CHAPTER 5

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CHAPTER FIVE

SUMMARY

5.1 INTRODUCTION

Language learners of all ages have their own ideas about textbooks, classroom activities, teachers and methods. They have their own ideas regarding how languages must be learned; which element of the language is more essential, which classroom activity is more useful and influential. Numerous surveys have been carried out so far. Ellis (1994, p. 379) writes learners’ ideas about language learning constitutes an important area of inquiry. He believes that learners’ philosophy dictates their approach to learning and choice of specific learning strategies.

Luppescu and Day (1990) warn researchers that teachers’ and learners’ beliefs should be properly validated.

William and Burden (1997) affirm that teachers’ beliefs play an important role in the language learning process and for this; teachers must understand their own beliefs.

Bada and Okan (2000) believe that the teacher, in making decision regarding the type of activities to conduct in a language classroom, should take into account learners’ preferences.

The goal of the present research was to find out learners’ perceptions about classroom activities and compare them to the ones teachers believe learners prefer; a comparative study in Iran and India.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

- English language is the international medium for the communication all over the world. So, there are more and more people in need of learning this language.
- English learners get detested, 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. Institute owners as well, since teaching English in private institutes is a business after all.

• Teachers must be aware of learners’ beliefs, 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: most Indian students do not have the economical ability to attend English medium schools, teachers not having good command of the language, absence of English as the medium of instruction at schools in Iran and in certain schools in India, absence of textbooks prepared by native speakers, use of teacher-made tests are the factors that make this study necessary.

• This study is needed and therefore important for teachers to have clearer and closer understanding by identifying learners’ perception about classroom activities to be able to pick up the right classroom activity to teach fourfold skill. This way teachers’ time and learners’ time will not be wasted, or learners will not get de-motivated. This study is needed to solve the problems of teaching English in India and in Iran.

5.3 STATEMENT OF THE PROBLEM

To Carry out a Comparative Study of the Learners’ and Teachers’ Perception of Preferred English Language Learning Activities

5.4 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:

**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 level of education. They want to learn English out 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)

Like the time 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 exchange some news 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). Like the time 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). Like when as students we are told to write a composition about one topic or when we write a report about one performance.

### 5.5 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.

### 5.6 RESEARCH QUESTION FOR OBJECTIVE 1

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

### 5.7 RESEARCH HYPOTESIS 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.
5.8 RESEARCH HYPOTHESIS

A Comparative Study of the Learners’ and Teachers’ Perception of Preferred English Language Learning Activities

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.

5.9 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.

5.10 SCOPE

The intermediate 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.

5.11 ASSUMPTIONS OF THE STUDY

- Teaching English for 22 years, the researcher believes that the effect 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, even continuing or discontinuing language learning. 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).
5.12 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 various textbooks.

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

5.13 DELIMITATIONS OF THE STUDY

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

- It is impossible to study all the English language learners at intermediate level in both countries due to certain factors such as time, expenditure, and the large number of intermediate learners in all private English institutes in both cities that is Pune and Tehran.

- Only learners of intermediate level were selected for the present study.

5.14 METHOD OF THE STUDY

The present research study has adopted mixed method or multi method. Mixed method is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approach in combination provides a better understanding of research problems than either approach alone (Creswell, Plano Clark, 2003).

The survey method was used to identify learners’ and teachers’ perception of preferred classroom activities in Iran and in India.
Product development method was also a part of this research as there was an activity based program prepared by the researcher for the experiment according to the teachers’ and learners’ preferred classroom activities.

By way of experimental method using single group pre-test- treatment- post-test design the effectiveness of the activity based program was tested. Further, mean of post-test scores were compared with the mean of the pre-test scores.

I. A Survey  
II. Activity Based Program  
III. An Experiment

5.14.1 SURVEY

5.14.1.1 INFORMANTS: Learners and teachers of English language in private institutes in Iran and in India.

5.14.1.2 SAMPLE AND SAMPLING METHOD FOR SURVEY

There are a great number of private English institutes in Tehran and in Pune. Out of 25 institutes in Tehran and 20 in pune, questionnaires were distributed in 10 institutes in Tehran and 10 in Pune.

The researcher has given the questionnaires to 100 teachers in India and 300 in Iran. Total number of 31 in India and 56 in Iran gave 100% response to the questions. So the total sample for this part of the survey was 87.

The researcher has given the questionnaires to 500 learners in India and 700 in Iran. Out of them 250 in India and 385 in Iran gave 100% response to the questions. So, the total sample for this part of the survey was 635.

Total number of the sample in this study was 722.
Table 1 Number of Informants for the Survey in India and Iran

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Questionnaires distributed among Learners</th>
<th>Number of Questionnaires distributed among Teachers</th>
<th>Number of Questionnaires Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>500</td>
<td>100</td>
<td>Learners 250</td>
</tr>
<tr>
<td>Pune</td>
<td></td>
<td></td>
<td>Teachers 31</td>
</tr>
<tr>
<td>Iran</td>
<td>700</td>
<td>300</td>
<td>Learners 385</td>
</tr>
<tr>
<td>Tehran</td>
<td></td>
<td></td>
<td>Teachers 56</td>
</tr>
</tbody>
</table>

5.14.2 EXPERIMENT

5.14.2.1 POPULATION FOR THE EXPERIMENT

Intermediate learners of private English institutes in Iran and in India were selected as the population for the present study.

5.14.2.2 SAMPLES AND SAMPLING METHOD FOR EXPERIMENT

Intermediate learners learning English who had registered for that term at private institutes were randomly selected for the treatment in Pune and Tehran.

**Pune:** out of 100 students learning English, 40 were randomly chosen to be taught.

**Tehran:** out of 70 students 40 were randomly chosen for the experiment.

Total number of population was 170 out of which 80 were randomly chosen as the sample for the present experiment.
### Table 2 Number of Sample for the Experiment in India and Iran

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
<th>Number of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pune</td>
<td>100</td>
<td>40 (two groups of 20)</td>
</tr>
<tr>
<td>Tehran</td>
<td>70</td>
<td>40 (two groups of 20)</td>
</tr>
</tbody>
</table>

In each country the sample was divided into 2 groups each with the size of 20 learners: to one group learners’ ideas and to the other teachers’ ideas were used based on classroom activities. All groups were randomly picked up.

#### 5.14.2.3 TOOLS FOR DATA COLLECTION

The tools used in this study are categorized into four parts.

1. Questionnaire to discover learners’ preferred classroom activities; also to discover the classroom activities teachers believe learners prefer.

2. Action plan to find out the effect of learners’ preferred activities and teachers’ preferred activities on learners acquiring the English language.

3. Pre-test to discover the level of learners’ English proficiency.

4. Post-test to discover the learners’ achievement and to find out the effect of teaching learners’ preferred activities and teachers’ preferred activities.

#### 5.14.2.4 TOOLS FOR STATISTICAL ANALYSIS

1. A Liker scale to compare teachers’ and learners’ ideas.

2. Reliability

3. A t-test to compare the means of the two groups regarding the pre-test and the post-test.

4. Chi-Square to compare the results of the questionnaires

5. SPSS to analyze the data collected after the main study was carried out.
5.15 MAJOR FINDINGS

5.15.1 RESULTS OF THE QUESTIONNAIRES

1. Reliability

Table 3 Reliability of Questionnaires

<table>
<thead>
<tr>
<th>Questionnaire / Country</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability of Indian Learners’ Q</td>
<td>0.82</td>
</tr>
<tr>
<td>Reliability of Iranian Learners’ Q</td>
<td>0.84</td>
</tr>
<tr>
<td>Reliability of Teachers’ Q</td>
<td>0.88</td>
</tr>
</tbody>
</table>

2. Percentage

Table 4 Iranian and Indian Learners Percentage

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Idea</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iranian Learners</td>
<td>26.2 %</td>
<td>38.4 %</td>
<td>20.3 %</td>
<td>10.6 %</td>
<td>4.4 %</td>
</tr>
<tr>
<td>Indian Learners</td>
<td>28.5 %</td>
<td>51 %</td>
<td>12.1 %</td>
<td>7.4 %</td>
<td>1 %</td>
</tr>
</tbody>
</table>

Comparing Iranian learners’ preferred activities and Indian learners, it can be concluded that 28.5 % of Indian learners have selected “strongly agree” compared to 26.2 % of Iranian learners. The difference is more prominent for the “agree” option. 51 % for Indian learners and 38.4 % for Iranian learners. For the two choices “strongly disagree” and “disagree” the percentage for Iranian learners are 4.4 and 10.6 compared to 1 and 7.4 for Indian learners. 20.3 % of Iranian learners expressed “no idea” towards the preferred activities while it is
12.1 for Indian learners. Indian learners show more satisfaction with the preferred activities compared to their Iranian correspondents.

Table 5 Iranian and Indian Teachers Percentage

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Idea</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indian Teachers</strong></td>
<td>31.4 %</td>
<td>39.8 %</td>
<td>10.1 %</td>
<td>16.7 %</td>
<td>2.0 %</td>
</tr>
<tr>
<td><strong>Iranian Teachers</strong></td>
<td>20.7 %</td>
<td>42 %</td>
<td>18.8%</td>
<td>161 %</td>
<td>2.0 %</td>
</tr>
</tbody>
</table>

71.2 % of Indian teachers show more approval over the preferred activities (31.4 “strongly agree” and 39.8 “agree”) compared to the 62.7 % for Iranian teachers (20.7 “strongly agree” and 42 “agree”). There does not seem to be much difference between the Iranian and Indian teachers over the preferred activities. The percentage for the Iranian and Indian teachers’ disagreement are 18.5 (2.4 “strongly disagree” and 16.1 “disagree”) and 18.5 (2 “strongly disagree” and 16.7 “disagree”). However Iranian teachers are more undecided on the preferred activities 18.8% for Iranian teachers and 10.1 % for Indian teachers. Indian teachers show more satisfaction with the preferred activities than their Iranian correspondents.

Table 6 Indian Learners and Teachers Percentage

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Idea</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indian Learners</strong></td>
<td>28.5 %</td>
<td>51%</td>
<td>12.1 %</td>
<td>7.4 %</td>
<td>1 %</td>
</tr>
<tr>
<td><strong>Indian Teachers</strong></td>
<td>31.4 %</td>
<td>39.8 %</td>
<td>10.1%</td>
<td>16.7%</td>
<td>2 %</td>
</tr>
</tbody>
</table>
Indian learners show more approval over the preferred activities than Indian teachers. 79.5 % (28.5 “strongly agree” and 51 “agree”) of Indian learners believe in the preferred activities compared with the 71.2% for Indian teachers (31.4 “strongly agree” and 39.8 “agree”). On the other side of the scale, the Indian teachers show more disapproval towards the preferred activities (2 “strongly disagree” and 16.7 “disagree”) compared to the (1 “strongly disagree” and 7.4 “disagree”) for the Indian learners. Moreover, the Indian learners are more undecided on the preferred activities: 12.1% compared with the 10.1% for Indian teachers. Indian learners show more satisfaction with the preferred activities than the Indian teachers.

### Table 7 Iranian Learners and Teachers Percentage

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Idea</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Iranian Learners</strong></td>
<td>26.2 %</td>
<td>38.4 %</td>
<td>20.3 %</td>
<td>10.6 %</td>
<td>4.4 %</td>
</tr>
<tr>
<td><strong>Iranian Teachers</strong></td>
<td>20.7 %</td>
<td>42 %</td>
<td>18.8 %</td>
<td>16.1 %</td>
<td>2.4 %</td>
</tr>
</tbody>
</table>

Iranian learners show more approval over the preferred activities than Iranian teachers. 64.6% (26.2 “strongly agree” and 38.4 “agree”) of Iranian learners believe in the preferred activities compared to the 62.7% for Iranian teachers (20.7 “strongly agree” and 42 “agree”). On the other hand, Iranian teachers show more disapproval towards the preferred activities (2.4 “strongly disagree” and 16.1 “disagree”) compared to the (4.4 “strongly disagree” and 10.6 “disagree”) for Iranian learners. Moreover, Iranian learners are more undecided on the preferred activities, 20.3 compared to 18.8 for Iranian learners. Iranian learners show more satisfaction with the preferred activities than the Iranian teachers.
5.15.2 Differences between Learners’ and Teachers’ Perceptions about Classroom Preferred Activities

Through the questionnaires distributed among teachers and learners in Iran and in India the differences between teachers and learners perceptions of classroom activities were discovered. These differences can be found in tables 8-11.

Activities mentioned in this part can be found in tables 6 and 7.

**Table 8 Frequencies and Percentages of Iranian and Indian Learners Preferred Activities**

<table>
<thead>
<tr>
<th>NATION</th>
<th>IRAN</th>
<th>Count</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO IDEA</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>652</td>
<td>1587</td>
<td>3034</td>
<td>5733</td>
<td>3907</td>
<td>14913</td>
</tr>
<tr>
<td>% within NATION</td>
<td></td>
<td>4.4%</td>
<td>10.6%</td>
<td>20.3%</td>
<td>38.4%</td>
<td>26.2%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>INDIA</td>
<td>Count</td>
<td>79</td>
<td>580</td>
<td>943</td>
<td>3988</td>
<td>2229</td>
<td>7819</td>
<td></td>
</tr>
<tr>
<td>% within NATION</td>
<td></td>
<td>1.0%</td>
<td>7.4%</td>
<td>12.1%</td>
<td>51.0%</td>
<td>28.5%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>731</td>
<td>2167</td>
<td>3977</td>
<td>9721</td>
<td>6136</td>
<td>22732</td>
<td></td>
</tr>
<tr>
<td>% within NATION</td>
<td></td>
<td>3.2%</td>
<td>9.5%</td>
<td>17.5%</td>
<td>42.8%</td>
<td>27.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Observation:

- As displayed in Table 7 the Indian learners show more approval over the preferred activities than their Iranian correspondents.
- 28.5 percent of Indian learners have selected the “strongly agree” choice compared with the 26.2 percent for Iranian students.
• The difference becomes more prominent when comparing their choices of the “agree” option.
• The percentage for Indian students is 51 compared with 38.4 percent for Iranian students.
• On the other side of the scale, the Iranian students have selected the “strongly disagree” and “disagree” choices more than the Indian students.
• The percentages for the Iranian students are 4.4 and 10.6 compared with the 1 and 7.4 percent for the Indian students.
• 20.3 percent of Iranian students expressed “no idea” towards the preferred activities while the same percentage is 12.1 for Indian learners.
• The Indian students show more satisfaction with the preferred activities than their Iranian correspondents.

Table 9 Frequencies and Percentages Iranian and Indian Teachers Preferred Activities

<table>
<thead>
<tr>
<th>NATION</th>
<th>IRAN</th>
<th>Count</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO IDEA</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRAN</td>
<td></td>
<td></td>
<td>54</td>
<td>359</td>
<td>420</td>
<td>938</td>
<td>462</td>
<td>2233</td>
</tr>
<tr>
<td></td>
<td>% within NATION</td>
<td>2.4%</td>
<td>16.1%</td>
<td>18.8%</td>
<td>42.0%</td>
<td>20.7%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>INDIA</td>
<td></td>
<td></td>
<td>24</td>
<td>204</td>
<td>123</td>
<td>485</td>
<td>382</td>
<td>1218</td>
</tr>
<tr>
<td></td>
<td>% within NATION</td>
<td>2.0%</td>
<td>16.7%</td>
<td>10.1%</td>
<td>39.8%</td>
<td>31.4%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>78</td>
<td>563</td>
<td>543</td>
<td>1423</td>
<td>844</td>
<td>3451</td>
</tr>
<tr>
<td></td>
<td>% within NATION</td>
<td>2.3%</td>
<td>16.3%</td>
<td>15.7%</td>
<td>41.2%</td>
<td>24.5%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
Observation:

- As displayed in Table 8 the Indian learners show more approval over the preferred activities than their Iranian correspondents.
- That is to say, 71.2 percent (31.4 “strongly agree” and 39.8 “agree”) of Indian teachers believe in the preferred activities compared with the 62.7 percent for Iranian teachers (20.7 “strongly agree” and 42 “agree”).
- There does not seem to be much difference between Iranian and Indian teachers’ disagreement over the preferred activities.
- The percentages for the Iranian and Indian teachers’ disagreement are 18.5 (2.4 “strongly disagree” & 16.1 “disagree”) and 18.7 (2 “strongly disagree” & 16.7 “disagree”).
- However the Iranian teachers are more undecided on the preferred activities; 18.8 % for Iranian teachers compared with 10.1 % for Indian teachers.
- The Indian teachers show more satisfaction with the preferred activities than their Iranian correspondents.
Table 10 Frequencies and Percentages Indian Teachers and Learners’ Preferred Activities

<table>
<thead>
<tr>
<th>CHOICES</th>
<th>Teachers</th>
<th>Count</th>
<th>% within NATION</th>
<th>Students</th>
<th>Count</th>
<th>% within NATION</th>
<th>Total  Count</th>
<th>% within NATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALLY DISAGREE</td>
<td>24</td>
<td>204</td>
<td>2.0%</td>
<td>79</td>
<td>580</td>
<td>1.0%</td>
<td>103</td>
<td>1.1%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>123</td>
<td>485</td>
<td>16.7%</td>
<td>943</td>
<td>3988</td>
<td>7.4%</td>
<td>784</td>
<td>8.7%</td>
</tr>
<tr>
<td>NO IDEA</td>
<td>382</td>
<td></td>
<td>10.1%</td>
<td>2229</td>
<td></td>
<td>12.1%</td>
<td>1066</td>
<td>11.8%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1218</td>
<td></td>
<td>39.8%</td>
<td>2611</td>
<td></td>
<td>51.0%</td>
<td>4473</td>
<td>49.5%</td>
</tr>
<tr>
<td>STRONGLY AGREE</td>
<td></td>
<td></td>
<td>31.4%</td>
<td></td>
<td></td>
<td>28.5%</td>
<td></td>
<td>28.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
<td></td>
<td></td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observation:

- As displayed in Table 9 the Indian learners show more approval over the preferred activities than Indian teachers.
- That is to say, 79.5 percent (28.5 “strongly agree” and 51 “agree”) of Indian learners believe in the preferred activities compared with the 71.2 percent for Indian teachers (31.4 “strongly agree” and 39.8 “agree”).
- On the other side of the scale, the Indian teachers show more disapproval towards the preferred activities (2 “strongly disagree” & 16.7 “disagree”) compared with the (1 “strongly disagree” & 7.4 “disagree”) for the Indian learners. Moreover the Indian teachers are more undecided on the preferred activities; 12.1 % compared with the 10.1 percent for Indian learners.
- The Indian learners show more satisfaction with the preferred activities than the Indian teachers.
Table 11 Frequencies and Percentages Iranian Teachers and Learners’ Preferred Activities

<table>
<thead>
<tr>
<th>Group</th>
<th>Teachers</th>
<th>Count</th>
<th>Totally Agree</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>NO IDEA</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>54</td>
<td></td>
<td>2.4%</td>
<td>16.1%</td>
<td>18.8%</td>
<td>42.0%</td>
<td>20.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Students</td>
<td>Count</td>
<td>652</td>
<td></td>
<td>4.4%</td>
<td>10.6%</td>
<td>20.3%</td>
<td>38.4%</td>
<td>26.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>706</td>
<td></td>
<td>4.1%</td>
<td>11.3%</td>
<td>20.1%</td>
<td>38.9%</td>
<td>25.5%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Observation:

- As displayed in Table 10 the Iranian learners show more approval over the preferred activities than Iranian teachers.
- That is to say, 64.6 percent (26.2 “strongly agree” and 38.4 “agree”) of Iranian learners believe in the preferred activities compared with the 62.7 percent for Iranian teachers (20.7 “strongly agree” and 42 “agree”).
- On the other side of the scale, the Iranian teachers show more disapproval towards the preferred activities (2.4 “strongly disagree” & 16.1 “disagree”) compared with the (4.4 “strongly disagree” & 10.1 “disagree”) for the Iranian learners.
- Moreover the Iranian learners are more undecided on the preferred activities; 20.3 % compared with the 18.8 percent for Iranian learners. Iranian learners show more satisfaction with the preferred activities than Iranian teachers.
5.15.3 RESULT OF EXPERIMENT

Differences between Mean Scores of Pre-test and Post-test

Table 12 Comparison of Pre-test Post-test Mean Scores

<table>
<thead>
<tr>
<th>Groups</th>
<th>Pre-test Mean Score M1</th>
<th>Post-test Mean Score M2</th>
<th>Difference M2-M1 Or t-value</th>
<th>Critical value for t</th>
<th>df</th>
<th>SD1</th>
<th>SD2</th>
<th>Difference SD2-SD1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iranian Teacher</td>
<td>53.9</td>
<td>69.8</td>
<td>15.9</td>
<td>1.67</td>
<td>48</td>
<td>13.8</td>
<td>14.1</td>
<td>0.3</td>
</tr>
<tr>
<td>Indian Teacher</td>
<td>53.1</td>
<td>67.7</td>
<td>14.6</td>
<td>1.69</td>
<td>28</td>
<td>8.4</td>
<td>12.3</td>
<td>3.9</td>
</tr>
<tr>
<td>Iranian Learner</td>
<td>59.5</td>
<td>69.4</td>
<td>9.9</td>
<td>1.68</td>
<td>37.9</td>
<td>12.3</td>
<td>13.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Indian Learner</td>
<td>63.1</td>
<td>71.4</td>
<td>8.3</td>
<td>1.68</td>
<td>34.3</td>
<td>11.1</td>
<td>11.1</td>
<td>0</td>
</tr>
</tbody>
</table>

Observation:

- Iranian learners’ mean score at pre-test is 59.5 while their score at post-test is 69.4; an indication of achievement after implementation of the program. The same trend continues for the rest three groups. The mean score of Indian learners at pre-test is 63.1 and the mean score of post-test is 71.4 which indicate achievement for this group. The mean score of Iranian teachers at pre-test is 53.9 and the mean score at post-test is 69.8. The mean score of Indian teachers at pre-test is 53.1 while they obtained 67.7 at the post-test.

- Table 10 indicate that there is significant difference in the mean scores of pre-test and post-test in the development of fourfold skills after implementing the activity based program. This has been tested by mean, standard deviation, and t-test. Computed t-value for all four groups is greater at .05 level of significance than the tabulated value. The t value for
Iranian teachers is 15.9 which is greater than the critical value of 1.67. The t value for Indian teachers is 14.9 which is greater than the critical value of 1.69. The t value for Iranian learners is 9.9 which is greater than the critical value of 1.68. The t value for Indian learners is 8.3 which is greater than the critical value 0. It means that null hypothesis is rejected and research hypothesis is accepted.

**Inference:**

By comparing the mean scores of the four groups, it can be concluded that all four groups have had achievement after the activity based program was implemented which means either learners’ preferred classroom activities or teachers’ preferred activities are employed the result will be the same; both groups of activities will have positive effect on the process of language learning.

**5.16 MAJOR FINDINGS OF THE STUDY**

**5.16.1 SURVEY FINDINGS**

It was found that there are differences between learners’ and teachers’ perceptions of classroom activities in Iran and in India (tables 4 to 11).

1. The Indian learners show more satisfaction with the preferred activities than their Iranian correspondents.
2. The Indian teachers show more satisfaction with the preferred activities than their Iranian correspondents.
3. The Indian learners show more satisfaction with the preferred activities than the Indian teachers.
4. The Iranian learners show more satisfaction with the preferred activities than the Iranian teachers.

**5.16.2 EXPERIMENT FINDINGS**

1. It was found that employing either teachers’ perceptions or learners’ perceptions produces equal effect. All groups have achievement. The two groups of classroom activities produce equal effect.
2. Learners in the first group in Iran enjoyed writing paragraphs inside the class in the given time and then reading their paragraphs to their classmates and getting feedback from the teacher.

3. Indian learners liked watching films and then writing summaries about it.

4. Indian learners liked listening to songs and writing the lyrics with the help of the teacher.

5. Weaker Indian learners did not welcome participating in class discussions.

6. Indian learners welcomed controversial topics for writing compositions.

7. There were some Indian learners that could not put even word on the paper for the pre-test.

8. Surprisingly and in general Iranian learners had a good performance on the writing part of both tests.

9. On the spot correction caused all learners in all groups stammer. They forgot what they were talking about.

10. Indian learners have problems producing the right sound such as /f/, /p/, /s/, /sh/, /v/.

11. In both countries, learners do not know paragraph writing, essay writing, and punctuation rules.

5.16.3 DISCUSSION

The review of related literature was a guide line to conceptualize the present research, give proper direction and avoid repetition.

Therefore the findings of the reviewed researches supported the present research in certain aspects. Some of the findings are discussed below.

1. Piller B. & Skillings M. J. (2005) English Language Teaching Strategies Used by Primary Teachers in One New Delhi, India School

   Two American researchers in a school in New Delhi affiliated with the Central Board of Secondary Education, wanted to find out about the following research questions:

   1. What are teacher beliefs about and guiding principles for teaching English language learners?

3. How is assessment conducted and used?

**Findings:** This study has revealed some evidence to support the idea that effective instruction for English learners does the following (1) develops proficiency in natural language or conversation through activities that are related to the children's everyday experiences, (2) provides ample opportunity for learning, even over-learning, through recitation, repetition, and practice toward automaticity of knowledge and skills, and (3) scaffolds for understanding and development of thinking skills through the methods of demonstration, modeling and questioning.

The above findings prove the positive effect of certain number of activities employed to teach the four fold skills used for the present study. The outlooks of those primary teachers hold towards teaching English corresponds to some extent with those of Indian and Iranian teachers.

**Relevance:**

This research is about teachers’ beliefs and principles for teaching English as well as it has focused on strategies to teach the language.

2. Meganathan, R. (2009) English Language Education in Rural Schools of India: The Situation, the Policy and the Curriculum

**Findings:** Rama Meganathan(2009) has carried out a though research about the curriculum, English teaching, classroom activities and outlooks towards English teaching in various rural schools in five states: Andhra Pradesh, Madhya Pradesh, Mizoram, Manipur and Nagaland.He discovered that:

(i) Proficient language teacher (ii) amount of exposure of students to the language (iii) Motivation of children (iv) materials that would provide opportunities for the learner and teacher to act and react and move beyond the texts.

The above findings shows the role of proficient language teacher, one of the findings of the present research, role of motivation and the role of activities through which learners are exposed to the language.
Relevance:
This research is about the effect of curriculum, classroom activities and teaching English and outlooks towards it in rural schools in India.


Findings: In a study carried out to find out and compare teachers’ and learners’ beliefs about oral instructions and the text book used it was found that:

1. For the amount of time that involved teacher/student talking in class was found that 57% composed teacher talk and 43% students talk or group work.

2. With regard to good oral production 47% of the teachers believed that good grammar was a major aspect of good oral production, whereas 18% of students believed this. In contrast, 40% of the students believed fluency to be important vs. 29% of the teachers.

3. 17% of learners believed listening comprehension to be important while only 6% of the teachers did.

4. There was a disparity between the oral production goals as articulated by the Director & Academic Committee of the Language Center and the teachers’ beliefs. The Committee emphasized fluency and meaning while teachers tended to value form and Accuracy which ranks “grammar” as the appropriate to be employed and the actual number they used in the classroom. 46% of the oral activities observed were “question and answer” activity.

The above research shows some commonalities and differences between teachers and learners beliefs regarding some classroom activities employed to teach oral production exactly like the mismatches discovered through the present study.

Relevance:
This research has focused on teachers’ and learners’ beliefs about language learning and teaching.


Findings: Learners’ beliefs about language learning derive from a variety of sources, their past experience, both of education in general and of language learning in
particular, their cultural background and their personality (which, in particular, may affect self-efficacy beliefs). But, as these three studies have shown, learners’ beliefs are both situated and dynamic. They change as a product of new situational experiences and, in particular, the attributions that learners make for their successes and failures. The present study more or less complies with what Rod Ellis has concluded. Many factors are involved in the forming of learners’ beliefs about language learning.

**Relevance:**

This research is about learners’ beliefs about language learning, also the effect of cultural background on language learning.

**5.16.4 CONCLUSION**

It can be concluded that though there are discrepancies of perceptions between learners and teachers, including and employing their perceptions in the teaching program has positive effect on the process of language learning. Yet, the results of the post-test indicate that employing learners’ preferred activities may bring better achievement for the learners (Indian learners scored higher mean score on the post-test).

**5.16.5 EDUCATIONAL CONTRIBUTION**

1. The findings of the present study gave a more or less clear picture about learners’ and teachers’ perceptions about classroom activities in Iran and in India.

2. The findings of the present study about teachers’ and learners’ preferred activities helped teachers choose the right and more useful classroom activity to teach learners in a more effective and useful way. By discovering learners’ preferred activities, teachers can modify the strategies and activities employed to teach fourfold skills and get better results.

3. It helped discover the shortcomings of teaching English in both countries regarding curriculum, testing system, and methodology.

4. The findings helped the researcher to get clear picture about teaching English in Iran and in India; discovering weak and strong points regarding this matter.
by going to previous researches and the related literature.

5.16.6 SUGGESTIONS DRAWN FOR FUTURE STUDIES

1. It can be carried out for various levels of English learners.
2. To observe the effect of curriculum, the study can be carried out using different textbooks with various approaches to language learning or different programs.
3. To observe the effect of gender, the study can be carried out with boys and girls separately.