A Critical Study of Iranian EFL Environment

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Abstract
This paper discusses the theoretical and pedagogical issues in EFL learning and instruction to explore the research problem ‘the EFL teaching deficiencies in Iranian classrooms’. The primary aim of this study is to provide a solid overview of the second language teaching methods and approaches in the context of English as a foreign language in Iran. The theoretical issues discussed include research on the nature of the two commonly used Grammar Translation Method (GTM) and Communicative Language Teaching approaches (CLT), the methodology and strategies employed in Iranian EFL classrooms and evaluating the students’ achievement from the point of view of language teachers and learners. To fulfill the aims of the study, a modified version of a BALLI questionnaire was employed. Results show that in spite of its deficiencies, both teachers and students still prefer to use the traditional GTM.

Key Words: EFL environment, Behaviorism, Communicative Language Teaching, Iranian EFL classrooms

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