

**أثر التدريس باستعمال طريقتي التعلم
المباشر من المعلومات علم الطلبة - الذاتي في
تدريس اللغة الإنكليزية لغير الاختصاص في
كلية التربية البدنية وعلوم الرياضة في جامعة
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The Impact of Teacher-Directed Instruction and StudentSelf-Instruction of ESPat College of Physical Education and Sport Scienceat Basrah University

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Abstract

The aim of this study is to examine the impact of teacher-directed instruction and students-self instruction in teaching English for students at College of Physical Education and Sport Science. It is hypothesized that there are no differences between pre and post tests between teacher-direct instruction and student-self instruction in the achievement of students in English. In addition, there is no difference between pre tests and post tests of students-self instruction and teacher-directed instruction.

The sample of the paper has chosen randomly among eight sections. The number of the sample is 2 students from first year at the College of Physical Education and Sport Science in the academic year 2014-2015. The results of the paper have shown that there is no difference between students-self instruction and teacher-directed instruction in pre and post tests. In addition, the teacher-direct instruction has better achievement than students –self-instruction in students' achievement in English.

The recommendation is that English teachers might add some autonomy in the lectures to the students with the directed instruction from the teacher. English instructors have to encourage the students to learn by themselves outside the lecture.

1- INTRODUCTION

One among other views of foreign language classroom methods prefer students-centered learning as a replacement for traditional teacher-directed instruction classroom. The teacher-directed classroom is based on the teacher who is 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 group (Murcia, 2001:38). Therefore, the current paper is an attempt to examine the effect of teacher-direct instruction and student-self instruction and answer the question, which one is more effective than the other?

1.1 Aim of the Study

The present aim of the study is to investigate the effect of students' success through students' self-instruction and teacher-directed instruction in teaching ESP at College of Physical Education and Sport Science at the University of Basrah.

1.2 Hypotheses of the Study

The hypotheses of the study are

- 1- There are no statistically differences in students' achievement between the pre and post tests of ESP students of the method: students-self instruction. In addition, there are differences in student's achievements between pre and post tests of ESP students of the method: teacher-directed instruction.
- 2- There are no statistically differences in students' achievement between the pre tests of students-self instruction and teacher-direct instruction.
- 3- There are no statistically differences between post tests of students-self instruction and teacher-directed instruction.

1.3The Scope of the Study

The scope of study is as follows:the sample scopeis the students of the First Stage at College of Physical Education and Sport Science at the University of Basrah in the whole academic year 2014-2015.

1.4The procedures

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

- 1- One group is selected randomly which will be applied in the first course of study(three months)the students self-instruction method.
- 2- The same group is taught English through teacher-directed instruction also for three months of study.
- 3- The group of the study is tested in per and post tests for both treatments(students self –instruction and teacher-directed instruction).
- 4- The experiment is lasted the whole year of the study on the academic year(2014-2015).
- 5- At the end of the experiment, statistical tools are applied to find out whether there are any statistical significant differences among the achievements of the students in teacher-directed instruction and self-instruction.
- 6- According to the results of the paper, a discussion is clarified.

2-Theoretical Background

Self-instruction methodis improving student's language output as well as encouraging them to become independent learners. Training learners to monitor their own learning is vital in a large class as in a small one. The teacher in a small class can supervise work but in a large one is virtually impossible.

Trim (1976:12-13) has shown that the individualization can occur with teacher directed and with learner self-

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

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 of learning).

It is considered that the notions autonomy and self-directed learning in relation to individualization. The principle that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learned it (Richard and Schmidt, 2002:297).

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

Hence, the best chance that a learner in a large class has to take responsibility for his own learning (Hewings and Hall, 2001:131). There are two views of self-instruction method in teaching foreign language. 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 learning 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).

2.1 Self-instruction Method

Self-instruction method refers to a learners-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, preference, 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 and 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 and Burden, 1997:88-89).

2.2 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 reason. 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. In addition, this method tells 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 four 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 a topic that varies in the subject.
- 4- Language skill: each learner may choose to work on a quite different aspect of language.

Hewings and Hall (2001:134) give two advantages to use self-instruction method, they:

- 1- Give learners a chance to learn at their own pace and achieve their own goals-great advantage in a large class.
- 2- Ensure learning for at least those who were motivated to learn.

McDonough and Shaw (2003:51) mention these two advantages:

- 1- Although the majority of learners study in the environment of whole class, and often in a large one, an analysis of the characteristics of learners as individuals and 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 and Burden, 1997:88).

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

2.3 Disadvantages of Self-Instruction

There are disadvantages of asking students to work on tasks individually; however, students are entirely reliant on their own recourses. It is for this reason as Nation(1990)points out that is important to ensure that the tasks that 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 much may involve them in decoding vocabulary at the expense of reading for meaning (Mcdonough and Shaw,2003:99).

2.4 Learning Strategies

There is a useful distinction made between cognitive and metacognitive strategies. Cognitive strategies are seen as mental 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 including 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 situations. They involve an

awareness of one's own mental processes and an ability to reflect on how one learns knowing about one knows (Williams and Burden, 1997:148).

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

- I. Cognitive strategies: It helps learner make and strength 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.
- II. 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.
- III. Metacognitive strategies: It helps learners manage themselves as learners, the general learning process and specific learning tasks.
- IV. Compensatory strategies :It helps learners make up for missing knowledge when using English oral or written communication, just as the strategy of guessing from the context while the listening and reading compensates for knowledge gap.
- V. Affective strategies: It includes identifying one's feeling and become aware of learning circumstances or tasks that evoke them. However, the acceptability or viability of affective strategies is influenced by cultural norms.
- VI. Social strategies: it facilitates learning with others and help learners understand the culture of the language they are learning i.e. asking question for clarification or confirmation, asking for help, learning about social or culture norms and values and together outside of the class.

3-Procedures and Methodology

3.1 TheExperimental Design

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

The pre post tests with one group design have been used in this paperas shown in the table below:

Table (1) experimental design

Pre-test	Students self-instruction	Post-test
Pre-test	Teacher-directed instruction	Post-test

Gass and Mackey (2005:15) mention, as it is repeated measures design, which is a common way of dealing with the problem of nonrandomization and equivalence of the sample. 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 is compared with his or her score at time 2.

3.2The Sample Selection

The sample of the current paperis First Year students at College of Physical Education and Sport Science atBasrahUniversity. The sample of the paperis (21) students from section (C) whichis chosen randomly from 8 sections of the first year.

3.3 Instructional Material

The same group section (C) which is randomly selected has been taught English through students –selfinstruction.

Pre-test has been applied at the beginning of the experiment and after the end of the experiment post-test has been applied to the same group. The first variable has adopted for the first course of the study from 12/11/2014 - 28/1/2015. At the second course of study, the teacher-directed instruction has been applied to the group of the paper with two tests pre and post from 18/2/2015-25/2/2015. The researcher herself has taught the sample group according to 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 games per a week to students to learn them and they have come to the lecture to show their homework. Then, the whole programme is 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)

3.4 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 variables (student-self instruction) and to the second variables (teacher-directed instruction) as the pre-tests and post-tests. 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)

4. Data Analysis

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 (11.20) 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 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 thereis no significant difference between the two post-tests in these variables. This means the hypothesis is rejected, there is no significant differences between the post-test of students-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 students-self instruction and teacher-directed instruction

No. student s	Pre-tests		Chi-squar e value for pre tests	Post-tests		Chi-squarevalu e for post tests
	1 variabl e	2 variabl e		1 variabl e	2 variabl e	
1	19	22	11.02 1	21	23	12.521
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		18	21
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

In addition, the mean score 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 is no 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 the degree of freedom (20) between the pre and post tests of the sample in the teacher-directed instruction. See the Table below:

Table (3) The mean , degree of freedom , t-test and t-distribution of pre and post tests

variables	No. of students	mean	S.D	D.F	t-test value	T-distribution
Pre-test	21	15.04	4.32	20	1.56	1.67
Post-test		17.42	5.62		2.57	
Pre-test		16.16	5.01			
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 students-self instruction in perand post test. This can be interpreted to the limit of the student's autonomy and freedom. The students are instructed in the students-self instruction but they cannot 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 been mentioned in the theoretical background. However, 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 and Recommendation

In the light of the results and findings of the paper, the researcher arrived to the following conclusions:

- 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 to that, the students need more knowledge to learn through this new method.

The recommendation is that English teachers/instructors might use some autonomy in the lectures to the students with the directed instruction from the teacher. English instructors have to encourage the students to learn by themselves outside the lecture. The instructor might mix 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.

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Appendix (1)
A Sample of Teaching Programme



		
Aerobatics	Aerobics	Aikido

		
American Football	Angling	Acrobatics

Appendix (2)

Written Test//

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

			
1-	2-	3-	4-

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5-	6-	7-	8-
			
9-	10-	11-	12-

Q2/ Complete the following games with missing letteres:

Ja__lin, Skys_r_ing, Tr__le sq__sh, aer_b_cs,
jump,

Cy_l_ng, g_mn__tics, Sa_l_ng, ba_min_on, ar_h_ry,

Q3/ Match the suitable equipment with its game :

Golf- American football- relay- squash-rowing

Target- pat- mask- helmet-boat- racket-baton

