



Iranian Young Learners’ Story with English

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Abstract

In this paper, I will present the results of a research study on Iranian young learners. The study is an attempt to explore how Iranian young learners undergo the experience of learning English as a foreign language at the Guidance school level (Rahnamaei). a longitudinal case study was conducted over a period of one educational year employing a learner questionnaire, a questionnaire with the class teacher to see how students in this level deal with this complex situation in which they begin learning of the language they have never used before.

The data collected was analyzed following an adapted version of COLT (Communicative Orientation of Language Teaching) Observation Scheme, proposed by Frolich et al. (1985) and cited in Allwright (1988). The scheme was designed to capture the communicative aspects of classroom interaction in a variety of settings. The objective of the study was to find out whether the various activities proposed by the teacher match the principles stated in the course objectives and educational aims. The results of the study indicate a certain degree of discrepancy between the teacher’s intention and the educational objectives. A very limited classroom verbal interaction was generated from the type of activities undertaken in class and sometimes, there is no verbal interaction at all in class. Thus, it is recommended to create the conditions necessary to stimulate language use (Moon, 2005) and engage the young learners in activities that expose them to the kind of input necessary for developing their oral communicative skills (Nunan, 1988). The guidance schoolteacher will need further education in the practice of learner-centered classroom activities (Ur, 1996). The findings of the study can be used as a basis for directing curriculum development as well as a teacher development plan.