Comparing the Effect of Student self-instruction and Teacher-Directed instruction in Teaching ESP for First Year Iraqi Students at College of Physical Education for Women

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Abstract

Autonomous learning and effective self-regulatory strategies are becoming increasingly important in foreign language learning as, without these, students might not be able to exploit the learning opportunities outside language classrooms.

The aim of the current research is to invest age scientifically the effect of teacher-directed instruction and student-self instruction in teaching English for students at College of Physical Education and comparing between them.

It has hypothesized that there is no differences between pre and post tests between student-self instruction and teacher-directed instruction in the achievement of students in English. Also, there is no difference between pre tests and post tests of student-self instruction and teacher-directed instruction.

The sample of the research has chosen randomly among four sections. The number of the sample is 21 students from first year at College of Physical Education for Women at the academic study 2012-2013. The experiment last the whole year.

The results of the research have shown that there is no difference between student-self instruction and teacher-directed instruction in pre and post tests. Also, the teacher-directed instruction has better achievement from student-self instruction in students' achievement in English.

It has recommended that English instructors might add some autonomy in the lectures to the students with the directed instruction from the instructor. English instructors should encourage the students to learn by themselves outside the lecture.

Section One
1.1 The Problem and Its Significance

Language is too complex and varied for there to be enough time for students to learn all they need to in a classroom (Harmer,2001:335). Nunan suggests that not everything can be taught in class but even if it could a teacher will not always be around if and when students wish to use the language in real life (Nunan, 1988:3).

To compensate for the limits of classroom time and to counter the passivity that is an enemy of true learning, students need to develop their own learning strategies. This does not always happen automatically. Self-instruction learning is frequently conditioned by the educational culture in which students are encouraged in learning (Harmer, 2001:335).

Teachers sometimes, as a result, encounter either passive or active resistance if they attempt to impose self-directed learning inappropriately (Hamer,2001: 335).

Knowles (1976:23) reminds us that one of aim in teaching is " helping individuals to develop the attitudes that learning is lifelong process and to acquire the skills of self-directed learning". Traditionally, teachers have tended to concentrate on imparting knowledge and skills, and have neglected the teaching of how to learn. Teachers have often tended to focus on teaching the form of the target language by presenting pieces of the language in carefully graded steps, neglected of teaching students how to learn the language. Instead, many learners develop strategies to meet the requirements imposed by teachers, strategies which will not serve the learners in later learning process (Williams &Burden, 1997: 147). Thus, the current research aims at investigating scientifically the effect of using students self-instruction by comparing traditional method of teaching (teacher-directed instruction) and the modern method of teaching that focused on learner's autonomy and individual learning by using (student self-instruction) in learning English at College of Physical Education for Women.

The dominant view of foreign language classroom processes today favors students –centered learning instead of the traditional teacher-directed instruction classroom. The teacher- directed classroom is characterized by the teacher speaking most of the time, leading activities, and constantly passing judgment on student performance; in a student self- instruction the classroom typically will be observed working individually on in pairs and groups (Murcia, 2001:38).
So, the current research is an attempt to research scientifically the effect of teacher-directed instruction and student self- instruction and comparing the results of both methods to answer the question which one is effective in teaching English.

1.2 Aims of the Study

The present research aims at investigating the effect of students' achievement through student self-instruction and teacher –directed instruction and comparing them in teaching ESP at College of Physical Education for Women.

1.3 Hypothesis of the study

The following null hypothesis will be tested:

1-There are no statistically significant differences in students' achievement between the pre and post tests testees who taught ESP through student self-instruction method. And, there are no statistically significant differences in students' achievement between pre and post tests testees who taught ESP through teacher – directed instruction method.

2- There are no statistically significant differences in students' achievement between the pre tests of student-self instruction and teacher-directed instruction.

And, there are no statistically significant differences between post tests of student-self instruction and teacher-directed instruction.

1.4 Limits of the study

The following are the limits of the research:

1-The sample of the students are limited to the College of Physical Education for Women, University of Baghdad during the academic year (2012-2013).

2-First year stage will be the concern of the current research.

3-student self-instruction and teacher –directed instruction will be the centre of this research as basic methods in teaching English.

1.5 Value of the Study

This research will answer the question in the mind of the teachers whether teaching English by control of teacher is more efficiency than the students are given the freedom to learn English by their control. It is hoped that this research will make some contribution towards improving ESP by offering new methods in teaching.

1.6 Definition of Basic Terms

The following terms that occur in the title of the research only will be defined:

1.6.1 Teacher-directed instruction

Also, it can be named as teacher-fronted instruction. Richards &Schmidt (2002) state that "a teacher style in which instruction is closely managed and controlled by the teacher, where students often respond in version to teacher questions, and where whole-class instruction is preferred to other methods. Many current teaching approaches try to encourage less teacher-directed through the use of individualized activities or group work (Richards &Schmidt , 2002: 542).

The functions of the teacher-directed instruction in the classroom which include giving instructions, organizing seating arrangements, setting up and building up situations through questions, directing practice activities, giving cue-card prompts, using a student for demonstration practice in pair work activities, correcting, and setting written work (Mcdonough &Shaw, 2003:233).

1.6.2 Self-instruction

It is an approach to learning in which a student works alone or with other students, without the control of a teacher. The use of self-instructional activities in language teaching helps to give students a greater degree of control over their own learning. It is based on the belief that learning is sometimes more effective if students can use their strategies and the amount of time they can spend on a learning task (Richards &Schmidt , 2002: 476).

1.7 The Procedures of the Research

The following procedures will be undertaken in order to achieve the aims of the research:

1-A review of literature of previous studies conducted in teaching English by using these methods.

2-One group will be selected randomly which will be applied in the first course of study (three months) the student self- instruction method.

3- The same group will be taught English through teacher- directed instruction also for three months of study.

4-The group of the research will be tested in pre and post tests for both treatments (student self-instruction and teacher-directed instruction).

5-The experiment will be lasted the whole year of the study on the academic year (2012-2013).

6-At the end of the experiment statistical tools will be applied to find out whether there are any statistical significant differences among achievement of the students in teacher-directed instruction and students self-instruction.

7- Discussion of the results will be clarified according the results of the research.

Section Two

2.1 Theoretical Background

Self-instruction methods aimed at improving students' language output as well as encouraging them to become independent learners. Training learners to monitor their own learning is an important in a large class as in a small one. Work can be supervised by the teacher in a small class but in a large class this is virtually impossible. Hence, the best chance that a learner in a large class has to take responsibility for his own learning (Hewings &Hall,2001:131).

It is a applicable concept, which has learners at its centre irrespective of whether they work with or without the help of a teacher (Mcdonough & Shaw,2003 :209).

Brumfit and Roberts (1983:193) argue that self-instruction involves "the organization of learning and teaching in such a way as allow the abilities, interests and needs of the individual learner to be enhanced as effectively as possible" .

It is considered that the notions of autonomy and self-directed learning in relation to individualization. But as Trim (1976:12-13) has shown that the individualization can occur with teacher directed and with learner self-directed. So, in this research the term student self- instruction will be used.

The principle that learners should be encourage d to assume a maximum amount of responsibility for what they learn and how they learn it (Richards & Schmidt,2002:297).

Also, it can be defined by Ur (1996:233) "as a situation where learners are given a measure of freedom to choose how and what they learn at any particular time (implying less teacher supervision and more learner autonomy and responsibility for learning).

It means "learning to use appropriate strategies to realize desired learning objectives" (Kumaravadivelu, 2008:176).

There are two view of self-instruction method in teaching foreign language. The narrow view treats learning to learn a language as an end in itself, while the board view treats learning to learn a language as a means to an end. In other words, the former stands for academic autonomy and later, for libratory autonomy. If academic autonomy enables learners to be effective learners, libratory autonomy empowers them to be critical thinkers (Kumaravadivelu, 2008:177).

2.2 Theory of Language and Language Learning

Self- instruction method refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. Thus it belongs to a group of instructional perspectives that focus on differences between learners and the need to recognize learner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligences. Individualized instruction, autonomous learning , learner training, and learner strategies these are seen as a movements or approaches in language teaching . the theory was originally proposed by Gardner (1993) as a contribution to cognitive science and it was interpreted by some general educators such as Armstrong (1994) (Richards &Rodgers,2001:116).

In fact, the term self- instruction has been taken from individual differences psychology. Also, the interest in this topic arose mainly within a psychometric tradition of psychology, that is, one concerned with the scientific measurement of human traits and abilities (Williams & Burden, 1997:88-89).

2.3 Advantages of Self-instruction

One obvious advantage of such an approach is that it caters to individual differences in students, allowing them to opt for independent or social approach to the task in accordance with their personalities and learning styles. There are other advantages of allowing students to work on tasks individually. It can help to foster independence and autonomy (Ellis,2003:265).

Nunan (1989) draws list of reasons for encouraging self-directedness in students in his account of the learner roles that task-based instruction needs to foster. Among these are practical reasons, i.e motivational reasons, . it is much easier to manipulate the time that students spend on task. Working independently on tasks also enables learners to engage in the private manipulation and experimentation with language (Nunan, 1989:45).

The learners in this method use several metacognitive, cognitive, social, and affective strategies to achieve their learning objectives. Also, this method tell us that there are many individual ways of learning a language successfully, and that different learners will approach language learning differently. Self –instruction activities help learners gain a sense of responsibility for aiding their own learning (Kumaradivelu,2008:177).

Ur (1996:235) has shown five advantages of student self-instruction approach they are:

1-Speed: each learner may work as fast or slow but everyone being engaged in the same basic task.

2-Level: tasks that are basically aimed at the same teaching point may be presented in easier or more difficult versions.

3-Topic: the learner may be able to select topic vary in the subject.

4-Language skill: each learner may choose to work on a quite different aspect of language.

The student self-instruction has confident that they would continue learning on their own after the course had finish (Harmer,2001 :335).

Hewings & Hall(2001,134)gives two advantages to use self- instruction method, they are:

*gave learners a chance to learn at their own pace and achieve their own goals-great advantage in a large class.

*ensured learning for at least those who were motivated to learn.

Mcdonough & Shaw (2003:51) mentioned these two advantages:

1- Although the majority of learners study in the environment of a whole class, and often in a large one, an analysis of the characteristics of learners as individuals can offer a helpful view on the construction of materials and methods.

2- Learners will naturally need to engage in the process of both comprehending and producing language. In doing this they use a range of strategies, some of which are probably shared by all language users, whether learning a foreign language or using their mother tongue.

It is undoubtedly true that learners bring many individual characteristics to the learning process which will affect both the way in which they learn and the outcomes of that process (Williams & Burden,1997: 88).

Student self-instruction has the benefits of greater individualization of learning objectives, increasing students' opportunities to perform using the target language, and increasing personal sense of relevance and achievement. Students often will pay more attention and learn better from one another since their performances and processes of negotiation of meaning are more closely adapted to one another's level of ability (Marica,2001:38).

2. 4 Disadvantages of Self-instruction

There are disadvantages of asking students to work on tasks individually, however, students are entirely reliant on their own resources. It is for this reason as Nation (1990) points out , that it is important to ensure that the tasks learners perform by themselves are pitched at an appropriate level of difficulty. A second problem is that students may lack the strategic competence to perform successfully on their own (Ellis, 2003:365-366).

The teachers have to be able to assess the difficulty of the materials for learners and to grade them according to familiarity of topic, length and complexity of

structure and possible number of unfamiliar words, as overloading learners with too much may involve them in decoding vocabulary at the expense of reading for meaning (Mcdonough &Shaw,2003:99).

2.5 Strategies of Learning

There a useful distinction is made between cognitive and metacognitive strategies. Cognitive strategies are seen as mental a process directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information. However, there is another set of strategies operating at different level to these, which involve learners stepping outside their learning. Such strategies include an awareness of what one is doing and the strategies one is employing as well as knowledge about the actual process of learning they also include an ability to manage and regulate consciously the use of appropriate learning strategies for different situations. They involve an awareness of one's own mental processes and an ability to reflect on how one learners knowing about one's knowing (Williams &Burden,1997:148).

There are six types of language learning strategies as Carter & Nunan (2001: 165-168) mentioned, they are :

Cognitive strategies: it helps learners make and strengthen associations between new and already known information and facilitate the mental restructuring of information i.e. guessing from context, analyzing, reasoning inductively and deductively, and taking systematic notes.

Mnemonic strategies : Mnemonic strategies help learners link a new item with something known. These devices are useful for memorizing information in an orderly string in various ways. It relates one thing to another in a simplistic, stimulus reason manner.

Metacognitive strategies: it helps learners manage themselves as learners, the general learning process and specific learning tasks. Learning styles are the broad approaches that each learner bring to language learning or to solve problem.

Compensatory strategies: it helps learners make up for missing knowledge when using English in oral or written communication, just as the strategy of guessing from the context while listening and reading compensates for knowledge gap.

Affective strategies: it includes identifying one's feeling and becoming a ware of learning circumstances or tasks that evoke them. However, the acceptability or viability of affective strategies is influenced by cultural norms.

Social strategies : it facilitates learning with others and help learners understand the culture of the language they are learning i.e, asking questions for clarification or confirmation, asking for help, learning about social or cultural norms and values and studying together outside of class.

Section Three
Procedures and Methodology

3.1 The Experimental Design

The experiment design has been adopted to answer the aim of the research whether the teaching English through teacher-directed instruction or using student self-instruction.

3.2 The Experimental Design

The pre post tests with one group design have been used in this research as shown in a table below:

Table (1) Experimental Design

Pre-test	Student Self- instruction	Post-test
Pre-test	Teacher-directed instruction	Post-test

Gass & Mackey (2005:150) mentioned as it is repeated measures design which is a common way of dealing with the problem of nonradomiztation and equivalence of the sample. In this design all treatments are given to different individual in different orders. The basic characteristic of a repeated measures design (or within –group design) is that multiple measurements come from each participant. In this repeated measures study, each participant's score at time 1 was compared with his or her score at time 2.

3. 3 Population and Sample Selection

The population of the current research is first year stage students at College of Physical Education for Women. The sample of the research is (21) students from section (C). Which is represented one section from four sections is chosen randomly. Also, the sample is included one section for the pilot study.

3.4 Instructional Material

The same group section(C) which is randomly selected has been taught English through student self –instruction. Pre-test has been applied at the beginning of the experiment and after the end of the experiment post-test also has been applied to the same group. The first variable has adopted for the first course of the study from 12/11/2012-28/1/2012. At the second course of the study, the teacher-directed instruction has been applied to the same group of the research with two tests pre and post from 18/2/2012-25/4/2012.

The researcher herself has taught the sample group according the two variables by using the same programme(Sadiq, 2012).   The students have given autonomy in learning the programme. The instructor just give them the programme and the way how to learn it but she has given freedom where, when and how to learn the programme. While by using the teacher-directed instruction the instructor has given three letters per a week to students to learn them and they have came to the lecture to show their homework. Thus the whole programme are given as a written homework in the lecture the instructor has asked the students about the programme and about the spelling of the games with the meaning of the games in Arabic or in English. See the Appendix (1).

3.5 Construction and Administration of the Test

A written test has been constructed for the pre and post tests. The same test has applied to the first variable (student-self instruction) and to the second variable (teacher-directed instruction) as the pre-tests and post-tests. The both tests have measure the achievement of the students in dictation and vocabulary. The written tests are scored out of 25 marks. The written test is consisted of three questions. See the appendix (2).

3. 6.1 Validity

The purpose of validation in language testing is to ensure the defensibility and fairness of interpretations based on test performance (McNanar,2000:48). This term implies content validity and face validity. In order to ensure content and face validity of the tests the research has exposed the tests to a jury members and the recommendations and modifications of the jury members are considered in the refined version of the tests see appendix (2).

3.7 Pilot Administration

The tests are given to a sample of 25 students from section A which has selected randomly from the whole population of the research.

The aims of administration of the tests are:

1-to check the suitability of the items.

2-to discover the weakness of the test. And,

3-to try out the test directions (Harris,1961:103-104).

Section Four

Data Analysis, Conclusions, Recommendation and Suggestions

The results of pre and post tests have been analyzed , in order to determine whether there are significant difference among the two scores of pre and post tests in the achievement of sample.

4.1 Comparison of the Pre and Post Tests

The Chi-square value is used for the pre tests to determine whether there are any significant differences between them in English achievement in dictation and vocabulary between the student-self instruction and teacher –directed instruction. The chi-square is found to be (11.021) at the level of significance of (0.05), which means that there is no significant difference between the two pre tests in these variables. That means the null hypothesis is accepted, there is no significant differences between the pre test of student-self instruction and the pre test of teacher-directed instruction.

The chi-square value is found to be (12.521) at the level of significance of (0.05) for post tests, which means that there is no significant difference between the two post-tests in these variables. That means the null hypothesis is rejected, there is no significant differences between the post- test of student-self instruction and the post-test of teacher-directed instruction. The chi-square distribution is (12.592).

Table (2) The Students Scores of Pre and Posts tests of student-self instruction and teacher-directed instruction

No. students	Pre-tests		Chi-square value for pre tests	Post-tests		Chi-square value for post tests
	1 variable	2 variable		1 variable	2 variable	
1	19	22		21	23	
2	11	12		14	16	
3	15	17		17	21	
4	20	25		20	23	
5	21	23		21	24	
6	12	13		13	15	
7	13	13		15	18	
8	14	18		14	16	
9	13	13		14	17	
10	16	18		17	19	
11	17	18	11.021	18	21	12.521
12	15	18		17	18	
13	13	16		15	17	
14	14	16		15	18	
15	17	21		18	21	
16	14	17		15	18	
17	13	16		15	17	
18	18	21		18	22	
19	15	18		16	18	
20	16	17		16	17	
21	10	14		11	15	

Also, the mean scores of the two pre and post tests are compared; the mean of the pre-tests are (15.04) and (16.19) , while the mean score of the post-tests (17.42), and (18.76). Then the t-test formula is used for pre and post tests of the student self-instruction and teacher-directed instruction. The t-test value is found(1.56) which compared with the tabulated value (1.67). This indicates that there isn't significant difference at the level (0.05) and degree of freedom (20) between the pre and post tests of the sample in the student self-instruction. While, The t-test value is found(2.57) which compared with the tabulated value (1.67). This indicates that there is a significant difference at the level (0.05) and degree of freedom (20) between the pre and post tests of the sample in the teacher-directed instruction. See the table below:

Variables	No.of students	X Mean	S.D	F.D	Calculated value	t-distribution
Pre-test		15.04	4.32		1.56	
Post-test		17.42	5.62			
Pre-test	21	16.19	5.01	20	2.57	1.67
Post-test		18.76	6.02			

4.2 Discussion of the Results

The statistical analysis of the results indicates that the achievement of the students in teacher-directed instruction is significantly higher in average than that of student-

self instruction in pre and post tests. This can be interpreted to limit of student's autonomy and freedom. The students are interested in the student-self instruction but they can not response about the learning by using this type of study.

The results are matched with the problem of using student-self instruction in teaching as it has mentioned in the theoretical background. But the instructor might use student-self instruction by the help of the instructor. That means the instructor might use the both methods in teaching English until the students reach the complete freedom of their learning.

4.3 Conclusions

In the light of the results and finding of the research, it can be concluded many conclusions such as:

1- Students have learned the programme through using teacher-directed instruction better than using student –self instruction .

2-Student –self instruction has less effect than teacher-directed instruction.

3-This is due that the students need more knowledge to learn through this new method.

4.4 Recommendations

The instructor might be mixed between the two methods in teaching and this is the solution of the low average of the achievement between the student-self instruction and teacher-directed instruction.

4.5 Suggestions for Further Studies

In the light of the conclusions of the research, the following are the suggestions for further studies:

1-A similar research may be conducted in other ESP Colleges to know the effect of teacher-directed instruction and student self-instruction.

2-Other studies are needed in the field of teaching English by using new methods in individualizing learning and learning autonomy.

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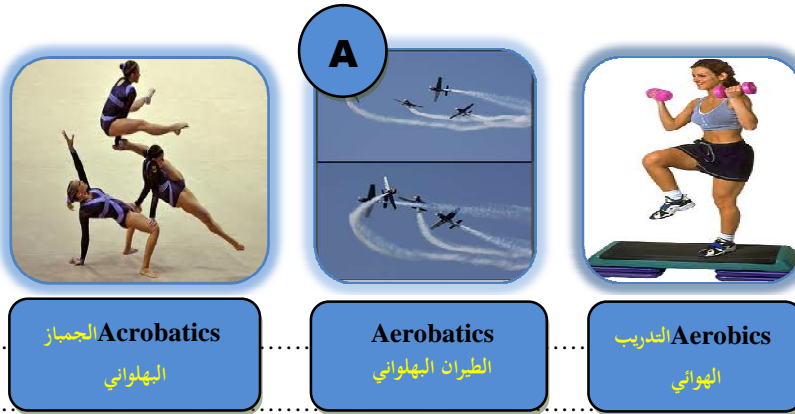
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Appendix(1)

A Sample of Teaching Programme

A
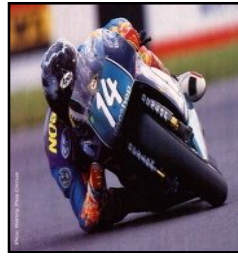
Acrobatics الجمباز البهلواني

Aerobatics الطيران البهلواني

Aerobics التدريب الهوائي

Aikido الاكيدو

American football كرة القدم الامريكية

Angling صيد السمك

(2)Written Test

Q1/ Write the name of the game under its picture: (Choose Ten)

1……………...   2………………   3………………   4………………...

5

6…………………   7………………...   8………………
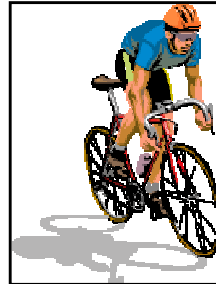
9…………………   10………………   11………………..   12………………

Q2-Complete the following games with missing letters :

ja☐☐lin, skys☐r☐ing, tr☐☐le jump, sq☐☐sh, aer☐b☐cs, cy☐l☐ng,
art☐st☐c gymnast☐cs,   sa☐l☐ng, t☐bl☐ ten☐☐s , sw ☐ ☐ ming

Q3- Write the suitable equipment with its game: (Choose Five)

golf- American football- shooting - boxing- badminton- squash-rowing- fencing
target- club- pat- mask- helmet- boat -shuttle- racket –

الخلاصة

حرية التعلم والتعلم الشخصي من الاستراتيجيات التي اعطيت اهمية في الاونة الاخيرة وخاصة في تعلم اللغة الانكليزية كلغة اجنبية والتي من الممكن ان تعطي فرصة للاكتشاف والتعلم خارج الصف.

افترض البحث عدم وجود فروق ذات دلالة احصائية بين تحصيل الطالبات في كليات التربية الرياضية للبنات في اللغة الانكليزية بين توجية المدرس المباشر والتوجيه الشخصي للطالب بين الاختبار القبلي والبعدي للاسلوبين وبين التحصيلين القبليين والبعديين للاسلوبين.

اختيرت عينة البحث بشكل عشوائي من اربعة شعب وبلغت عدد العينة ٢١ طالبة من المرحلة الاولى في كلية التربية الرياضية طبق الاختبار القبلي ودرسن الطالبات عبر اسلوب التوجيه الشخصي للطالب وطبق الاختبار البعدي .

طبق الاختبار القبلي على نفس افراد العينة البالغ عددهم ٢١ طالبة ودرسن باسلوب التوجيه المباشر من المدرس وطبق الاختبار البعدي.

بعد تحليل النتائج احصائيا وجد عدم وجود فروق ذات دلالة احصائية بين الاسلوبين وتم قبول الفرضية الصفرية. واظهرت النتائج افضلية التوجيه المباشر من المدرس على تحصيل الطالبات في اللغة الانكليزية في الاختبارين القبلي والبعدي على اسلوب التوجه الشخصي للطالب.

اوصى البحث بضرورة استخدام الاسلوبين في التدريس مع توعية الطالبات بكيفية تنمية التعلم الشخصي واعطاء حرية اكثر خارج الصف.