# THE EFFECTS OF ENGLISH LANGUAGE ENVIRONMENT AND CULTURE ON GRAMMATICAL RANGE & ACCURACY OF EFL UNIVERSITY STUDENTS

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**Abstract:** This article explores how a more balanced learning environment can be created for teaching English literacy proficiency, so that young learners can enjoy study, think remonstrative, stretch their prolepsis, and develop their English skills through meaningful language actuality. I will explain the criteria for selecting reading texts that activate EFL learners' background science.

I will illustrate how short tale, both in text and visual shape, can be used in an EFL homeroom. I will share my teaching treatment for a number of short English children's stories set in Bandar Abbas, which has been tried out in EFL classes with positive outcome. Interactive and innovative pre-reading activities that help EFL learners integrate data, identify main idea, and ask relevant questions will be introduced. As well as, useful while-reading learning and teaching methods that help EFL learners to visualize the setting characters and actions in the plot will be prospect. Last but not least effective reading extension activities that enhance learners' understanding of new vocabulary and expressions will be communicate. Follow up activities for consolidation of children's language learning will be provided as well.

**Introduction:** Nowadays, give a personal and informed history of English language teaching, teaching material in Iran culminating in the Communicative Language approach of the current Prospect secondary school series, whom, in its early period, highlights country culture and the importance to student university of the local context mention the importance of the materials for the future of English Language teaching in Iran but stress that the move towards should not cause the abandonment of current more traditional exercises. It is premature to see how well the courses will embed within the order, although student incongruity variation in school skill, and the mismatch between traditional national university entrance examinations and Prospect pedagogy give a flavor of potential struggles along.

As well as, it is encouraging that the materials and particularly teachers' reactions to them are being evaluated and hopefully evaluation will continue and be extended to feedback from pupil.

Other introduction relate to method and to examples of teacher-initiated classroom-based probing. However, reminds us of the importance of literature as an integral part of English language teaching homerooms. we suggests an effective procedure for promoting both intercultural awareness and exposure to different varieties of English in order to encourage student critical reflection on the nature of native-speaker English in the Iranian background, standard British English. We achieves these aims by selecting literature written in English by emigrant, including those from Iran and able to give insights through their writings into their bicultural alive. She draws on her experience in the secondary school part, but her approach could as effectively be used with older

student university. Hence introduce language games into a primary school homeroom, and demonstrate that the new materials change the nature of the communication from a teacher-dominated passive class to one where pupils play more interactive. The attitudes of language institute teachers and student university to different types of classroom establishment, whole-class work group work and individual work and show that although teachers declare a preference for the more student-organized group work the class in reality remains teacher overcome. The explore the use of collaboration and peer review in university writing schoolroom techniques according to the authors that are not common in the Iranian as they involve considerable changes in attitudes and beliefs on the part of teachers and student university university. The penman suggest a staged approach to the new method using collaborative techniques initially where student university work together on essay comments from the teacher and then depending on student motive, introducing the more radical peer review in which student university evaluate each other's paper. The attachment question these four studies raise is how to move from individual classroom innovation to its integration in the wider educational which takes commitment resources attitudinal change.

**Cultural values:** Further the pure service provision of language education and at a deeper sociocultural surface institute managers are committed to some sort of cultural values might as well. The teachers corroborate that their institutes do recognize the cultural and social relevance of their ELT practices and substance. The following instance, also, show that idea of value and the meaning of commitment are hardly confederate. Also is the nature of the

values necessarily in line with overt official policies discussed. Contradictory cases exist like the third one below pointing to an entirely different direction and the last one that surprisingly views some culturally loaded issues as not very culture based:

We all have to wear magnate. Girls and teachers ... male teachers are not allowed to wear jeans or t-shirts. They have to wear formal clothes ...

They should not make a relationship with each other. Frequently it is the kind of religious cultural value because they already have to accept them have to wear special type of mask, the teachers everybody. For instance, the teacher is obliged to come with scarf just, and shawl or something like that is not accepted and for the student university they have to come with headgear, they have to come with minimum amount of make-up

**Statement of the problem:** Teaching is a dynamic process that requires decision making learners. These decisions are often viewed as reflections of teachers 'beliefs, and not necessarily the reflection of the official theory. There is evidence to claim that teachers' beliefs influence their decisions about their teaching practices and affect what happens. Relevant literature on especially research done in educational psychology has been demonstrated that teachers' beliefs about learning/teaching often lead them to modify the 'official theory 'and adopt approaches that are compatible. Borg (1999c) maintained that teachers' tend to use their personal theories to guide them in their teaching practices when instructional contexts. Teachers' beliefs about learning and teaching whether explicit or implicit thus affect everything teachers do in their classrooms Language practitioners and researchers have already recognized that teachers and their agendas do not have a complete control over what learners learn from English language courses (Salimani, 2001). The recent emphasis on the holistic approaches to language learning have brought into our focus the fact that learners are not just cognitive they do not approach the task of language learning merely from the cognitive (Breen, 2001b). But learners are multidimensional beings; they are a combination of a bulk of different variables which help them to learn whatever they are learning in the best possible. To realize this multidimensionality teachers and researchers have noted that both teachers' and students' beliefs and attitudes should have a room in the process of language teaching (Brown, 2009). Williams and Burden (1997) claimed that learners' perceptions and interpretations have been found to have the greatest influence on achievement and somehow students' and teachers' beliefs. The different beliefs that teachers and learners hold towards the process of language teaching can negatively influence the effectiveness of language.

The main question this study sought to examine the Teachers' Beliefs of Effective Teaching in the Foreign Language Classroom: A study of Nonnative EFL Teachers.

**Review of Literature:** Language Teaching is a cover term for a number of approaches that developed in the 1970s in critical reaction to audio-lingual teaching methods and their unsatisfactory everyday life. They all criticize the mechanistic nature of audio-lingual pattern drills which fail to prepare learners for a productive use of the target language in the many different communicative situations of results. The common goal of communicative approaches is communicative competence.

A number of reports in the literature deal with Language Teaching innovations in EFL competence. Many have proposed that most EFL teachers have found it challenging to use Language Teaching For example, Burnaby and Sun (1989) reported that teachers in China found it difficult to deploy Language Teaching The constraints cited include the context of the wider curriculum, traditional teaching methods, class size and schedules resources and equipment the low status of teachers who teach communicative rather than analytical skills and English teachers deficiencies in oral English and sociolinguistic and strategic contexts.

Iranian pre-university English course underwent a change. The principal goal was to propose a shift away from the long-established grammar-translation curriculum practice towards teaching for communicative competency. The stated goal was to make pre-university English language instruction more communicate. The major justification was that English should be used communicatively by the learners preparing themselves for university entrance and not just learned.

Ghanbari and Ketabi (2011) conducted a research study, evaluating perceptions of Iranian pre-university teachers regarding the different components of this new curriculum, practice. The findings of research study revealed that there are some stumbling blocks that seriously affect the aims of this curriculum innovation to be fulfilled in Iran as an EFL context.

Many paper and researches have also shown that it is not that much easy for the teachers especially the EFL teachers to utilize Language Teaching as an asset to reach the final goal of language teaching in their context with their student university. Paper that assessed the attitudes of Hong Kong educators toward using Language Teaching in the local context Chau and Chung (1987) reported that teachers used Language Teaching only sparingly because it required too much preparation period. A study conducted in Vietnam identified class size and lack of exposure to

authentic language as constraints on using Language Teaching (Ellis; 1994).

Li's (1998) article on the cultural constraints in introducing the Language Teaching in South Korea points to a number of Asian EFL countries where CLT has been used with limited success. A research by Gahin and Mayhill (2001) showed two roadblocks in the application of Language Teaching in Iranian. First are extrinsic barriers covering economic factors which include low wages lack of resources and large classes without adequate facilities pressure principals and supervisors cause teachers to sacrifice an ideal Language Teaching? Second are intrinsic barriers covering cultural factors which include passive-student traditions, negative-to-group-work attitudes and influences of colleagues in other teacher-dominated? Deckert (2004) found that the failure of the application of in the United Arab Emirates was caused by excessive teacher talk and teacher and student perceptions about effective English training. Observations showed that excessive teacher talk in explaining to and correcting student's causes those to miss opportunities to actively participate using English in communicate.

As this brief review reveals, Language Teaching as the most known comprehensive approach in language teaching has proved difficult to be implemented on the part of teachers of English. Some of these problems that are considered to be more common in the majority of EFL contexts will be discussed in more detail in this paper.

**Methodology:** As said above, to date very few studies have investigated any differences between individual learners' and teachers' beliefs about effective language. Taking into consideration that both teachers' and learners' beliefs about the process of language teaching and learning and specially about an effective language teacher are of vital importance for the success or failure of language the scarcity of studies done on this particular and a need for investigating this theme in different especially in an EFL context such as Iran to have a more comprehensive understanding of probable differences between English language and teachers' beliefs this study aimed at investigating.

As said before data was collected from a students. Based on the qualitative nature of the study, the researcher made no intervention in the routine order of the class there was nothing such as intervention randomization and data. To put it another way an ex post facto design was chosen for the purpose study. The questionnaire was distributed among the participants and they were required to answer the closed-ended questions based on their past experiences of participating. The students were also told that they could ask any questions about ambiguous. The Iranian university teachers were also asked to fill the questionnaire based on what they routinely. The main purpose of this study was to run a detailed and comprehensive comparison between teachers' and students' beliefs on the issues teaching. For investigating the research question descriptive. The students' and teachers' beliefs independent group t-test was calculated.

This study investigates Iranian teachers' beliefs of effective teaching in the Iranian foreign language. Random selection ensures that each individual has an equal probability of being selected from the population. To carry out this research, a closed ended response questionnaire is distributed to the teachers who are given the choice of English or Persian version. The questionnaire contains 43 Likert scale items that give the participants the opportunity to respond to the questions in the questionnaires regarding effective teaching used in her dissertation. Reber's instrument resulted from thorough and extensive research into current considerations regarding effective teaching and concerns teachers' beliefs about language.The teachers' beliefs are rated using a 38 point Likert scale items questionnaire which is the combination of three types of questionnaires: 16 point Evaluation questionnaire, 14 point Teacher Information Questionnaire and 8 point Teacher Course Evaluation Questions. To ensure content validity and reliability, Reber's instrument will be piloted with a small group of EFL. This group is selected because of its similarity with the future participants.

**Result:** Whereas the exhaust of language teaching the only group of people having difficulty using it are not the teachers. Student University are also to be taken into calculation in this case. A necessary ask to ask is do EFL Student University need to speak English and communicate in this language. In a surroundings where English is a foreign language student university usually learn with low intrinsic stimulant English may be deemed irrelevant with Student University' needs because the language is not part of their every years hesitance. Where English is a second language student university have high intrinsic motivation because the language is a part of every years. By living in a second language environment student university have a higher chance to use the languagewhether to communicate with others or for professional needs as in searching for a task.

There are even prosperous in English as a Second Language context because Student University have the motivation to work on oral English because they need it in their lives. Also point out that the Iranian student university they studied generally did not feel pressing need to use English therefore the goal of communicative competence seemed too distant.

As well as, a clearly established need or goal Student University without a specific personal interest in speaking English will lack stimulant. While there are long-range needs for the student university-from abstract ones such as the broadening of one's social perspective and more concrete ones such as English for business end student university are not likely to be conscious of these needs especially with the more pressing need of passing entrance exams and when this need evaporates after entering university so will the motivation to maintain the proficiency.

**Environmental training:** Group of student university learners have the need to pass university entrance examinations but this is a poor need to focus one's education. It is crafty and provisional. It is major to support learners set more natural real requirement. Also established earlier many student university will have to use English in their subsequent. To construction this fact more immediate and real to the student university perhaps the teaching materials should be changed to reflect these specific incumbent. Data can be collected from real people who use English in their careers and integrated into lesson plans in addition to travel correspondence and other subterranean.

**Discussion:** The paper motivation to learn the interest in its culture can overcome the burden of the EFL environment in the development of pragmatic competence (Rafieyan et al., 2013) even when opportunities for authentic educational training interaction. Valid input therefore is less important in developing pragmatic competence than upbringing.

Pragmatic transfer can have a negative effect on the development of such competence (Barron, 2003) in the educational training environment especially if issues of learner identity come into conflict with adapting. Similarly a transfer of training can have a negative effect on the development of pragmatic competence in any environment but EFL learners have less of an opportunity to notice classroom overgeneralizations because of their lack of interaction in the educational training environment (Shimizu, 2009). In addition pragmatic transfer can aid the development of pragmatic competence where the use similar strategies (Taguchi, 2008). In specific the relationship between pragmatic transfer and motivation regardless of the learning environment seems to exist (Barron, 2003), but more survey is require to account for how much of this positive transfer is intentional how much is luck and how much relates to learner desire to adapt to the norm to express an identity in the or to adopt a new identity solely for communicate.

The article above contained several method. Some would have benefited from a more even comparison between the second language learners and foreign language learners based on background proficiency number of classroom hour's institution goals and familiarity with research test jobs.

**Conclusion:** While education environments generally afford more opportunities for pragmatic development than EFL settings the dynamic relationships between environment motivation and pragmatic transfer all indicate that individual differences have a greater role to play than just exposure in the TL society. Thus opinion, research and most importantly language pedagogy must evolve to address the complexity and difficulty of developing and accessing pragmatic.

The aspect of motivation requires closer attention as it is keenly tied to socio pragmatics and therefore awareness. Zand Moghadam (2012) assert that "the first thing EFL learners are motivated to acquire is how to use language. Their high pragmatic motivation can be a strong impetus for their noticing ability which can be scaffold by more pragmatically competent learners or teachers.

Furthermore more studies are needed to investigate the specific relationship between learner motivation and pragmatic acquisition not just language learning in public. Specifically more research that investigates the intersection of pragmatic awareness cognitive processes of noticing and motivation is needed to account for learners' transition from noticing to comprehending pragmatic.

Goals and motivation for learning an L2 differ widely among person. Some L2 learners particularly in an EFL setting may learn English for only a special purpose such as reading trade paper, thus rendering pragmatic knowledge "superfluous.

As pragmatic competence "containing cultural aspects and features of social context and conventions cannot be conceptualized without a target language and culture in mind future research should also make explicit how the TL features to be measured are tied to the TL culture at hand and what effect deviations from the pragmatic norm have on overall communicative competence as well as their relationship to both pragmatic transfer.

As well as, more attention should be given to the role of pragmatic transfer in both ESL and EFL contexts to determine how it is related to awareness and the pedagogical implications of helping Student University become aware of universal conduction. This is of particular importance in an EFL context where Student University may also draw on preconceived cultural stereotypes which can be further reinforced by lack of authentic interaction in the TL with NSs (Barron, 2003).

EFL teachers also incorporate a pragmatic element to their instruction particularly if student motivation. While many TESOL teacher-training courses stress a theoretical knowledge of pragmatics few provide practical techniques for teachers to integrate into

their respective homeroom. however, if pragmatic knowledge is indeed essential for any language teacher TESOL teacher-training courses should mandate coursework in pragmatics and its instruction not to provide "learners with new information but to make them aware of what they know already and encourage them to use their universal or transferable L1pragmatic knowledge in L2 contexts. A demonstrated proficiency in this area should be a requirement for a certificate or diploma for any future EFL.

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