinations which understudies are expected to meet." As the learners themselves know superior to any other individual the arrangement of language learning targets they mean to accomplish, this investigation set out to find the learners' evaluation of the ELT program at the foundation.

2. **Literature Review**

Irambona and Kumaidi (2015), for instance, evaluated the effectiveness of the ELT program in the eleventh grade of senior secondary school, utilizing Stufflebeam's (2000) Context, Input, Process and Product (CIPP) evaluation model. The outcomes from the context component of the model demonstrated that the program targets, study hall condition, understudies' needs, and barriers were in the successful category of the model. The

outcomes from the information component of the model demonstrated that the educators, understudies' reading material, and course structures were likewise in the successful category, yet "the teaching preparing" was in the "not powerful" category. The analysis of the data in the process component uncovered that the teaching materials, teaching techniques, teaching activities, and evaluations were in the successful category. The discoveries from the item component demonstrated that the English denotes, understudies' needs, and barriers were in the powerful category, yet the teaching materials were in the "not successful" category.

Atai and Mazlum (2013), for example, did a thorough report in the Iranian context, exploring ELT educational modules planning in Iran's Ministry of Education and its usage by instructors. The principle targets of the investigation comprised of "Program evaluation alongside necessities analysis; the ELT-explicit documents; communication channels among planning and practice levels; instructor evaluation and understudy appraisal; translation and reconsideration of national arrangements inside the Ministry; and the criteria set for ELT material development." The discoveries confirmed the absence of a program evaluation just as an ELT evaluation

model in the nation. It was stated that there existed a hole among planning and practice in the Iranian ELT framework, beginning from "an exceptionally unified policymaking process in which neighborhood policymakers (for example educators) are not included."

Until this point in time, few examinations (Bagherzadeh, 2017; Fatehi Rad, 2008; Mohebi and Khodadady, 2011) in Iran have thought about student convictions and they have generally centered around university learners. Additionally, language proficiency is another factor that has not appreciated any prevalence among the past research contemplates. It is in this way trusted discoveries from the present investigation will reveal insight into the sorts of convictions that Iranian middle school and secondary school learners hold, nearby the relationship that may exist between Iranian learners' language learning convictions and their language proficiency levels, and therefore help to improve learners' English language learning results.

One of the main considerations that is successful in molding a person's conduct and personality is their way of life. Piller (2018) accepts that culture gets various implications and realizations dependent on every individual's perspective. She keeps on

expressing that each culture has its very own particular attributes and limits which are typically not as sharp as political, moral, or geological ones. Rather, Piller presents the "new world request" (Piller, 2018, p.1) which is the aftereffect of how capitalism has been restructured in a worldwide scale, and she keeps on expressing that such a request needs to associate individuals from various cultural and linguistic foundations (Piller, 2018). This association may happen as the aftereffect of data stream, web, and broad communications, just as stream of genuine individuals in movement and the travel industry (Piller, 2018). Such a development is accepted to be one reason why the development of intercultural skill (IC) is of solid interests both inside and outside academic settings (Piller, 2018).

While trying to respond to questions with respect to how instructors can encourage learning in an academic composition homeroom and what colleges can do to enable educators to comprehend the issues learners from various cultural foundations experience in mastering the techniques of composing synopses, reports, articles and propositions in English, Mattison talks about her experience of teaching an intercultural communication course at Kristianstad University College, just as

teaching Chinese understudies in Sweden and in China (Mattison, 2014). The calming and yet reassuring finish of Mattison's (2014) examine is the way that "master proficient communicators are the individuals who have come to appreciate their absence of mastery" (Trudgill, 2011, as refered to by Mattison, 2014, p. 166). She likewise expresses that the issues of worldwide understudies are additionally educators' issues. She emphasizes the importance of such issues and the impact they can have on learners' academic composition capacity. Also, it is in this field they have genuine consequences since the composed content is one of the essential methods by which understudies exhibit their insight. The course talked about in Mattison's investigation, which is conducted at Kristinastad University centers on specific parts of L2 teaching and learning which incorporate a variety of social and academic cultures, various dimensions of inspiration and aptitude, various desires, a variety of perspectives on what is appropriate conduct in the study hall, and various suppositions about what establishes "great" spoken and composed English that worldwide understudies bring to the study hall.

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3. Research Method

The researchers took a pragmatic position in conducting this examination. They acknowledged reality as it was seen by the language learners and as observed by the analyst, and did not hold any earlier expectations about the data. The members for this investigation included 35 Iranian language educators teaching at Safir Language foundation in Tehran, Iran, and 25 Iranian EFL learners learning at various classes at a similar language organization.

3.1 Data Collection

The teacher-members were chosen through the comfort approach as they were the accessible populace for the examination, and the understudy members were chosen haphazardly out of 123 learners learning at the language foundation. Unnecessary to specify that these members were consenting ones and were altogether informed on the motivation behind the investigation to the degree that did not achieve members' expectancy effect.

3.2 Method of Observation

COLT observation plan was utilized to see how errands were implemented in language classes as the teacher-members classes were observed

constantly creator. In the following period of the investigation, and on an alternate event, the members were met by a similar specialist. All meetings were translated and experienced thematic analysis so as to dive into the student members' observations about the assignments implemented in language classes.

4. Data Analysis

The data collected from the observation field note through COLT observation plan uncovered that it tends to be claimed that communicative language teaching through errand based language teaching (TBLT) is being implemented in the Iranian EFL contexts. Practically all activities conducted in the classes were intentionally designed from the earliest starting point as far as possible, and expected to draw in the language learners in genuine language use in the study hall. These assignments benefited from encouraging sub-errands, while the teachers tried to set up the learners for the exercise, and readiness sub-undertakings, while the learners were given responsibilities with respect to the exercise. The analysis of the data dependent on frequency of event demonstrated that over %90 of the assignments were teacher-driven and started by connecting with the learners in the fundamental movement.

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Table 1: Type of Activities used for participants' Engagement

Activity	Percentage	type
Direct question	40%	Written and oral
Short question	16%	Oral
Using picture	32%	Pictorial
Teaching vocabulary	12%	Written and oral

Result

A few teachers were involved with more than one kind of movement toward the start of the assignment. What's more, it was observed that all teachers endeavored to actuate the language learners' composition with respect to the new exercise. The most frequent method to get the language learners involved in learning was posing inquiries (either oral or written). Most undertakings implemented in the class (40 %) were finalized by a dialog. It appeared that the teachers endeavored to customize the exercise by alluding to learners' experience, and make connections between the exercise and learners reality. As it was observed, %50 of the teachers gave restorative input in type of teacher recast; others utilized a variety of companion recasts and self-redress techniques.

It was observed that communicative language teaching (CLT) is implemented in the EFL classes through TBLT. The undertakings were well-framed and were for the most part significance centered, despite the facts that, structure centered assignments were implemented in certain events. Communication was organized over exactness, and the language learners had a positive observation toward the teaching and learning process in the class, and thought about them as genuine learners. Past examinations that have researched the present state of affairs of TBLT in language classes in Iran are exceptionally inadequate; be that as it may, a few investigations have investigated part of TBLT or language teaching as to explicit language skills and sub-skills. A portion of these investigations are talked about in this section.

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Conclusion

The fundamental conclusion that was drawn from the discoveries of this examination is that most learners emphatically concurred that in English Classes, it is important to get familiar with the culture so as to reach a local speaker and to comprehend the universe of the local speaker. This is in accordance with Gardner's integrative inspiration which is viewed as effective in light of the fact that language skills are considered as the vital piece of taking part in social gatherings that utilization the target language (Chen, 2005). It is likewise in accordance with Mattison who accepts that L2 proficiency can be expanded where inspiration is supported, and language proficiency is integrated with cultural qualities, convictions and frames of mind (Mattison, 2010). This can likewise be utilized as a premise to legitimize the way that the learners involved in this examination claimed that they had a progressively satisfied inclination when they learned new things about different cultures and delighted in the sentiment of getting information about the second language community and their lifestyle.

Numerous students experience culture stun when starting a program or course in a remote domain and this can cause a plunge in confidence. Such a stun is at first brought about by students who disparage the trouble of adjusting to another condition, of being instructed in a sort of English which may differ from that to which they are utilized in the country, and of acclimatizing themselves to an academic context which receives new principles and which spots different and unexpected expectations on them. This can prompt an underlying exaggerating of their dimension of English and general information, and later lead to another extraordinary, which will in the end in a confidence emergency which may genuinely hinder their adjustment to the second culture and their learning of the target language (Mattison, 201). Henceforth, if, as demonstrated by the consequences of the poll, Iranian EFL students are hoping to increase social distinction by considering the target language they should be made mindful of the effects that culture stun may have on their right utilization of the target language and they should figure out how to be certain enough in their comprehension and learning towards the target language before they use it in social contexts. Assuming, in any case, learners don't pick up a comprehension in

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regards to a portion of these cultural differences, all things considered, culturally or socially unsurprising examples will be reflected in examples of their social talk (Scollon and Scollon, 2001). The differences in talk examples can then legitimately prompt undesirable social issues, for example, intergroup threatening vibe, stereotyping, particular treatment, and separation.

At long last, the student members concurred that the incorporation of intercultural discussions in the EFL homeroom of Shiraz institutes could enable them to learn appropriate approaches to speak with a local speaker in different contexts and increase the fundamental inspiration and confidence to associate with local speakers of the target language. This is as per Adaskou et al. (1990), who express that the appropriate sort of cultural substance is found from formally expressed points and from estimations of learners' likeliest future needs. They keep on expressing that if the cultural substance is probably going to be valuable and harmless the teachers must fuse it into the context of the study hall with the end goal of increasing such substance past the learners' evaluated needs. It is additionally as per the pragmatic (or sociolinguistic) feeling of culture which joins

the foundation information and social skills of the learners notwithstanding their authority of the language code, which make effective communication conceivable (Adaskou et al., 1990). They additionally enable the learners to utilize appropriate examples of the different communicative elements of the target language.

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