CHAPTER 1

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CHAPTER ONE

1.1 BACKGROUND

Experience shows that learners have their own perceptions about classroom activities employed to teach the four fold skills. On the other hand, teachers too, have their own perceptions about the type of learners’ perceptions about those classroom activities.

Sometimes these perceptions match each other, that is they share the same type of beliefs; but sometimes there are mismatches, hence desired results are not produced. Language learners are not satisfied after spending considerable amount of time and money; teachers get disappointed and frustrated because they cannot achieve their goals.

Languages and language learning is a challenging process both for the learner and the teacher. Factors affecting this process and the ones involved in this process or the ones which play the most prominent role in learning a foreign language must be discovered. For example to what extent does learners’ mother tongue affect the process of learning a language; or whether learners’ cultural background has a role in such a process; if learners’ learning styles and strategies affect or contribute to the process of learning or acquiring a foreign language. Curriculum can also play a prominent role. Teachers’ character and the way they treat learners will definitely modify this process. The way teachers treat learners can create enthusiasm and make them interested in that language or detest it. Teachers’ humanistic ideas can deeply affect their teaching and the way they treat their learners. Other factors such as motivation, autonomy, beliefs and needs contribute to the process of language learning. The degree of teachers’ awareness of learners’ perception, outlook and preferences about classroom activities also affects the way they teach the language.

Language learning and teaching suffer from a plethora of shortcomings in Asian countries, namely Iran and India, the countries under study in the present research project.

There are classroom activities to teach fourfold skill. Learners have their own perceptions and beliefs about these classroom activities. The same is true with
teachers. Yet, there are mismatches between teachers’ and learners’ perceptions or beliefs about such classroom activities according to the researches carried out so far.

The present research tries to find out learners’ and teachers’ perceptions regarding classroom activities in Iran and in India, if there are any mismatches. Four groups are picked up for this purpose: Iranian learners, Iranian teachers, Indian learners and Indian teachers. These groups are to be compared.

In Iran, English exists as a subject in the regular curriculum yet after 6 or more years of studying the language at schools students are unable to communicate in the language, if they listen to a piece of news on the radio or television, they are not able to understand it, when it comes to reading the paper they are not able to understand what is written there because they do not own the necessary vocabulary to read and understand the type of written form in the newspaper, they are not able to write a good English paragraph. Of course there are some differences between Iran and India. Most Iranian school teachers do not have a good command of English, they are not able to use certain patterns, and they have serious mispronunciations, most of them are not competent enough to teach writing skill.

Teaching English in India more or less suffers from the same type of shortcomings which exists in Iran.

Horwitz (1998) believes that if learners have preconceived ideas and negative or incorrect expectations about how foreign languages are learned--particularly if they differ significantly from teachers’ perceptions--learner satisfaction with the course, confidence in the teacher, and achievement may be affected.

Schools exist to promote learning. Teachers are catalysts for learning. In promoting learning there is no single blueprint for effectiveness, though there are very many characteristics of effective teaching and effective learning, (Cohen, Marian, Morrison, 2004). According to Cohen et al, the attention must shift from teaching to learning: classrooms are places in which students learn rather than being mainly places in which teachers teach. Teachers are facilitators of learning.

The outlooks a teacher or an instructor holds towards learning and teaching undoubtedly influences his or her choice of classroom activity, here language learning and language teaching; whether they believe in instructivism or constructivism.
The present research tries to find answers to such questions by comparing learners’ perceptions and teachers’ perceptions of the classroom activities employed to teach a language, here English.

1.2 THEORETICAL BACKGROUND

“The level of introduction of English has now become a matter of political response to people aspirations rendering almost irrelevant an academic debate on the merits of very early introduction” (Position Paper Teaching of English 2005 - p1). English is an institutionalized subject in the school curriculum (Meganathan, 2009).

English today is simultaneously sought after and suspected phenomenon (Tickoo 1996). The motives, generally, are not only social-political but academic too. While the demand increases on the one hand, the quality of English language education in our state run schools, more particularly in rural schools, presents an abysmal picture (Meganathan, 2009).

For India, as it is stated by the National Knowledge Commission, 2007:

“There is an irony in the situation. English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which make for highly unequal access. Indeed, even now, more than one percent of our people use it as a second language, let alone a first language …… But NKC believes that the time has come for us to teach our people, ordinary people, English as a language in schools. Early action in this sphere would help us build an inclusive society and transform India into a knowledge society.”(P.47)

John Braithwaite (1999) believes that teachers’ beliefs play pivotal role in shaping the atmosphere of the classroom. On-going research (Carter, 1990; Korthagen & Lagerwerf, 1996; Richardson, 1996) suggests that the ways in which teachers construct their classroom environments are influenced by their beliefs, though specific data on how this is done are somewhat scarce.

The core of this research project is based on the ideas and beliefs or perception of the teachers and learners regarding classroom activities employed to teach the fourfold skills one needs to acquire to be able to communicate in the target language. Clark
and Peterson (1986) believe that the teacher sees the beliefs as conceptually representing a valid reality which guides personal thought and actions, planning and decision making.

Second or foreign language students may hold strong beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies, the existence of aptitude, their own expectations about achievement and teaching methodologies. Identification of these beliefs and reflection on their potential impact on language learning and teaching in general, as well as in more specific areas such as the learners' expectations and strategies used, can inform future syllabus designer and teacher practice in the course (Eva Bernat and Inna Gvozdenko, 2005).

From meta-cognitive point of view, psychologists have begun to acknowledge the pervasive influence of personal and social epistemologies on academic learning, thinking, reasoning, and problem solving (Schommer, 1993), persistence (Dweck & Leggett, 1988), and interpretation of information (Ryan, 1984; Schommer, 1990). Beliefs about language learning are viewed as a component of meta-cognitive knowledge (Flavell, 1987), which include all that individuals understand about themselves as learners and thinkers, including their goals and needs.

A number of factors affect language learning. A brief introduction is given below.

1) Motivation

Motivation is a factor affecting process of language learning. Motivation is a key component in learning.

Beyond the use of rewards and punishments, constructivists contend that the motivations possessed by individuals will greatly affect their abilities and capacities to learn as well as what it is that they learn.

The most basic motivation for learning is an individual's desire (need?) to make sense of the world. (Bandura, 1986; Gruender, 1996; Hein, 1991; Piaget, 1926; Piaget & Inhelder, 1969; Vygotsky, 1978).

Krashen's monitor model considers attitudes and motivation most influential in
unconscious language acquisition; the learner's motivational level acts as an affective filter in language intake (Krashen 1981:102). In Carroll's conscious reinforcement model (1981), language learning begins when the learner feels motivated to communicate something to someone. Reinforcement takes place when the desired end is obtained. In Bialystok's strategy model (1978), it can be assumed that learners will seek language exposure only if they feel motivated. Thus, using their explicit and/or implicit knowledge, communication will take place. Lambert's social psychology model (1974) is more explicit than Byalistok's. He establishes causal links between attitudes, orientation and motivation, and proficiency in L2. That is, learners' achievement largely depends on their attitudinal and motivational state. Schumann's acculturation model (1978), though concerned solely with natural second language acquisition situations, also considers that affective and personal factors are highly relevant. The "acculturation" of learners, that is, their social integration, only takes place under certain social, affective, attitudinal and motivational conditions: low language shock, ego permeability, positive group attitudes, cohesiveness, etc. Some of these factors are also very influential in Gardner's socio-educational model (1985), which considers the learner's intelligence, aptitude, motivation, attitudes, and social anxiety as factors which determine the learner's outcome. Whereas intelligence and aptitude for languages play a primary role in formal language situations, their influence in informal language experiences Gardner considers being secondary. Nevertheless, attitudes and motivation as well as situational anxiety play a primary role both in language learning situations and in second language acquisition contexts. So, it seems obvious to conclude that attitudes and motivation are the most important determinant factors in the learning or acquisition of second languages.

2) Autonomy

Another factor affecting learning a language is autonomy. In short an autonomous learner has the following characteristics:

In formal contexts autonomous language learners:

* Are able to take charge of their own learning (Holec 1981).
* Develop a capacity for detachment, critical reflection, decision making, and independent action (Little 1991).
can manage the affective dimension of their learning experience to motivational advantage (Ushioda 1996).

* Become more autonomous in language learning as they become more autonomous in language use, and vice versa (Little 1991).

* The freedom that learner autonomy implies is always conditional and constrained:
  * Because we are social beings, our independence is always balanced by dependence
  * Our essential condition is one of interdependence (Little 1991)

* Like the acquisition of language, the development of learner autonomy depends on social interaction (cf. Vygotsky 1978, 1986)

* Autonomous learners do things for themselves; they may or may not do things on their own

* The teacher’s indispensable role in the development of language learner autonomy is governed by three general pedagogical principles (Little 2001, 2007):
  * Learner involvement – teachers must involve learners fully in planning, monitoring and evaluating their own learning
  * Learner reflection – teachers must help learners to reflect continuously on the process and content of their learning and to engage in regular self-assessment
  * Target language use – teachers must ensure that the target language is the medium as well as the goal of all learning, including the reflective component

An Autonomous Learner; by definition is one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor. (Betts and Knapp, 1981)

Autonomous learners understand the purpose of their learning program, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness (cf. Holec 1981, Little 1991).

3) Teacher’s Beliefs

Teachers’ belief is an important factor affecting the process of language teaching. A belief can be defined as a statement of a relationship among things accepted as being true (Fenstermacher, 1978). The teacher sees the beliefs as conceptually representing
a valid reality which guides personal thought and actions, planning and decision making (Clark & Peterson, 1986). When synthesizing the assumptions on beliefs Pajares (1992) noted that:

Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, pal and make decisions about such tasks; hence they play a critical role in defining behavior and organizing knowledge and information.

Woods (1996) considers how teachers' beliefs, assumptions and knowledge shape their understanding of teaching and their decisions. Through interviews, teachers' stories and video-recordings of their lessons, Woods contributes to the knowledge of second- language teaching by clarifying how teachers' beliefs, attitudes and experiences influence classroom practices. His perspective contrasts somewhat with LeLoup's in that he argues strongly in favor of recognition and acceptance of teachers' personal pedagogies and multiple interpretations of theory and top-down curriculum. He further argues that there is insufficient research "on what the second language teacher brings to the process of second language learning" (p.2).

4) Learners’ Beliefs

No need to mention the importance and the effect of this factor on language learning. Learners’ views towards language learning play a very important role in the process of learning any language.

Studies undertaken by Chawhan and Oliver (2000), Cotterall (1995), Kim-Yoon (2000) and Yang (1992) extended their research into different contexts. Chawhan and Oliver (2000) investigated the beliefs of 54 overseas learners in Australia, Cotterall (1995) examined almost 140 respondents in New Zealand; Kim-Yoon (2000) identified the beliefs of 664 EFL learners in Korea, while Yang (1992) explored the beliefs of over 500 students in Taiwan. The findings of these studies suggested that learner beliefs about language learning are context-specific. The results also indicated that there were significant differences between groups of diverse language background students. These studies support the fundamental arguments raised by previous researchers that understanding of learner beliefs can enhance the language learning process. They concluded that ESL teachers' consciousness of learners'
expectations "may contribute to a more conducive learning environment and to more effective learning" (Chawhan & Oliver, 2000, p. 25).

A survey done by Rosie Williams, (2005) in Massey University, Aukland questionnaires were distributed among 131 English language learners. It was found that students believed that their effort outside of the classroom was more important for successful learning than what they did in the classroom, and that personal effort was more significant than practice and use. Further, learners saw the main role of the teacher as someone who shows students how to learn rather than as an expert language teacher.

5) Learning styles and Strategies

Learners pick up their preferred learning styles and strategies according to their ideas and perceptions about language learning.

According to Breckler and Ngo the ways that we learn new information can be categorized according to our specific learning styles. There are now over a dozen major models that describe learning styles or learning “preferences”.

Kelly Change, 2005 reports in his doctoral dissertation the following: Research of cognitive style started to be carried out since the mid-1940s. The researchers have distinguished cognitive styles into various dimensions which are basically categorized in holist-analytic style dimension and verbal-imagery style dimension (Riding and Rayner 1998). The wholist-analytic model measures how individuals “organize information into wholes or parts” (Riding and Rayner 1998: 14); and the verbal-imagery model identifies the ways individuals present information “verbally or in metal pictures” (Riding and Rayner 1998: 14). Individual affection, behavior and cognition are structured and organized by an individual cognitive style which reflects the way how people generalize approaches to learn (Riding and Rayner 1998). Knowing that each individual is cognitively different from another, educators and school psychologists still found themselves “caught between a theoretical understanding of individual differences and the practical problem of dealing with such differences”
(Gringerenko and Sternberg 1995) after the application of the ‘activity-centered approach’ which aimed to meet individual differences in classrooms (Riding and Rayner 1998).

A learning style indicates the way an individual set of differences of not only personal preferable instruction and learning activity but also of personal and intellectual psychology. Learning styles are also thought of as persistent learning strategies which are operated across all subject areas (Adey, Fairbrother et al. 1999). Learning styles are constant and congenial, and learning strategies, in contrast, are stylistically uncongenial and can be altered related to particular subject areas (Messick 1984). As far as language learning is concerned, learning styles are approaches to language learning, while strategies are specific skills employed by learners for listening, reading, speaking and writing. Style differences are classified into being visual, auditory, or hands-on; being more abstract and intuitive versus being more concrete and thinking in step-by-step sequence; being more global versus being more particular; being more impulsive versus being more reflective (Cohen 2003). Unlike innate language learning styles, language learning strategies are used more consciously and with the explicit goals like improving their knowledge and understanding of a target language. Strategies associated with listening skills can be divided into six groups: memory (using imagery and keywords), cognitive (taking notes and summarizing), compensation (using linguistic clues and other clues), meta-cognitive (paying attention and self-monitoring), affective (using laughter and taking risks wisely) and social (cooperating with peers and developing culture understanding) (Oxford 1990).

6) The Effect of Curriculum

The type of material used in a language classroom, if it is authentic, or if it is prepared by native speakers is really affective.

As Meganathan (2009) believes goals for a comprehensive language curriculum needs to bring in aspects of language, culture, practices of people in the learning process in accordance with the local needs and concerns so that learners are able to connect with real life situations.

Meganathan counts the following characteristics for proper curriculum:

The syllabus should reflect:
i. Assumptions about language learning

ii. Appropriate themes the texts embody

iii. Objectives of teaching-learning English.

iv. Knowledge of methods expected of teachers who use the textbooks

v. Ideas on how learning materials will be constructed (What? and How?)

vi. Ideas on how learning is to be evaluated

From another point of view, curriculum can be viewed as forming the characters of the learners especially children. V. K. Rao(2005) indicates that because a democratic society believes that education should foster the fullest development of each individual within the context of the social group, education in a democracy must become social education. The foundations of curriculum building for social education spring from the needs of the individual and the needs of society. These needs shape a set of goals towards which the education of boys and girls at elementary school is directed:

- The conduct of human relationships.
- The development of social sensitivity.
- The practice of effective social disciplines.
- The development of economic competence.
- The development of skills in communicating.

As far as curriculum designing is concerned, the ones in charge can use teaching experience in devising them:

The basic form of teaching is instructional conversation that integrates listening, speaking, reading, and writing as tools of inquiry serving multiple communicative purposes. Instructional conversations, when organized by thematic units and including elements geared at activation of background knowledge (Goldenberg & Patthey-Chavez, 1995), support development of new conceptual understandings that have educational value (Roehler & Cantlon, 1997). Through collaboration in the
conversations, students invest in their own learning, seeking out challenging concepts in order to “form, express, and exchange ideas in speech and writing” (Tharp & Gallimore, 1988, p. 23).

7) Culture

Culture is a decisive factor in the process of language learning. It determines the degree of learners’ participation in the classroom activities, asking questions, whether they are introvert or extrovert.

Lustig and Koester (2003) define culture as "a learned set of shared interpretations about beliefs, values, and norms, which affect the behaviors of a relatively large group of people." Similarly, Samovar and Porter (1991) explain culture as a medium that touches and alters all aspects of human life, including personality, how people express themselves (which includes displays of emotion), the way they think, how they move, and how problems are solved. Indeed, culture goes far beyond the climate, food, and clothing of a student's native country.

Culture affects learning in various ways; or it plays an important role in the process of learning.

In some cultures, information is gathered through intensive research in libraries and on the Internet--for example, in the United States. These cultures appreciate evidence that can be measured and documented through such media.

Generally speaking, different cultures also learn in different ways. In the United States students often work in groups and do collaborative activities in which they learn from one another. Classrooms in such cases can be student-centered, with the teacher as facilitator. In some cultures, however, the teacher is always the center of class activities, the sole authority figure. Sometimes, students do not even dare to ask questions, as to do so would challenge the teacher's authority. There are no collaborative activities in such classrooms, and students are required to memorize pages and pages of information that they subsequently restate on written tests (Pratt-Johnson, Y., 2006).
1.3 NEED OF THE STUDY

- English language is the international medium for communication all over the world. The number of people who aspire to learn English is ever increasing.
- English learners get frustrated, de-motivated and discouraged after trying various language institutes, methodologies and textbooks.
- Language learners and teachers are dissatisfied with the result of learning and teaching the English language.
- Teachers must be aware of learners’ goals, needs, feelings, and perceptions about classroom activities and learning a foreign language.
- The process of language learning and teaching faces serious problems in Asian countries. This problem especially exists in Iran and in India: teachers not having good command of the language, absence of English as the medium of instruction at schools in Iran, absence of textbooks prepared by native speakers, use of teacher-made tests are the factors that make this study necessary.

1.4 SIGNIFICANCE OF THE STUDY

The English language is the international medium for communication all over the world. Everyday there are more people in need of learning this language. Without such a precious tool, the person goes disabled. So there is an urgent need to learn the language. But after devising modern methods, sometimes luxurious ones, after employing various techniques and activities, after conducting numerous studies, after spending hours wandering in different institutes and classrooms, and finally after spending a lot of money it seems that part of the efforts made or most of it has been all in vain.

At the end, teachers confront a number of depressed, desperate, and frustrated learners who have actually given up learning the language. Teachers, too, suffer the aftermath. They think that they do not own the necessary tools to train learners; that is they are not skilled teachers. One answer could be that teachers are not totally aware of the needs, goals, feelings, and opinions of learners, or they do not even think of
discovering learners’ preferred classroom activities or their perceptions about such activities, because they are students and must listen to their teachers. Having a clear perception of learners’ feelings, outlooks, and judgment about the activities performed in classrooms can be beneficial to teachers to help learners reach their destination, to help their dream, which is obtaining a good command of English, come true.

Various kinds of methodologies and techniques have been devised to make the procedure of language learning convenient and effective. Yet, language educators are still far from the desired outcomes.

Having an awareness of the learners’ preferred classroom activities can help teachers and learners to great extent to improve the process of language learning. The closer the teachers’ and learners’ perceptions are, the more fruitful the outcome will be, and the more fluent and skilled learners, teachers will face.

This research can enhance teachers’ knowledge of learners’ perceptions, feelings and preferences regarding classroom activities; it gives a clearer picture of what teachers are doing and where they are standing as far as teaching a language is concerned.

It also provides useful knowledge for material designers. They can devise more comprehensive textbooks.

It can be beneficial to private language schools since they will be more successful in training fluent language speakers consequently they can attract more and more learners and make more profit.

1.5 STATEMENT OF THE PROBLEM
To Carry out a Comparative Study of the Learners’ and Teachers’ Perception of Preferred English Language Learning Activities

1.6 OPERATIONAL DEFINITIONS

COMPARATIVE STUDY

Conceptual:
Compare: to examine in order to note the similarities or differences of perceptions or
ideas (American Heritage Dictionary of the English Language, 2010).

**Operational:** Type of study which aims to make comparisons of English learners’ and teachers’ perceptions of learning activities across two different countries: Iran and India.

### LEARNERS’ PREFERRED ACTIVITIES

**Conceptual:**

**Activity:** a specific pursuit in which a person partakes. An educational process or procedure intended to stimulate learning through actual experience, (American Heritage Dictionary of the English Language, 2010).

**Prefer:** to choose or be in the habit of choosing as more desirable or as having more value, (American Heritage Dictionary of the English Language, 2010).

**Operational:** Learners’ have had different tastes regarding classroom activities. These activities include pair work, filling in the blanks, games, listening to tapes, and substitution drills, role play, collaborative writing, repetition, reading texts out loud, writing compositions, writing summaries, delivering lectures, speaking in English about various topics, class discussions, watching films.

### TEACHERS’ PREFERRED ACTIVITIES

**Conceptual:**

**Prefer:** to choose or be in the habit of choosing as more desirable or as having more value, (American Heritage Dictionary of the English Language, 2010).

**Operational:** The studies reveal that teachers prefer more communicative activities employed to teach the four types of skills. The activities conducted by the teachers which help the learners to learn the language effectively like repetition, substitution drill, teaching grammar in mother tongue, teaching grammar deductively, teaching grammar inductively, teacher choosing the composition topic, teacher reading texts out loud, teacher arranging lectures.

### PERCEPTION

**Conceptual:**

**Perceive:** insight, intuition, or knowledge gained by perceiving, (American Heritage Dictionary of the English Language, 2010).

**Operational:** It refers to teachers and learners’ understanding of what goes on inside
a classroom, learners’ understanding of the activities employed by the teachers and teachers’ understanding of what learners prefer.

INTERMEDIATE LANGUAGE LEARNER:

**Conceptual:**

**Intermediate:** one that is in the middle position or state, (American Heritage Dictionary of the English Language, 2010).

**Operational:** Those learners who have attended English classes for at least 120 hours. The age usually ranges from 18 to 40. They come from various walks of life with various levels of education. They want to learn English to fulfill their needs and goals.

**ACTIVITIES:**

**Conceptual:**

**Activity:** a specific pursuit in which a person partakes. An educational process or procedure intended to stimulate learning through actual experience, (American Heritage Dictionary of the English Language, 2010).

**Operational:** All the techniques and tasks employed inside a language classroom to teach the four fold skills, listening, speaking, reading and writing.

**FOUR FOLD SKILLS**

**Listening:** it is grasping the words uttered by someone else and grasping the message conveyed through those words.

There are three kinds of listening:
1. Competitive or Combative Listening
2. Passive or Attentive Listening
3. Active or Reflective Listening (Nadig, L. A., 2012)

For example when we are sitting in a classroom listening to the teachers’ instruction, or when we are listening to a piece of news, or when we are sitting in an English class listening to the tape the teacher is playing followed by some questions about it.
**Speaking:** when human beings try to transfer a piece of information or try to express feelings through words the act of speaking has occurred (Oxford Dictionary, 2011). For example when two friends meet in the street and ask about their lives and work; they talk about their daily activities.

**Reading:** is an active process which takes place in the mind of the readership. There is logical relationship between words and sentences which try to convey a meaning (Nuttall, and Heinenmann, 2000). For example when we are reading a story in a newspaper to find out what has happened in the world, or when we are reading a novel, or a piece of instruction how to use a gadget.

**Writing:** unuttered transferred meanings whether personal or impersonal through words put together via grammatical rules; Writing is learned, not taught. Writing is a developmental process. It is an act of discovering meaning (Heyland, 2003). For example when as students we are told to write a composition about one topic or when we write a report about one performance.

### 1.7 OBJECTIVES

1. To identify learners’ and teachers’ perception of learning activities employed in English language classrooms both in India and in Iran.

2. To prepare and to implement the program including activities preferred by learners and teachers in Iran and in India to find out the effect of preferred activities in learning English.

3. To compare learners’ and teachers’ perception of preferred English language learning activities in Iran and in India.
1.8 HYPOTHESES

RESEARCH QUESTION FOR OBJECTIVE 1

What is the difference between learners’ and teachers’ perception about language classroom activities in India and in Iran?

RESEARCH HYPOTHESIS FOR OBJECTIVE 3

The implementation of the activity based program shows positive results in acquiring the four fold skills through employing teachers’ and learners’ preferred classroom activities in Iran and India.

NULL HYPOTHESIS: H0

There is no significant difference between the mean scores of pre-test and post-test in learners’ and teachers’ perception of preferred English language learning activities in Iran and in India.

1.9 SCOPE

Language learners who learn English at private language institutes and teachers who teach English in private language institutes in Iran and in India were considered for the present study.

For the program, the intermediate language learners who learn English at private language institutes formed the scope.

1.10 ASSUMPTIONS OF THE STUDY

- Having taught English for 22 years, the researcher believes that the role of teacher’s personality must be taken into account. Charisma can play a determining role in language learning and motivating learners for inspiring them to continue.

- Teacher’s personality may drastically affect learners’ in many aspects such as motivation, success in learning in general, participating in classroom activities,
continuing or discontinuing learning the language. Teacher’s personality affects their teaching style (Brown, 2001, p. 231).

As Lightbown & Spada, (2003, p.56) say many researchers believe that teacher’s personality has an important influence on language learning. A teacher who lacks self-esteem will find it difficult to make self-esteem of his students. A teacher who lacks the ability to lead a warm atmosphere at class will find low spirits of students to learn (Xu & Huagn, 2010).

1.11 DELIMITATIONS OF THE STUDY

The researcher delimits the study to Pune in India and Tehran in Iran since:

- Only learners of intermediate level at private English schools were randomly selected for the present study; 40 in India and 40 in Iran formed the sample of the present study.

- The most frequent classroom activities were employed to teach the fourfold skill.

1.12 LIMITATIONS

- The researcher cannot have any control on the previous instructions learners have received; that is the procedure of instruction does not follow a homogeneous path. Learners are taught by a number of different teachers following different methodologies through different textbooks.

- The researcher cannot easily render the results she arrives at or the name of the institutes where the experiment was carried out. Private institutes were selected for the research both in India and Iran. The same test and course book were used.