

American University of Armenia

Department of English Programs

A Thesis Submitted in

Partial Fulfillment of the Requirements for the Degree of Master of Arts in
Teaching English as a Foreign Languages (TEFL)

*The Effect of Teachers' Roles on Students' Motivation and
Achievement in a Foreign Language Learning Context*

Thesis Supervisor: Catherine Buon, Ph.D.

Thesis Reader: Liliana Edilian

By:

Diana Malkhasyan

Yerevan, Armenia

2010

American University of Armenia

We hereby approve that this thesis

By

Diana Malkhasyan

***The Effect of Teachers' Roles on Students' Motivation and
Achievement in a Foreign Language Learning Context***

**Be Accepted in Partial Satisfaction for the Requirements of the Degree of Master
of Arts in TEFL**

Committee on the Thesis

Catherine Buon, Ph.D.

.....

Liliana Edilian

.....

.....

Associate Dean of DEP

Yerevan, Armenia

2010

Acknowledgment

I acknowledge with profound gratitude many people who helped me during my studies and research at AUA.

I would like to express my sincere gratitude to the Associate Dean of the Department of English Programs and the supervisor of my thesis Dr. Catherine Buon for her willingness to help me find answers and solutions to the questions cropped up while completing my thesis.

My special thanks go in particular to the reader of my thesis Mrs. Lilita Edilian for her valuable advice, support; who always kindly lent me her time and energy for reading my thesis and answering my questions. I would also like to express my gratitude to Dr. Alexan Simonyan for his help, encouragements and advice in completing the quantitative analysis of my thesis.

I'm also eager to express my deep gratitude to the Head of the Experimental English Classes Mrs. Rubina Gasparyan who allowed me to conduct my research in EEC, as well as to my friends Naira Stepanyan and Lilit Khachatryan: the teachers of the groups where I conducted my research.

And finally, I'd like to thank my family, my son and husband for their patience, love and understanding.

Table of Contents

TITEL	PAGE
Acknowledgements	iii
Table of Contents	iv
List of Tables	vii
Abstract	viii

Chapter One: Background and Purpose

1.1. Introduction	1
-------------------------	---

Chapter Two: Review of the Related Literature

2.1. Introduction	3
2.2. Motivation	3
2.3. Teacher in a Foreign Language Teaching Context	7
2.3.1. Teacher as a Controller	10
2.3.2. Teacher as a Facilitator	11
2.4. Effective Teaching Environment	13
2.5. Effective Teacher Professional Skills	15
2.6. Effective Teacher Personal skills	17

2.7. Maintaining and Protecting Motivation	19
--	----

Chapter Three: Methodology

3.1. Participants	22
3.2. Instrumentation	22

Chapter Four: Results and Discussions

4.1. Analysis of Quantitative Data	27
4.2. Students' Questionnaires	32
4.2.1. Discussion of Students' Questionnaires 1 and 2	33
4.2.2. Discussion of Students' Questionnaires 3	42
4.2.3 Discussion of Findings	48
4.3. Interview with the Teachers	49
4.4. Classroom Observation	54

Chapter Five: Discussion of Findings, Conclusions and Suggestions for further Research

5.1. Findings and Conclusions	61
5.2. Limitations of the Study	65
5.3. Suggestions for Further Research	65
References	67

Appendix A: Teacher Observation Form	71
Appendix B: Questionnaire for Students with Armenian Translation	73
Appendix C: The Results of Students' Questionnaires	78
Appendix D: The Transcription of the Interview conducted with the Teachers.....	81
Appendix E: The Reports of Classroom Observations	87

List of Tables

Table 4.1.1. Mann-Whitney Tests.....	27
Table 4.1.2. Mann-Whitney Tests.....	28
Table 4.1.3. Friedman Test	29
Table 4.1.4. Wilcoxon Signed Ranks Tests.....	30
Table 4.1.5. Wilcoxon Signed Ranks Test.....	31
Table 4.2.1. A total number of student questionnaires' participants	33

Abstract

The aim of this study was to investigate whether teachers' roles affect students' motivation to learn in foreign language learning context. To shed some light on the issue the current research was designed to investigate the effect of the teacher's role as a facilitator and controller on students' achievement and their motivation to learn. The qualitative data for this project was collected by administering three questionnaires to 26 students to see their attitude towards the way they were taught throughout one term; by interviewing the teachers who were teaching the groups under the research to explore more about their approaches to teaching; by observing classes in both groups in order to get in-depth information about the events happening in the classroom such as motivation of the students, activities used in the classroom, interactions, instructions, classroom behaviour, etc. The quantitative data was collected through pre test, midterm test and final test from two EEC groups to explore the achievement of the students in both groups.

The findings indicated that students learn better and have some achievement in a teacher-centered classroom with a teacher controller. The results of the qualitative data show that students are more motivated but have lower achievement in a student-centered classroom with a teacher-facilitator.

The overall finding was that teachers' roles affect students' motivation to learn greatly. Students learn better and show higher achievement when they are under control.

Chapter One: Background and Purpose

1.1. Introduction

In most educational settings in Armenia, learners are trained to adopt dependent behaviour. The Armenian educational system is mostly defined as a traditional one with the focus on the teacher. The term “traditional” refers to the teacher-centered classroom. In traditional teacher-centered classrooms the teacher has the role of a controller, who is always in charge of everything in the classroom. The teacher controls what the students do, what they should say and what language forms they should use. Armenian classrooms are mostly teacher-centered, with only teacher-student communication and very limited amount of student talk. Cooperative learning, negotiation of meaning and class interaction are rarely used in Armenian classes (Gasparyan, et al, 2005).

In contrast to the teacher-centered classroom, in the learner-centered classroom the teacher has the role of a facilitator, who makes the process of learning easier for students, helping them find out problematic areas and discuss them. The learner-centered approach to foreign language teaching assumes democratic principles of teacher-student and student-student relationships encouraged by a positive classroom atmosphere. By creating the necessary conditions for students in the classroom, the teacher can make the learning process more interesting and pleasant for the students which can result in higher levels of motivation and achievement. Usually, in this type of classroom the students are guided and motivated by their teacher to find their own ways to success. Voller (1997), describes the teacher-facilitator as the one who provides support for learning. The learner-centered classroom, where the teacher is seen as a helper, facilitator and guide, also promotes autonomous learning.

Many educators agree (Brown, 2001; Oxford, 1998; Strong, 2004; Tucker, 2004; Heindman, 2004; Brophy, 2004), that the effectiveness of language teaching/ learning is connected with the

students' motivation to learn a foreign language and the teacher's ability to motivate students to learn. Promotion of autonomy and motivation for learning by the teacher may result in higher levels of students' motivation and achievement (Darling-Hammod, 2001, cited in Stronge, Tucker and Heindman, 2004). For maintaining and protecting motivation teachers should try to increase the learners' self-confidence by both, reducing classroom anxiety and making the learning process less stressful and by encouraging or rewarding, which may increase students' self-confidence in their abilities (Dörnyei, 2001).

In the Experimental English Classes (EEC), at the American University of Armenia, where this study was carried out, there is an educational setting where a cooperative and facilitative approach to teaching a foreign language is implemented. In the EEC the teacher is regarded as an advisor, facilitator, motivator and helper, who tries to provide students with help in foreign language learning by developing autonomy, critical thinking and cooperative learning.

The aim of this study is to investigate whether there is any relationship between the teachers' role, students' motivation and students' achievement.

The research is directed by the following research question:

What is the relationship between teachers' roles and students' motivation and their achievement in EFL context?

Chapter Two: Review of the Related Literature

2.1. Introduction

This chapter deals with the literature review related to the study, i. e. it covers the teachers' and students' roles in teacher-centered and learner-centered classrooms, learners' motivation and their achievements. The first section reveals the basic understanding of motivation and its types. In the second section the discussion of the teacher's role in a foreign language teaching context based on Freire's epistemology of teaching and learning is presented. Then, professional and personal skills of the teacher are discussed to understand what is necessary to become an effective EFL teacher. In the subsequent section, the overall picture of the teacher's role in EFL teaching context is discussed emphasizing the roles of the teacher-controller and the teacher-facilitator. In the last section some ways to protect and maintain motivation are presented.

2.2. Motivation

“Once we have learned to do something, the extent to which we continue to do it is a function of motivation – an internal state that arouses us to action pushes us in particular direction and keeps us engaged in certain action.”

(Ormrod, 1999, p. 407)

Earlier theorists such as behaviorists, tended to regard motivation as a factor related to needs satisfaction (Altman, Valenzi & Hodgetts, 1985; Maslow, 1987; Owens, 1987), while cognitive psychologists regarded motivation as a product of “conscious decision” (Williams, 1997).

Crooks and Schmidt (1991) define motivation as “an engagement in and persistence with the learning task” (p. 470). According to them if the student becomes “productively engaged in learning

tasks and sustains that engagement, without the need for continual encouragement or direction” (p. 471), then he/she can be regarded as a motivated person.

Different scholars (Dornyei, 2001; Ellis, 1994; Gass & Selinker, 1994) agree that motivation has something to do with drive as motivation is one of the key factors driving language learning success. Many studies have shown that motivation is a predictor of language learning success and as Ryan and Deci (2000, p. 54) state “to be motivated is to be moved to do something”.

There are four types of motivation: *integrative and instrumental, extrinsic and intrinsic*. All these types of motivation are very important in human life.

According to Falk (1978), if a student likes the people who speak the language, admires the culture and has a desire to become familiar with or even integrate into that society in which the language is used, then he/she can be considered *integratively motivated* in learning that target language. In this case, the student should be more successful in learning the target language. This form of motivation is known as *integrative motivation*.

Unlike integrative motivation, *instrumental motivation* is characterized by the desire to obtain something practical from the study of a second language (Hudson, 2000). In instrumental motivation, the purpose of learning is different. A student may learn a language to meet the requirements of university entrance exam, to apply for a job or to achieve higher positions not only in work but also in society.

In the last few decades the results of different researches conducted in the educational sphere showed that integrative motivation is linked to successful second language learning. Gardner and Lambert (1972), conducted different researches and found out that integrative motivation was

viewed as being of greater importance in language learning, than instrumental motivation, as it is used to sustain long-term success in second language learning.

It was previously thought that *extrinsic* and *intrinsic* motivations were additive and could be combined to produce the highest level of motivation. However, Deci (1975, p. 23, cited in Brown 2001, p. 76), defines intrinsic motivation in the following way:

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination”.

Intrinsically motivated students seem to be engaged in the activities for their own learning and getting more information about the subject in question. Intrinsically motivated students do not look for an extrinsic reward. In his studies, Maslow claims that intrinsic motivation is clearly superior to extrinsic. According to Maslow’s hierarchy of needs, people are usually motivated to achieve self-actualization if the basic physical needs are met (Maslow, 1970, cited in Brown, 2001, p. 76).

Ormrod (1999) holds that in foreign language learning, students are most likely to experience intrinsic motivation if they:

- “attribute their educational results to internal factors that they can control (the amount of effort they put in, not ‘fixed ability’),
- believe they can be effective agents in reaching desired goals (the results are not determined by luck),

- are motivated towards deep “mastery” of a topic, instead of just rote-learning ‘performance’ to get good grades” (Ormrod, 1999, p. 408).

Extrinsic motivation is different from intrinsic. According to Ormrod (2006, p. 408), “Extrinsic motivation is a motivation promoted by factors external to the individual and unrelated to the task being performed”. Typical extrinsic rewards can be money, grades, prizes and positive feedback, etc. Those students, who are extrinsically motivated in learning, try to please authority figures such as parents, teachers and even peers.

According to Ormrod (1999), extrinsic motivation can also promote successful learning. Extrinsically motivated students are likely to exert only the minimal behavioral and cognitive effort that they need to execute a task successfully. Usually, they stop the activity as soon as the reinforcement disappears. Ur (1999) states that “success is not the same as getting the right answers”. Here, the teacher’s most important role is simply to make sure that learners are aware of their own success. One of the ways to do this is to provide feedback to the student. By getting feedback, the student can have a sense of pride and satisfaction which may lead to a higher sense of motivation to learn more. This type of feedback may be effective for younger, inexperienced learners. The only potential problem of overusing feedback may be students’ dependence on it. They can lose their ability to recognize their success on their own. Teachers can avoid this by developing students’ own awareness of successful performance. “In general, the more confident they become and the more able to recognize such success on their own, the less they will need explicit support from someone else” (Ur, 1999, p. 278).

As the learner’s motivation, to a great extent, is determined by the teacher factor, the next section deals with the “teacher” factor in a foreign language teaching context.

2.3. Teacher in a Foreign Language Teaching Context

There may be teachers, who by their unnecessary strictness and uncompromising demands can demotivate their students. In this case, students may feel that they can never succeed in the given task. At the same time, there may be teachers, who motivate their students by gentle and warm personal support. In this case, a student feels that the teacher cares about his/her success and enjoys teaching. Promotion of enthusiasm and motivation for learning by the teacher results in higher levels of students' motivation and achievement (Darling-Hammod, 2001, cited in Stronge, Tucker and Heindman, 2004).

According to Brophy (2004, p. 2), the teacher can help students appreciate their learning opportunities by providing meaningful and effective activities which can increase students' intrinsic motivation and self-actualization. Different researches show (Brown, 2001; Oxford, 1998; Strong, 2004; Tucker, 2004; Heindman, 2004; Brophy, 2004), that teachers have multiple roles in the classroom. They provide support to students in a variety of ways, which result in increasing students' motivation and achievement in learning.

The role of the teacher has been changing and developing constantly depending on the methods, learners' attitudes and behavior, teaching materials and activities. The developmental stages of language teaching methods show the development of the teacher's role as well. As Nunan (2003, p.5) states, "methods are usually based on a set of beliefs about the nature of the language and learning". Richards (1994, p.23) underscores that teachers' roles in methods are related to the types of functions teachers are expected to fulfill, the degree of control the teacher influences over learning, the degree to which the teacher is responsible for determining linguistic content, and the interactional patterns assumed between teachers and learners.

The teacher's role in teaching, as Brown (2001) states, can vary depending on the students' age, proficiency level and the methodology that the teacher uses. In the last few decades the role of the teacher in the classroom has changed. Controlled, directed and teacher-centered teaching has been changed into facilitative, learner-centered teaching.

In his "The Pedagogy of the Oppressed", Freire (1970) criticized the teacher-centered classroom. According to Freire, in teacher-centered classrooms teachers are seen as "narrating subjects" and students as "listening objects". The main aim of the teacher is to "fill" the students with the information which they are asked to "fill". The more the teacher succeeds in "filling" the better teacher he/she is and the more the "receptacles can take the better students they are" (p. 78). The main role of the teacher is to control the way students perceive the world. Students do not have a chance to think critically, add or moreover, change anything in the world. Freire criticized this traditional approach to teaching, which he called "banking education", and later proposed another epistemological position in his "The pedagogy of Freedom" (1998). In it he referred to educational practices from a "progressive" perspective, which he defined as "a point of view which favors the autonomy and critical thinking of the students", (1998, p. 21). As Freire states, whenever a teacher enters the classroom, he/she has to be open to new ideas, new questions as "teaching that does not emerge from the experience of learning cannot be learned by anyone" (p.31- 49). He regards teachers as learners and learners as teachers which can be considered as a process of epistemological shift and the development of critical thinking.

According to Gallart (2000), Freire's human and epistemological positions provided more possibilities and had a great impact on the improvement of education. His work helped not only educators to change their epistemology of teaching but also students to learn to think critically which could help both teachers and students in reaching higher levels of knowledge.

Looking at the history of teaching methods it becomes clear that the teacher's role was constantly changing. The changes in the epistemology of teaching resulted in the changes of teachers' roles as well. The two extremes of epistemological changes in teaching are manifested in teacher-centered and learner centered classrooms.

The following two tables summarize the key features of the two types of classrooms: the traditional teacher-centered classroom and the learner-centered classroom. The statements in the tables present an understanding of teachers' and students' roles in these two types of classrooms based on what was found in the related literature.

The Roles of the Teacher and Students in a Traditional Teacher-Centered Classroom

<i>Teacher's role</i>	<i>Student's role</i>
<ul style="list-style-type: none"> ➤ Focus is on the teacher ➤ Managerial, authoritative way of teaching ➤ Transfer of information only from the teacher to the students ➤ The teacher monitors and corrects every student utterance ➤ The teacher answers students' questions ➤ The teacher chooses the topic ➤ The teacher evaluates students' learning ➤ The classroom is quiet 	<ul style="list-style-type: none"> ➤ Students unarguably respect their teacher ➤ Students speak up only when asked by the teacher ➤ Students always accept what the teacher says ➤ Students are very passive and work alone ➤ Very seldom class discussions ➤ Students' individual needs and interests are not considered ➤ Personality and learning style differences are ignored

The Roles of the Teacher and Students in a Learner-Centered Classroom

<i>Teacher's role</i>	<i>Students' role</i>
<ul style="list-style-type: none"> ➤ Democratic, guiding style of teaching ➤ Serves as a resource person ➤ Instigates and motivates students to learn ➤ Displays mutual respect for students ➤ Is responsible for creating positive classroom atmosphere ➤ Is sensitive to the individual needs and interests of the students ➤ The teacher is a facilitator ➤ Encourages any kind of meaningful communication interaction ➤ Provides feedback/ correction when questions arise 	<ul style="list-style-type: none"> ➤ Students' Initiativeness is strongly supported ➤ Have active role in the classroom ➤ Have active participation in classroom discussions ➤ Active student-student interaction ➤ Regular work in pairs and in groups ➤ Talking without constant instructor monitoring ➤ Answering each other's questions, using instructor as an information resource ➤ May have some choice of topics ➤ Students evaluate their own learning

2.3.1. Teacher as a Controller

In traditional teacher-centered classrooms the teacher has the role of a controller, who is always in charge of everything in the classroom. The teacher controls what the students do, what they say and what language forms they should use. In this way, the teacher controller can predict students' responses as everything is in his/her mind and designed in advance. But this kind of control can hinder students' motivation and autonomous learning. Furthermore, according to Yin (2005), students make the fastest and the best progress when they work on their own. Otherwise, students can get bored doing too much practice and too little creative use of language. However, Yin (2005, p. 5) also mentions some advantages of controlled teaching, such as:

- Control is necessary to have success in an activity as it can require the attention of many interrelated factors such as: form, duration, students' interest, etc.
- Control is necessary because the teacher has to interact with a group of students who can be quick or passive, interested or bored.
- Teacher's control is useful during accurate reproduction activities where the teacher can serve as a good language model for students, and finally
- The class activities will be well organized and the class time will be used economically and efficiently (Yin, 2005, p. 5).

2.3.2. Teacher as a Facilitator

In a learner-centered classroom, the teacher has the role of a facilitator, who makes the process of learning easier for students, helping them find out problematic areas and discussing them. Usually, the teacher facilitator guides students to find their own ways to success by increasing motivation in learners.

Voller (1997), describes the teacher facilitator as the one who provides support for learning. The teacher facilitator helps students carry out their independent language learning by means of needs analysis (both learning and language needs), objective setting (short and long term), work planning, selecting materials, and organizing interactions. According to Rogers (1983, cited in Brown, 2007, p. 97), in order to be a facilitator the teacher

- Must be real and genuine
- Needs to have genuine trust and acceptance,

- Needs to communicate openly and empathetically with students and vice versa (Rogers, 1983, cited in Brown, 2007, p. 97).

The role of a facilitator was proposed by Withall (1975, p. 261, cited in Kavanoz, 2006, p. 4), who states that “the primary role of any teacher in any classroom is to help learners learn, enquire, problem-solve, and cope with their own emotional needs and tensions, as well as with the needs of those around them”.

Nunan (2000, p. 11) relates facilitative teaching to learner-centeredness in the classroom and defines it as a place, where “key decisions about what will be taught, how it will be taught, when it will be taught and how it will be accessed will be made with reference to the learner”. Keeping these in mind, the teacher facilitator should make the learning process easier, should be able to help students negotiate with each other and have fruitful discussions in the classroom.

As Robinson (1991, p. 37) states, effective teacher facilitator should be able to

- Shape the input by conducting needs analysis, designing the syllabus and selecting suitable materials for the students in advance.
- Encourage students’ intention to learn by way of their teaching, which should encourage and support students’ interest and increase their motivation in learning.
- Manage learning strategies by using various approaches and teaching techniques.
- Provide opportunities for students to practice and use the language (Robinson, 1991, p. 37).

Teachers’ roles and skills are considered to be very important in motivating students to learn better. The teacher should encourage students to be autonomous learners, increase their confidence

and minimize their anxiety. According to Dörnyei (2001, p. 120), whatever is done by a teacher has a motivational and formative influence on students. In other words the teacher's behavior is a powerful "motivational tool", which should be used appropriately for achieving the learner's objectives.

One of the most important roles of the teacher is to reduce students' anxiety, fear and increase motivation and self-confidence to achieve better results in learning. Teachers can reach this by providing motivating activities in appropriate language so that students can input it in an appropriate way. In this way, the teacher can lower the Affective Filter (Krashen, 1987), which may result in improving the teaching process and students' achievement.

As Krashen states (1987, p. 32), people usually acquire second language if they obtain comprehensible input and if their affective filter is low. Krashen believes that the teacher's main goal is not only supplying comprehensible input, but also creating situations which reduce learners' anxiety and increase motivation. He also believes that "the effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation" (p. 32). Thus, successful and effective language learning to a great extent depends on creating an effective teaching environment that increases students' motivation and keeps the Affective Filter low.

2.4. Effective Teaching Environment

As a result of Gurney's studies (2007, p. 90), the following five key factors were established the interaction of which may result in creating an effective language learning environment, which can lead to effective teaching and high achievement.

1. *Teacher knowledge, enthusiasm and responsibility for learning.* As Gurney states (2007, p. 90), teachers can enjoy the process of teaching by being able to share their knowledge and by

being open to changes. In such an environment both students and teachers become learners, who aim to discover the world of the subject and seek to get answers to the questions together. This approach to teaching may create enthusiasm in students and responsibility in teachers towards the process of teaching and learning.

2. *Classroom activities that encourage learning.* According to Gurney (2007), appropriately chosen activities support an effective learning environment and motivate students in their learning. Through experience teachers can identify specific exercises and techniques to engage students in active learning. Through thorough planning, reflection and preparation teachers can achieve better results (p. 91-92).

3. *Assessment activities that encourage learning through experience.* "If the students are able to see the value of the learning process, and the assessment as part of it and not the end", then assessment can be used to gain better results through different activities such as self-monitoring or peer-assessment (Gurney,2007, p. 93). Furthermore, the task of an effective teacher is to teach students to accept assessment as part of their learning process and never as a separate unit.

4. *Effective feedback that establishes the learning process in the classroom.* Hattie (1999, p. 2) highlights feedback as a factor which can raise achievement. He defines feedback as "the most powerful single moderator that enhances achievement (cited in Gurney 2007, p. 94)". According to Gurney, the effective classroom is the one where students actively seek feedback and accept it as part of their learning process. Through this it can be inferred that appropriate and meaningful feedback may become a central part of effective teaching and learning. The more feedback the teacher gets from the students the better learning environment he/she can create. The more feedback the students get from the teacher, the better learners they become.

5. *Effective interaction between the teacher and students.* Gurney states that “the teacher who brings a sense of personal involvement to the classroom, who wants to share the knowledge with the members of the class, who shows that he/she is also a part of a learning cycle will be setting up a relationship which will encourage a good learning environment” (p. 95). This idea is shared by Walk (2001), who claims that if a teacher is passionate about teaching then he/she can create an effective classroom environment. This factor can be considered as one of the central factors in creating a positive and friendly relationship between the teacher and the students which may allow them to feel comfortable in the classroom, and which also may affect the process of effective teaching and learning.

As Stronge (2004) states, an effective teacher is constantly in a learning process, which helps him/her be creative and flexible to different changes. Having a strong psychological influence on students, teachers can influence their achievement too. That is the reason why teachers should have not only strong and effective professional qualities but also positive personal skills. The next two sections will deal with effective teacher professional and personal skills.

2.5. Effective Teacher Professional Skills

As Rubio (2009, p. 37) states, effective teachers are those who are dedicated to their students and to their job, feel responsible for the achievement and success of their students and their own professional development. He also identifies eleven professional skills of effective teachers.

1. *Content knowledge of the subject* to create confidence in students towards their teacher which may result in effective learning and achievement.

2. *Good planning* which may facilitate clear explanation and provide a wide range of resources suitable to the students' needs. Good planning also may help teachers in classroom management, organization and achievement.
3. *Classroom Management and Organization* to create an optimal learning environment and comfort for the students to maintain effective learning and teaching.
4. *Classroom behavior*, which is strongly related to classroom management and organization and which mostly depends on the teacher behavior and perception of his/her students.
5. *Individual differences*. One of the main tasks of an effective teacher is to identify students' types or the "pulse of the classroom" (p. 39), and modify the teaching methods to maintain students' interest in the subject. Teachers should have a "sixth sense" to be able to identify their students' needs, learning styles and strategies, personality, motivation, weaknesses, abilities, and even background in case they need help.
6. *Communication skills*. Every teacher should be an effective communicator to provide appropriate information to the students in an understandable and absorbable way, so that students do not have any problems with understanding what they are asked to do.
7. *The teacher's confidence*. Every teacher should believe in his/her knowledge and abilities as confidence influences the teaching outcome (Bandura, 1997, cited in Rubio, 2009, p. 40). It follows that through confidence and enthusiasm teachers can motivate their students and increase their achievement.
8. *Motivation for learning*. Effective teachers may serve as motivational figures for their students by encouraging them to be responsible for their own learning.

9. *Respect, Fairness and Equity* are the essential features of the classroom which may help to establish the right climate for effective teaching and learning (Kyriacou, 1998, cited in Rubio 2009, p. 40).
10. *Assessment and evaluation.* Effective teachers should inform their students of the goals and objectives of the program and how those goals will be assessed. This will help students be more responsible for their own learning process. As it is stated by different scholars (Cameron 2002, cited in Rubio 2009, p. 41; Gurney, 2007), each student should understand what assessment is. They should not separate assessment from their learning, but see it within learning as a contributory factor of learning which helps them learn more and have higher achievement in the subject.
11. *Teacher learning development.* According to Rubio (2009, p. 42), one of the main characteristics of effective teachers to remain professional in the field is the ability to self-evaluate, critique and reflect on their work and abilities. Without these characteristics teachers will not be able to look for better ways to improve their teaching.

2.6. Effective Teacher Personal skills.

Along with professional skills, effective teachers should also use their personal skills, because these two affect students' learning process, motivation and achievement. Rubio (2009, p. 42) suggests 4 personal skills which can be seen as common features of an effective teacher:

1. *Caring to encourage learning.* Eisner (2002) claims that "teaching is a caring exercise" which is an essential part of an effective learning process (cited in Rubio, 2009, p. 42).

2. *Knowing the students individuality.* As Sizer (1999) states, students cannot be taught well if teachers do not know them well. Besides being an effective caring teacher, it is important to know the students individually and give them individual attention. This may help in enhancing the students' learning process.
3. *Teacher –student relationship.* Informal, beyond the classroom interaction between the teacher and the students, may increase students' participation and motivation and create a favorable learning environment which may positively affect students' success and learning. According to Stronge (2004), social interaction between the teacher and students may encourage students' learning and achievement. Furthermore, having teacher –student relationship may create an effective classroom, teaching and learning environment.
4. *Classroom environment* is considered to be one of the most important factors which may affect students' achievement. If the classroom environment is negative it may result in demotivation. As Rubio (2009, p. 43) states, “optimal relationship with the students may create a warm and safe classroom environment where students can achieve their potential goals and objectives”.

Motivating students to learn is a difficult task. Having both effective professional and personal skills, every teacher can motivate his/her students to learn. Moreover, each teacher should be familiar with some techniques that can help maintained and protected motivation. The next section deals with some techniques and ways suggested by Dörnyei (2001), which may help teachers maintain and protect motivation in students.

2.7. Maintaining and Protecting Motivation

As Dörnyei (2001, p. 116) states, “teacher skills in motivating learners should be seen as central”. Thus, any teacher should be familiar with a set of techniques and strategies for motivating foreign language learners. For generating motivation in learners there are certain conditions which should be created in the classroom. Dörnyei (2001, p. 120) suggests the following conditions:

- *An appropriate teacher behaviour*, as whatever is done by the teacher may have either motivational or demotivational influence on the students. In other words, teacher behaviour is a “powerful motivational tool”. According to Alison (1993), it is more important to create a relationship of mutual trust and respect by means of talking with the students on a personal level which may lead to enthusiasm in learners and which may motivate them too.
- *Pleasant and supportive classroom atmosphere* can also affect students’ motivation. It is the responsibility of the teacher to organize and manage the classroom as an effective learning environment. It is very important that learning occur within a relaxed and supportive atmosphere (Good & Brophy, 1994, p. 215). As it is stated in MacIntyre, 1999 and Yaung, 1999, classroom climate can undermine learning and demotivate learners. Students’ motivation can reach its peak in the safe classroom climate in which students can feel free to express their opinions and thoughts.

For maintaining and protecting motivation teachers should try to increase the learners’ self-confidence by reducing classroom anxiety and making the learning process less stressful or by encouragements and rewards which may increase students’ self-confidence towards their abilities (Dörnyei, 2001).

Another way to protect students' motivation is to create learner autonomy. Many researchers in the educational field (Benson, 2000; Little, 1991) claim that autonomous learners can be provided by benefits in learning as they have the opportunity to analyze and develop an understanding of their own knowledge, their needs, attitude towards language learning and themselves as learners. The recognition of their personal and educational needs can determine the objectives and the goals of their own learning, which may result in high achievement (Benson, 2000).

According to Dörnyei (2005, p. 83), students' motivation in learning is a dynamic process and consists of three stages: *preactional*, *actional*, and *postactional*.

Preactional stage: during this stage motivation should be generated which helps the student select the goal or the task to launch and be engaged in the process of learning. Students' own initial goals and attitudes together with the learning process can influence their stage of motivation.

Actional stage: In this stage "motivation should be maintained and protected" by the nature of classroom environment, teacher, peer and by the student through self-regulation. As Dörnyei (2005, p. 83) states, these factors may be influential for the students and may affect their motivation.

Postactional stage: After completing the action, the student retrospects on his/her job and evaluate the quality of his/her activities and how the future actions should be completed. The most motivational factors of this stage can be the teacher's, parents' or peers' feedback on the action done by the student. This can increase students' self-confidence in relation to what was done or learned, which in its turn may affect students' motivation.

To increase students' motivation in learning, teachers should understand and accept their students' personality. They should turn the goals set by the outsiders into "group goals" to increase interest in students and motivate them to complete the tasks (Dörnyei, 2005). If students are

motivated by the task it will definitely affect their achievement. It can be assumed that the teacher's role is extremely central and important in motivating students and helping them develop a positive attitude towards foreign language learning.

Thus, having both effective professional and personal skills, teachers can create positive and an effective teaching/learning environment for students which can lead to higher motivation and higher achievements.

Chapter Three: Methodology

The present study was designed to investigate the relationship that exists between the teacher's role, students' motivation and their achievement in EFL context. This chapter presents the participants, instruments of data collection and the procedures.

3.1. Participants

The participants of the current study were students and teachers.

A total of eight Experimental English Classes were observed to choose the required two types of classes (teacher-facilitator and teacher-controller) for carrying out the current study. One of the teachers has an MA in TEFL and the second one is completing her MA thesis at the American University of Armenia (AUA).

The participants of the study were 26 students from two EEC groups. There were 13 students in each group. The age range of the students was from 13 to 15. The two groups had the same level of English proficiency as they were placed in the groups on the basis of the placement test results conducted by the Department of English Programs at AUA. The participants' mother tongue was Armenian and they were learning English as a foreign language.

3.2. Instrumentation

Four instruments were designed to collect relevant information for the study. Those tools were: classroom observations to reveal more in-depth information about what was happening in the classes, attitudinal questionnaire for students to reveal whether students' attitude towards certain issues were changed or not throughout the whole term, interviews with the teachers to reveal their

understanding of language teaching and learning, and pre, mid-term and final tests to see which teacher's role had a greater effect on students' achievement.

Classroom Observations

For carrying out this research several lessons were observed in different classrooms to find appropriate teacher-controller and teacher-facilitator classes. The choice of the classes was made on the basis of lesson observation rubrics created for this purpose. The rubrics were made based on the teacher observation form provided by Brown, H. D. (2001, p. 432). The classes of two teachers were chosen for the current research. Conventionally, the classes were called Group A (teacher-controller) and Group B (teacher-facilitator).

As has been mentioned above, the rubrics for lesson observations were made based on the "Teacher Observation Form" provided by Brown (2001, p. 432), (see Appendix A). To adapt it to the needs of the study, some of the items were changed, some were omitted. The "Teacher Observation Form" contained 25 items which fell into four sections: teacher preparation, lesson presentation, activities used in the classroom, and teacher – student interaction in the classroom. The total number of classes observed was 14 in each group (a total of 14 hours of instruction in each classroom).

Questionnaires for the Students

Three types of questionnaires were designed for the data collection of the present study. The first two questionnaires had 15 closed-ended items in Likert Scale format (from Strongly Disagree to Strongly Agree). The items were designed based on the lesson observation form. The third questionnaire had 11 closed-ended items in Likert scale format (from Strongly Disagree to Strongly

Agree) and was developed based on the observations and questions that cropped up while observing the classes. The aim of the third questionnaire was the same as the first two.

The questionnaires were aimed at eliciting the following information: the attitude of the students towards teaching activities used in the classroom, students' perception of their own role in the classroom and how all these affected the students' motivation to learn.

The questionnaires were translated into Armenian to eliminate the possibility of misunderstanding (see Appendix B). In order to make sure that the items were appropriate, before administering the questionnaires, each questionnaire was revised by the supervisor and piloted among students of DEP (Department of English Programs). When the necessary corrections were made the questionnaires were ready for distribution among the participants of the study.

Interviews with the Teachers

The items for the interviews were developed based on the questions that surfaced after the lesson observations. There were 13 open-ended items in the interview (see Appendix D) the purpose of which was to collect qualitative data for the study.

The interviews aimed to elicit the following information: the way the teachers taught in the classroom, activities used in the classroom, students' motivation in doing those activities, as well as the teachers' attitude towards their students.

Tests

The two groups involved in the research used the same textbooks and had English classes for the same amount of time (1 hour per session, for 10 weeks). The research lasted for 7 weeks, starting

from April 26 to June 16, 2010. Classes were conducted twice a week for one hour each (a total of 14 hours).

The textbook used in the study was “New Parade 6” by Herrera, M. and Zanetta, T. (2000). New Parade is a set of seven - level, communicative language program that features rhymes, songs, pair work, cooperative learning and hands on projects.

The results of the achievement test for passing to the next level were taken for the pre test. After three weeks of instruction the students took their mid-term test and after three more weeks of instruction, at the end of their course students took their final test (final achievement test).

All tests consisted of three sections: Listening, Reading and Writing. A brief explanation of one of the tests is given below.

Listening Section: The listening section consisted of two exercises. First, students had to listen to certain passages and circle true or false. For the second exercise students had to listen to commercials and complete the given charts.

Reading section: The reading section consisted of two parts. First, students had to do a reading comprehension exercise with True/False options. For the second exercise, students had to read the given text and then write short answers to the questions.

Writing section: The writing section consisted of four exercises. For the first exercise students had to choose the news type (community news, school news, world news) given in the box and write a report of at least 3 connected sentences. For the second exercise students had to read the TV programs given in the box and write what they would rather watch. For the third exercise, students had to write three questions they would like to ask a football player in an interview. And for the

fourth exercise, students had to use the information in the box and write at least 6 connected sentences about the film “The Mask of Zorro”.

Chapter Four: Results and Discussions

4.1. Analysis of Quantitative Data

The pretest, midterm and final test results were analyzed quantitatively through the statistical package for social sciences (SPSS program). The quantitative analysis was obtained through three sets of scores from each group. The purpose was to compare the results of pre, midterm and final tests of both groups in order to see which group showed the highest achievement.

As it is stated in Hatch and Farhady (1995), all the variables of the experiment should be described and identified according to the type of relationship which is investigated. It should be noted that there was one independent and one dependent variable with three levels. The dependent variable was the scores of the pretest, midterm test and final test of both groups. The independent variable was the teacher's role.

For comparing the test results of the two groups, instead of applying parametric independent sample t-test, the non- parametric two independent samples Mann Whitney's U test was used, as the samples were small. Non- parametric tests are for comparing the average ranks. Non- parametric two independent samples Mann Whitney's U test converts the scores to ranks across the two groups. It also shows whether the ranks for the two groups differ significantly (Pallant, 2007, p. 220).

Mann-Whitney Tests

Table 4.1.1.

	<i>Pre Test</i>	<i>Midterm Test</i>	<i>Final Test</i>
<i>Z</i>	-4.152	-3.684	-2.337
<i>Asymp. Sig. (2-tailed)</i>	.000	.000	.019
<i>Effect Size r</i>	0.81	0.72	0.45

The results of Mann-Whitney U tests show that the Z value is -4.152 for Pre Test, -3.684 for Midterm Test and -2.337 for Final Test with a significance level of p=.000 for Pre Test, p= .000 for

Midterm Test and $p = .019$ for Final Test (see table 1). The probability values are less than .05. So, the results of Mann-Whitney U tests are demonstrating that there were significant differences between the two groups in all tests. As the SPSS does not provide an effect size statistic, which is the difference between the means, the Z value was used to calculate an approximate value of r ($r = Z / \text{square root of } N$, where N is the total number of the cases). According to this formula the r values for all Mann-Whitney U tests were calculated and the results are presented in Table 1. The effect size (r) is equal to 0.81 for Pre Test performances for both groups which means that according to Cohan's (1988) criteria there was a statistical significant difference and very large size effect between the performances of both groups. Very large size effect also was noticed for the Midterm Test ($r = 0.72$), which means that there was statistically significant difference between the performances of both groups. Closer to the large size effect for the Final Test ($r = 0.45$) also was noticed, which means that there was a statistical significant difference between the performances of both groups.

Table 2 shows that the mean ranks of the teacher-controller's group are higher than the mean ranks of the teacher-facilitator's group for all three types of tests. It means that the teacher-controller group performed significantly better in every listed exam.

Mann-Whitney Tests

Table 4.1.2.

	<i>Pre Test (40)</i>		<i>Midterm Test (30)</i>		<i>Final Test (40)</i>	
	<i>Teacher Controller</i>	<i>Teacher Facilitator</i>	<i>Teacher Controller</i>	<i>Teacher Facilitator</i>	<i>Teacher Controller</i>	<i>Teacher Facilitator</i>
<i>N</i>	13	13	13	13	13	13
<i>Mean Rank</i>	19.69	7.31	19.00	8.00	17.00	10.00

For comparing the test results from test to test within the groups, non parametric K Related Samples Friedman's test was applied which compared the average ranks for all exams of each group. Before applying this test the 30 points of the midterm test were converted into 40 points.

Friedman Test

Table 4.1.3.

	<i>Teacher Controller Group</i>	<i>Teacher Facilitator Group</i>
<i>Chi-Square</i>	12.52	23.804
<i>Asymp. Sig.</i>	.002	.000

The results of Friedman's tests show that the Chi-square value is 12.52 for the teacher-controller's group, and 23.804 for the teacher-facilitator's group with a significance level of $p = .002$ for the teacher-controller's group and $p = .000$ for the teacher-facilitator's group. The probability values are less than .05. It means that there were significant differences in the performances of the teacher-controller's group in all three exams, as well as that of the teacher-facilitator's group in all three exams.

The data was also analyzed through Wilcoxon Signed Ranks Test since it is designed for the use of repeated measures. It means measuring the participants' performance on two occasions (pretest and midterm test or midterm test and final test or Pre Test and Final Test) (Pallant, 2007, p. 223).

Wilcoxon Signed Ranks Tests

Table 4.1.4.

	<i>Pre Test and Midterm Test Comparison</i>		<i>Midterm and Final Test Comparison</i>		<i>Pre Test and Final Test Comparison</i>	
	<i>Teacher Controller</i>	<i>Teacher Facilitator</i>	<i>Teacher Controller</i>	<i>Teacher Facilitator</i>	<i>Teacher Controller</i>	<i>Teacher Facilitator</i>
<i>Z</i>	-1.490	-2.983	-.757	-.153	-2.028	-3.182
<i>Asymp Sig. (2-tailed)</i>	.136	.003	.449	.878	.043	.001
<i>Effect Size r</i>		0.58			0.39	0.62

The results of Wilcoxon Signed Ranks Test show that the Z value is -1.490 for Pre Test and Midterm Test comparison for the teacher-controller and -2.983 for the teacher-facilitator with a significance level of $p=.136$ for Pre Test and Midterm Test comparison for the teacher-controller, and $p=.003$ for the teacher-facilitator. The Z value is -.757 for Midterm Test and Final Test comparison for the teacher-controller and -.153 for the teacher-facilitator with a significance level of $p=.449$ for Midterm Test and Final Test comparison for the teacher-controller and $p=.878$ for the teacher-facilitator. Finally, the Z value is -2.028 for Pre Test and Final Test comparison for the teacher-controller and -3.182 for the teacher-facilitator with a significance level of $p=.043$ for Pre Test and Final Test comparison for the teacher-controller and $p=.001$ for the teacher-facilitator group (see table 5). The probability values are less than .05 in Pre Test and Midterm Test comparison for the teacher-facilitator group (.003) and in Pre Test and Final Test comparison both for the teacher-controller (.043) and for the teacher-facilitator groups (.001). It means that for the described particular cases there were significant differences between the exams.

Effect size are calculated and presented in Table 4 only for those occasions where there were significant differences between the exams.

The effect size (r) was equal to 0.58 for Pre Test and Midterm Test comparison for the teacher-facilitator group which means that according to Cohan's (1988) criteria there was statistically significant difference and more than large size effect. More than large size effect was also noticed for the Pre Test and Final Test comparison for the teacher-facilitator group ($r=0.62$) and more than medium size effect for the Pre Test and Final Test comparison for the teacher-controller group ($r=0.39$).

The exact differences are displayed in table 5.

Wilcoxon Signed Ranks Test

Table 4.1.5.

	<i>Midterm Test (40) minus Pre Test (40)</i>		<i>Final Test (40) minus Pre Test (40)</i>	
	<i>Negative Mean Ranks</i>	<i>Positive Mean Ranks</i>	<i>Negative Mean Ranks</i>	<i>Positive Mean Ranks</i>
<i>Teacher Controller</i>			7.4	5.5
<i>Teacher Facilitator</i>	7.0	1.0	7.0	.00

There was no significant difference for the teacher-controller's group for Midterm Test and Pre Test comparison. However, a difference was noticed for Final Test and Pre Test comparison in favor of Pre Test, as the absolute values of negative ranks were higher (7.4) than that of positive ranks (5.5). It means, on average, the performance of the students from the teacher-controller's group during the Pre Test was better than during the Final Test.

There were also statistically significant differences in the teacher-facilitator's group for Pre Test and Midterm Test comparison and for Pre Test and Final Test comparison. For Pre Test and

Midterm Test comparison the absolute value of negative ranks was higher (7.0) than of positive ranks (1.0). It means that, on average, the students from the teacher-facilitator's group performed much better during the Pre Test than during the Midterm Test. For Pre Test-Final Test the statistical difference was as follows: the absolute value for negative ranks for Pre Test-Final Test was higher (7.0) than for positive ranks (.00). It means that, on average, the students' performance in the teacher-facilitator's group during the Final Test was lower than during the Pre Test.

From the above, it can be concluded, that the teacher-controller's group performed much better during each of the three exams in comparison with the teacher-facilitator's group. However, when the test results are compared, it becomes clear that students from both the teacher-facilitator's and the teacher-controller's groups didn't have significant achievement. The statistical analysis' results showed that the students from the teacher-facilitator's group performed much worse, than the students from the teacher-controller's group. Thus, it can be assumed that the teachers' role and students' motivation may not necessarily affect students' achievement.

4.2. Students' Questionnaires

The attitudinal questionnaire for students consisted of three parts and all the items were closed ones in Likert scale format (from Strongly Disagree to Strongly Agree). The first questionnaire was distributed among the students of the two groups at the beginning of the study to elicit information on their attitude towards the teacher's role in the classroom; activities used in the classroom and the perception of their own role in the classroom. After three and a half weeks of instruction the second questionnaire was distributed among the students of the two groups to elicit information about their attitude towards the issues mentioned above. After another three and a half weeks of instruction the third questionnaire was distributed to the students of the two groups. The

aim of the third questionnaire was to find out whether after 7 weeks of instruction students' attitude towards the issues of the study had changed or not.

All three questionnaires from both groups (a total of 6 questionnaires) were analyzed quantitatively using the SPSS program through frequency analysis. As is seen in table 1, a total of 26 students participated in this study from the same program and level.

Table 4.2.1. A total number of student questionnaires' participants

LEVEL	AGE	COURSE OF STUDY		FREQUENCY
Intermediate	Young learner	Experimental Classes (Com. 6 A)	English	13
Intermediate	Young learner	Experimental Classes (Com. 6 A)	English	13
TOTAL				26

4.2.1. Discussion of Students' questionnaires 1 and 2

The first questionnaire which was distributed among the students of both groups had 15 closed items in Likert scale format from which students had to choose the answer. The second questionnaire was almost the same as the first one. The aim of distributing a similar type of questionnaire to the students after three and a half weeks of instruction was to explore their attitudinal changes towards the same issues. The second questionnaire also had 15 items and was designed in Likert scale format.

In this section the most evident attitudinal changes of the students from questionnaire to questionnaire towards the issues under consideration are presented. The tables of descriptive statistics are presented to show more detailed information about the attitudinal changes of the students.

Item 1: I learn better when the teacher is strict in the classroom.

Students from the teacher-facilitator’s group changed their attitude towards the teacher’s strictness in the classroom and the majority thought that for better learning the teacher should be strict in the classroom. However, 38.5% disagreed. Students’ attitude in regard to this question did not change in the teacher-controller group (69% disagreed).

Teacher- facilitator class Item 1-Q.1

	Frequency	Percent
Strongly Disagree	4	30.8
Disagree	8	61.5
Agree	1	7.7
Total	13	100.0

Teacher- facilitator class Item 1-Q.2

	Frequency	Percent
Disagree	5	38.5
Agree	8	61.5
Total	13	100.0

Item 2: I would prefer the teacher who will help students individually in class.

Students from the teacher-facilitator’s group changed their attitude towards this question and all agreed that they would like their teacher to help them individually in class. Students’ attitude towards this question did not change in the teacher-controller’s group. The vast majority (92%) preferred their teacher to help them individually in class.

Teacher- facilitator class Item 2-Q.1

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	2	15.4
Agree	8	61.5
Strongly Agree	2	15.4
Total	13	100.0

Teacher- facilitator class Item 2 – Q.2

	Frequency	Percent
Agree	9	84.6
Strongly Agree	2	15.4
Total	13	100.0

Item 3: I would learn better if the teacher asked me to memorize new vocabulary.

Students' attitude towards this question did not change from questionnaire 1 to questionnaire 2. The results showed that 84% students from the teacher-facilitator group learned better when the teacher asked them to memorize the new vocabulary. Students' responses from the teacher-controller group showed that 69% also agreed that they learned better when the teacher asked them to memorize the new vocabulary.

Item 4: I would learn better if the teacher told me what language forms and words I should use.

Students from the teacher-facilitator's group changed their attitude and began thinking (100% agreed) that they would learn better when the teacher told them what language forms and words to use. The students from the teacher-controller's group did not change their attitude. 69% of the students would like their teacher to control their speech, while 31% would like to use words and language forms on their own.

Teacher - facilitator class Item 4 – Q.1

	Frequency	Percent
Disagree	2	15.4
Agree	8	61.5
Strongly Agree	3	23.1
Total	13	100.0

Teacher - facilitator class Item 4 –Q.2

	Frequency	Percent
Agree	9	69.2
Strongly Agree	4	30.8
Total	13	100.0

Item 5: I would like it if the teacher asked me a lot of questions.

Students from the teacher-controller's group changed their attitude towards being asked a lot of questions and while responding to this item in the second questionnaire 77% agreed that they would like to be asked a lot of questions. The students from the teacher-facilitator's group did not change their attitude and 77% liked to be asked a lot of questions.

Teacher - controller class Item 5 – Q.1

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	4	30.8
Agree	7	53.8
Strongly Agree	1	7.7
Total	13	100.0

Teacher - controller class Item 5 – Q.2

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	2	15.4
Agree	8	61.5
Strongly Agree	2	15.4
Total	13	100.0

Item 6: I would learn better if the teacher gave directions for our assignments.

Students from the teacher-facilitator’s group changed their attitude towards being given directions by their teacher for the assignments. 15% disagreed to be given directions for the assignments. However, 85% agreed.

Teacher- facilitator class Item 6 – Q.1

	Frequency	Percent
Disagree	1	7.7
Agree	11	84.6
Strongly Agree	1	7.7
Total	13	100.0

Teacher- facilitator class Item 6 – Q.2

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	1	7.7
Agree	10	76.9
Strongly Agree	1	7.7
Total	13	100.0

The change also was noticed in the teacher-controller’s group (31% of the students disagreed to be given directions by their teacher for the assignments and 69% still agreed).

Teacher - controller class Item 6 – Q.1

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	1	7.7
Agree	8	61.5
Strongly Agree	3	23.1
Total	13	100.0

Teacher - controller class Item 6 – Q.2

	Frequency	Percent
Disagree	4	30.8
Agree	8	61.5
Strongly Agree	1	7.7
Total	13	100.0

Item 7: I would like the teacher to let us choose topics for a classroom discussion.

Students from the teacher-controller's group changed their attitude towards the idea to choose a topic for classroom discussion. 85% of the students found that they liked when the teacher let them choose a topic for classroom discussion. However, 15% disagreed. Students from the teacher-facilitator's class did not change their attitude and 93% of the students preferred to discuss a topic suggested by their teacher.

Teacher - controller class Item 7 – Q.1

	Frequency	Percent
Disagree	3	23.1
Agree	6	46.2
Strongly Agree	4	30.8
Total	13	100.0

Teacher - controller class Item 7 – Q.2

	Frequency	Percent
Disagree	2	15.4
Agree	10	76.9
Strongly Agree	1	7.7
Total	13	100.0

Item 8: I would like the teacher to tell which activities to complete.

Students from both groups changed their attitude towards being told which activities to complete. All the students from the teacher-facilitator's group (77% agreed and 23% strongly agreed) agreed that they would like their teacher to tell them which activities to complete.

Teacher-facilitator class Item 8 – Q.1

	Frequency	Percent
Disagree	2	15.4
Agree	11	84.6
Total	13	100.0

Teacher-facilitator class Item 8 – Q.2

	Frequency	Percent
Agree	10	76.9
Strongly Agree	3	23.1
Total	13	100.0

In the teacher-controller's group the attitude towards this question was quite different (38.5% of the students disagreed and 61.5% agreed).

Teacher- controller class Item 8 – Q.1

	Frequency	Percent
Disagree	3	23.1
Agree	7	53.8
Strongly Agree	3	23.1
Total	13	100.0

Teacher -controller class Item 8 – Q.2

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	4	30.8
Agree	7	53.8
Strongly Agree	1	7.7
Total	13	100.0

Item 9: I would like to work by myself and discuss the activities only with my teacher.

Students from both groups also changed their attitude towards working individually and discussing the activities assigned by their teacher only with their teacher. 46% of the students from the teacher-facilitator’s group found that they liked working by themselves and discuss the activities only with their teacher, and 54% disagreed.

Teacher -facilitator class Item 9 – Q.1

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	8	61.5
Agree	3	23.1
Strongly Agree	1	7.7
Total	13	100.0

Teacher -facilitator class Item 9 – Q.2

	Frequency	Percent
Disagree	7	53.8
Agree	4	30.8
Strongly Agree	2	15.4
Total	13	100.0

The attitudinal change in the teacher-controller’s group was the following: 69% of the students disagreed to work by themselves and discuss the activities only with their teacher and only 31% agreed.

Teacher- controller class Item 9 – Q.1

	Frequency	Percent
Strongly Disagree	2	15.4
Disagree	5	38.5
Agree	6	46.2
Total	13	100.0

Teacher- controller class Item 9 – Q.2

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	8	61.5
Agree	4	30.8
Total	13	100.0

Items 10: I would like to work in a group assigned by the teacher.

Students’ attitude towards working in a group assigned by the teacher also changed. In the teacher-facilitator’s group it was found that 85% of the students liked to work in a group assigned by their teacher.

Teacher- facilitator class Item 10 – Q.1

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	3	23.1
Agree	6	46.2
Strongly Agree	3	23.1
Total	13	100.0

Teacher - facilitator class Item 10 – Q.2

	Frequency	Percent
Disagree	2	15.4
Agree	8	61.5
Strongly Agree	3	23.1
Total	13	100.0

Students’ attitude towards these questions also changed in the teacher-controller’s group. 92% of the students found that they liked to work in a group assigned by their teacher.

Teacher- controller class Item 10 – Q.1

	Frequency	Percent
Disagree	3	23.1
Agree	9	69.2
Strongly Agree	1	7.7
Total	13	100.0

Teacher- controller class Item 10 – Q.2

	Frequency	Percent
Disagree	1	7.7
Agree	9	69.2
Strongly Agree	3	23.1
Total	13	100.0

Item 11: I would like to choose my own pair for group work.

Students’ attitude towards choosing their peer for group work also changed in the teacher-controller’s group. 69% agreed that they would like to choose their own peer for group work and

31% of them disagreed. However, there was no attitudinal change with regards to this question in the teacher-facilitator group. 77% of the students from the teacher-facilitator’s group would like to choose their own peers.

Teacher-controller class Item 11 – Q.1

	Frequency	Percent
Agree	8	61.5
Strongly Agree	5	38.5
Total	13	100.0

Teacher-controller class Item 11 – Q.2

	Frequency	Percent
Disagree	4	30.8
Agree	6	46.2
Strongly Agree	3	23.1
Total	13	100.0

Item 12: I would learn better through game - like activities.

The twelfth question related to students’ attitude towards game-like activities used in the classroom. The results of two questionnaires showed that there was no attitudinal change towards this question in both groups. 61.5% of the students from the teacher-facilitator’s group and 83% of the students from the teacher-controller’s group thought that they would learn better through game-like activities. However, 38.5% students from the teacher-facilitator’s group thought that they wouldn’t.

Item 13: I would like to choose the activities for homework.

Students from the teacher-controller’s group changed their attitude towards choosing activities for homework and found out that they didn’t like (61.5% disagreed) it. However, 38.5% would like to choose activities for homework. Students from the teacher-facilitator’s group did not change their attitude and 46% would like to choose activities for homework and 54% would prefer their teacher assign the homework.

Teacher- controller class Item 13 – Q.1

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	4	30.8
Agree	6	46.2
Strongly Agree	2	15.4
Total	13	100.0

Teacher- controller class Item 13 – Q.2

	Frequency	Percent
Disagree	8	61.5
Agree	5	38.5
Total	13	100.0

Item 14: I would learn better if I tried to find answers to the questions on my own.

15% of the students from the teacher-facilitator group found that they would not learn better if they tried to find answers to the question alone, however, 85% agreed that they would learn better if they did so.

Teacher -facilitator class Item 14 – Q.1

	Frequency	Percent
Agree	9	69.2
Strongly Agree	4	30.8
Total	13	100.0

Teacher- facilitator class Item 14 – Q.2

	Frequency	Percent
Disagree	2	15.4
Agree	7	53.8
Strongly Agree	4	30.8
Total	13	100.0

Students from the teacher-controller’s group (69%) agreed that they would learn better if they tried to find answers to the questions on their own, and 31% disagreed.

Teacher- controller class Item 14 – Q.1

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	5	38.5
Agree	6	46.2
Strongly Agree	1	7.7
Total	13	100.0

Teacher- controller class Item 14 – Q.2

	Frequency	Valid Percent
Disagree	4	30.8
Agree	7	53.8
Strongly Agree	2	15.4
Total	13	100.0

Item 15: I would learn better if there was a friendly atmosphere in the classroom.

The fifteenth question related to the class atmosphere and whether it affected students' learning. The results showed that the vast majority of the students (92% from the teacher-facilitator class and 77% from the teacher-controller class) agreed that they would learn better in a friendly classroom atmosphere.

4.2.2. Discussion of Students' Questionnaire 3

The items of the third questionnaire were developed based on the questions that surfaced during class observations. The third questionnaire aimed to reveal the students' attitude towards teaching, activities used in the classroom, the students' perception of their own role in the classroom and how all these affected their motivation to learn. The third questionnaire consisted of 11 items in Likert scale format. The tables of descriptive statistics were presented to show more detailed information about the students' attitude towards the issues under consideration. A brief explanation of the responses follows.

Item 1: I don't mind if the teacher corrects the errors I make during my speech.

The first question aimed to elicit the students' attitude towards error correction while they were speaking. Students from both the teacher-facilitator's group (69% agreed and 31% strongly agreed) and the teacher-controller's group (61.5% agreed and 31% strongly agreed) agreed to be corrected by their teacher while speaking.

Teacher- facilitator class Item 1 – Q.3

	Frequency	Percent
Agree	9	69.2
Strongly Agree	4	30.8
Total	13	100.0

Teacher- controller class Item 1 –Q.3

	Frequency	Percent
Strongly Disagree	1	7.7
Agree	9	69.5
Strongly Agree	3	30.8
Total	13	100.0

Item 2: I learn better when the teacher assigns different activities on the same topic during the lesson.

The second question aimed to find out whether students learn better when they do different activities on the same topic during the lesson. All students from the teacher-facilitator's group (77% agreed and 23% strongly agreed) found that they learn better when the teacher assigns different activities on the same topic during the lesson. In the teacher-controller's group 54% of the students did not agree and only 47% agreed with this statement.

Teacher- controller class Item 2 –Q.3

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	6	46.2
Agree	5	38.5
Strongly Agree	1	7.7
Total	13	100.0

Item 3: I learn better when the teacher asks me to repeat words and phrases several times.

The third question aimed to find out whether students learn better when they are asked to repeat certain words and phrases several times. Most of the students (77% agreed and 15% strongly agreed) agreed that repeating words and phrases several times help them learn better.

Almost the same attitude could be seen in the teacher-controller's group (77% of the students agreed and 8% strongly agreed), as the students thought that they learned better when the teacher asked them to repeat words and phrases several times. Only 15% did not agree.

Teacher- facilitator class Item 3 – Q.3

	Frequency	Percent
Disagree	1	7.7
Agree	10	76.9
Strongly Agree	2	15.4
Total	13	100.0

Teacher- controller class Item 3 –Q.3

	Frequency	Percent
Disagree	2	15.4
Agree	10	76.9
Strongly Agree	1	7.7
Total	13	100.0

Item 4: I learn grammar better when the teacher explains the grammar rules.

The aim of the fourth question was to reveal students' attitude towards learning grammar (whether the students learned better when the teacher explained the rules or they tried to find solutions by themselves).

All the students from the teacher-facilitator's class (69% agreed and 31% strongly agreed) agreed that they learned grammar better when the teacher explained the grammar rules. The same attitude was noticed in the teacher-controller's class too (61.5% of the students agreed and 38.5% strongly agreed).

Item 5: I learn better when the teacher uses extra materials during the class as they make the lesson more interesting.

The fifth question aimed to reveal the students' attitude towards the extra materials used by the teacher in class and whether these motivated the students to learn better and made the lessons more interesting. The results showed that all the students from the teacher-facilitator's group (69% agreed and 31% strongly agreed) agreed that extra materials stimulate and motivate their learning process. In the teacher-controller group most of the students (54% of the students from the teacher-controller's group agreed and 38.5% strongly agreed) also agreed that extra materials helped them learn better and made the lessons more interesting.

Item 6: I like it when the teacher teaches songs in English as it helps me to learn new words and memorize them.

The sixth question showed the students' attitude towards learning songs in English and whether they helped them learn new vocabulary and memorize it. The majority of the students from the teacher-facilitator's group agreed (46% of the students agreed and 31% strongly agreed) that learning songs helped them learn and memorize the new words and phrases. However, 23% disagreed. The results in the teacher-controller's group were the following: 46% agreed and 8% strongly agreed while 46% disagreed.

Teacher- facilitator class Item 6 – Q.3

	Frequency	Percent
Disagree	3	23.1
Agree	6	46.2
Strongly Agree	4	30.8
Total	13	100.0

Teacher- controller class Item 6 –Q.3

	Frequency	Percent
Disagree	6	46.2
Agree	6	46.2
Strongly Agree	1	7.7
Total	13	100.0

Item 7: Extra materials used by the teacher reinforce grammar and help me improve my English.

The seventh question aimed to reveal whether extra materials used by the teacher helped students reinforce grammar and improve their English.

All the students from the teacher-facilitator's group (77% agreed and 23% strongly agreed) and 85% from the teacher-controller's group agreed that extra materials used by the teacher helped them reinforce grammar and improve their English.

Item 8: I learn new vocabulary better through cartoons.

The eighth question aimed to elicit information about the students' attitude towards learning new vocabulary through cartoons.

70% of the students from the teacher-facilitator's group found cartoons helpful in learning the new vocabulary. Only 23% found it unhelpful. The attitude was quite different in the teacher-controller's class as 39% of the students disagreed and 8% strongly disagreed that cartoons may help them learn the new vocabulary; and 54% of the students agreed.

Teacher- facilitator class Item 8 – Q.3

	Frequency	Percent
Disagree	3	23.1
Agree	9	69.2
Strongly Agree	1	7.7
Total	13	100.0

Teacher- controller class Item 8 –Q.3

	Frequency	Percent
Strongly Disagree	1	7.7
Disagree	5	38.5
Agree	6	46.2
Strongly Agree	1	7.7
Total	13	100.0

Item 9: I find it useful when the teacher asks the class to choose a topic for classroom discussion.

The ninth question aimed to find out whether students find it useful when the teacher asks the class to choose a topic for classroom discussion.

The findings showed that students from the teacher-facilitator's group (61.5% agreed and 8% strongly agreed) found it useful when they chose a topic for the classroom discussion. However, 31% disagreed with this statement. In the teacher-controller's group 38.5% disagreed with this statement and 31% agreed while another 31% strongly agreed that it could be very useful.

Teacher- facilitator class Item 9 – Q.3

	Frequency	Percent
Disagree	4	30.8
Agree	8	61.5
Strongly Agree	1	7.7
Total	13	100.0

Teacher- controller class Item 9 –Q.3

	Frequency	Percent
Disagree	5	38.5
Agree	4	30.8
Strongly Agree	4	30.8
Total	13	100.0

Item 10: I learn better when I work in pairs.

The aim of the tenth question was to find out students' attitude towards working in pairs.

In the teacher-facilitator's group 54% of the students agreed that working in pairs helped them learn better while 46% disagreed with this statement. In the teacher-controller's group 77% agreed and only 23% disagreed with this statement.

Teacher-facilitator class Item 10 – Q.3

	Frequency	Percent
Disagree	6	46.2
Agree	4	30.8
Strongly Agree	3	23.1
Total	13	100.0

Teacher-controller class Item 10 – Q.3

	Frequency	Percent
Disagree	3	23.1
Agree	8	61.5
Strongly Agree	2	15.4
Total	13	100.0

Item 11: I prefer working by myself and discussing the activities only with my teacher.

The eleventh question aimed to elicit information about students' attitude towards working by themselves and discussing the activities with their teacher. The findings showed the following: in the teacher-facilitator's group most of the students disagreed with this statement (23% strongly disagreed and 54% disagreed) while 23% agreed. In the teacher-controller's group 54% disagreed to work alone and discuss the activities only with their teacher while 46% agreed with this statement.

Teacher-facilitator class Item 11 – Q.3

	Frequency	Percent
Strongly Disagree	3	23.1
Disagree	7	53.8
Agree	2	15.4
Strongly Agree	1	7.7
Total	13	100.0

Teacher-controller class Item 11 – Q.3

	Frequency	Percent
Disagree	7	53.8
Agree	4	30.8
Strongly Agree	2	15.4
Total	13	100.0

4.2.3. Discussion of Findings

The analysis of the data of the students' questionnaires revealed some issues related to the students' perception of the teachers' roles in the classroom, the students' attitudes towards the activities used in the classroom and their perception of their own role in the classroom and whether all these affected their motivation to learn. The questionnaires' data also revealed whether or not the students' attitude towards the issues listed above changed during the term.

The students' perception of the teacher's role in the classroom varied from questionnaire to questionnaire. The students from the teacher-controller's group thought that for better learning the teacher should be strict in the classroom, whereas, students from the teacher-facilitator group changed their attitudes and agreed that effective learning could take place without strictness in the classroom. The students from both groups saw the teacher as a director, controller and helper in the classroom. They agreed that the teacher should help each student individually in the classroom, give directions for each assignment and tell which activities they should complete both in class and as homework. The students thought that the teacher was the one who could explain the grammar rules so that they would learn them better. They thought that extra materials used by the teachers can contribute to the improvement of their English and make their lessons more interesting and motivating. The students saw the teacher as the central and the most important person in the classroom and in their own learning process. Moreover, this perception of the teachers' role motivates students to learn better.

The results of the questionnaires showed that the students become more motivated and learn better when the teacher tells them what to learn, how to learn and what language forms and words to use. The students were also keen on answering any question asked by their teacher during the

lesson. They were also willing and ready to find answers to the questions on their own as they believed that it might help them learn better. They also didn't mind being corrected by their teacher if they made any mistakes while speaking.

Very few students found it helpful and motivating to work alone and discuss the activities only with their teacher. Almost all of them agreed that working in a group assigned by their teacher enhanced their learning experience. However, most of them preferred to choose their pair for the pair work or group work by themselves. The results of the students' responses showed that they would like to choose a topic for classroom discussions and also would like game-like activities as the latter could motivate and stimulate them to learn better. Songs and cartoons were not seen as the effective tools for learning English. All the students agreed that for better learning there should be a friendly atmosphere in the classroom.

4.3. Interviews with the Teachers

The items for the interviews were developed based on the questions that emerged while conducting classroom observations. There were 12 open-ended items in the interview (see Appendix C) the purpose of which was to collect qualitative data for the study.

The aim of the interviews was to elicit information on three important issues: the way the teachers taught in the classroom, activities used in the classroom and the students' motivation in doing those activities, as well as the teachers' attitudes towards their students.

The Results of the Interviews with the Teachers

1. How long have you been teaching English?

The teacher-controller had only 1 year of experience in language teaching field, while the teacher-facilitator had 4 years of experience in language teaching.

2. How would you describe an effective language teacher and learner?

According to the teacher-controller an effective language teacher is the one who is competent in the subject he/she teaches and is able to give all the knowledge he/she has of the subject to the students, by making the process of teaching interesting for them. On the other hand, the teacher-facilitator thought that an effective language teacher is one who can combine teacher-centeredness and student-centeredness so that the mixture of these two approaches could be beneficial for the learners. The teacher-controller believed that if a person had a desire to learn and cooperate with the instructor for better learning, then he/she was considered to be an effective learner. The same point of view was shared by the teacher-facilitator.

3. What do you think about the students' participation in their own learning?

For this question teachers had different epistemological approaches. From the teacher-controller's point of view, learners should not participate in their own learning process as they may not learn properly. According to her, the teacher is the person who knows better what and how students should learn. However, from the teacher-facilitator's point of view, sometimes, students should be given freedom. She believed that students had some understanding of their personal learning needs. According to Benson (2000, p. 86), the recognition of people's personal and educational needs can determine the objectives and the goals of their own learning, which may result in high achievement.

4. What can motivate students to learn better?

According to the teacher-controller, different factors may affect students' motivation to learn; for example, interest in the subject matter, desire to achieve the goal, to become self-confident, etc. The teacher-controller thought that the teacher should encourage the students by:

1. giving frequent and positive feedback, which can encourage believe in students that they can do well,

2. giving equal opportunities to the students,
3. assigning tasks that are neither too easy nor too difficult, and
4. creating a positive atmosphere in the classroom.

According to the teacher-facilitator, the factors that may affect students' motivation to learn are:

1. the desire to learn the language,
2. the teacher's role as he/she is the one who also can motivate them, and
3. activities used in the classroom, (classroom discussions, group work, etc).

5. Can teacher-centered classrooms increase students' motivation to learn? Why?

According to the teacher-controller, teacher-centered classrooms can increase students' motivation as the teacher is the one who can bring into the classroom motivating and interesting activities and tasks.

However, the teacher-facilitator's point of view was quite different. She thought that teacher-centered classrooms cannot increase students' motivation. If teacher-centeredness and student centeredness could be mixed then it would be easier to increase students' motivation. The teacher-facilitator also emphasized the importance of students' participation in their own learning process as she believed that only in this way students' motivation can be increased.

6. What do you think is essential for better learning to take place?

According to the teacher-controller one of the essential things for better learning is the desire to learn which should be stimulated by the teacher. In addition to this, there should be student-teacher and student-student interaction in the classroom under the teacher's guidance so that the learning process can become more successful.

However, according to the teacher-facilitator, the teacher should conduct needs analyses to identify what is essential for a certain group of students. The next important issue mentioned by the teacher-facilitator was classroom atmosphere and technological equipment. Based on her experience, she thought that students become more motivated and learn better when the classroom has modern technological equipment. If the teacher uses Power Point or a tape recorder and a video recorder for explaining the lesson, students become more motivated and interested. As Good & Brophy (1994, p. 215) claim, a pleasant and supportive classroom atmosphere can affect students' motivation. It is the responsibility of the teacher to organize and manage the classroom as an effective learning environment.

7. Which skill(s) (reading, writing, listening, speaking) do you think is (are) more important to teach at the intermediate level?

Both teacher-controller and teacher-facilitator found that all four skills are important to teach at any level as they are interconnected and would not give good results if taught separately. According to the teacher-facilitator, the teacher should choose appropriate activities through which these skills should be taught, taking into account students' language proficiency level. According to Brown (2001, p. 233), the integration of all four skills provides students with the opportunity to complete various types of activities, which in turn motivates them.

8. Which activities do you find more motivational for your students?

The teacher-controller found that group work and discussion type activities are more motivational and interesting for the students. According to the teacher-facilitator, students like activities where active participation is needed and where 50% of the work has to be done by them (for example: presentations, book retelling or interview type activities, etc.).

9. What is the aim of the activities that you use in your classroom? Do they stimulate interest in students and increase their motivation to learn?

The aim of the activities used in the classroom by both teacher-controller and teacher-facilitator was to teach the planned material for the lesson in an interesting and motivating way so that students would be stimulated to learn better.

10. Do you agree that teachers should guide students through their learning process and be sure that everyone knows what they have to do? Why?

Both teachers agreed that they should guide their students through the learning process as it helps students know certainly what is required from them. According to the teacher-facilitator, guidance may also give better results.

11. What is your attitude towards group and pair work?

Both teachers found group work to be a motivational tool for students. According to them, these types of activities help students work and participate better during the lesson and even help shy students speak out. As the teacher-facilitator stated, in order to conduct successful group work activities, the teacher should make sure that the activity is designed for the appropriate level of students. According to Brown (2001, p. 63), group work provides opportunities for teachers to maintain linguistic interaction in the classroom and helps students overcome certain difficulties and fears in producing the foreign language.

12. What do you think about the necessity of student – student interaction during the lesson?

Both teachers found student-student interaction in the classroom very important as the students could learn from each other. However, according to the teacher-controller, student-student interaction should be guided and controlled by the teacher.

Interviews with the teachers revealed that their epistemology of teaching was quite different. Questions 3, 5, and 10 showed the teachers' approaches to teaching (see app. C). Through the answers given by the teacher-controller it becomes clear that she had a teacher-centered approach to language teaching. On the other hand, the teacher-facilitator's approach was quite different, though she was trying to mix two approaches (teacher-centeredness and student-centeredness) as she believed that it could help her make the learning and teaching process more successful.

Both teachers had positive attitude towards group work and pair work and considered those types of activities as motivational tools for their students if they were planned and controlled thoroughly by the teacher.

It also could be noted that both teachers had very positive attitude towards their students and were trying to do their best to motivate and stimulate them to learn even though they had quite different approaches to teaching.

4.4. Classroom Observation

Classroom observation is considered to be one of the techniques for qualitative data collection in classroom research (Mackey & Gass, 2005, p. 186). According to Richards, (2003, p. 106), observation is not a mechanical process that the researcher should go through. Rather, it is a commitment to use all one's skills intensively to understand the nature of the class.

In general, the aim of observation is to provide a careful description of classroom procedures without influencing the events occurring during the class (Mackey & Gass, 2005, p. 175). Classroom observations can provide an opportunity to gather in-depth information about the events happening in the classroom, such as activities, interactions, instructions, classroom behavior, etc. (Mackey & Gass, 2005, p. 187).

While observing the teacher-controller and the teacher-facilitator classes, the lesson observation guide was used. It was created on the basis of Brown's (2001) teacher observation form (see App. A), taking into consideration the following factors:

- Teacher preparation and lesson presentation
- Activities used in the classroom
- Teacher-student interaction
- The effects of methods and activities used in the classroom on students' motivation to learn.

The results of both the teacher-controller and the teacher-facilitator classroom observations are provided below.

It should be noted that the physical environment of the classrooms was good. The classrooms were light, clean, with air conditioning and big blackboards, TVs, video recorders, and tape recorders. In the teacher-facilitator classroom the desks were arranged in a semi circle form which allowed students to see each other and be more as a group rather than individual, separate students. In the teacher-controller classroom the arrangement of the desks was typical of a teacher-centered classroom: the students were sitting behind each other not being able to see each other. Sitting one behind the other did not let the students work cooperatively as a group. Students were seen as individual, separate units in the classroom. The teacher gave directions what to do and how to complete certain activities and controlled their fulfillment. The learners were seen as the teacher's followers rather than those involved in their own learning. This runs counter to Liang (2007, p. 11) who claims, that the teacher should develop the conditions and opportunities to involve his/her students in their own learning.

Teacher Preparation and Lesson Presentation

In terms of teacher preparation and classroom presentation, it should be mentioned that both the teacher-controller and the teacher-facilitator were well prepared and well organized for each lesson. Both of them had lesson plans and thoroughly and purposefully prepared activities for each lesson. The activities were related to the target topic and grammatical structures. The most effective and useful activities in the teacher-facilitator class were reading and comprehension question activities and different discussions. The teacher-facilitator used examples and provided help to those students who had some difficulties in learning new grammar rules, structures or new vocabulary. She also gave clear directions to students for completing activities at the same time providing them with choice opportunities. The activities used in the teacher-controller classroom were more grammar centered and were totally controlled by the teacher. The teacher was the one who said what, how and when certain things should be done. The teacher-controller also gave clear directions, though all the directions were strictly controlled by the teacher and the students did not have any choice opportunities.

The rate of speech and pronunciation of both teachers was clear and understandable. Both of them spoke so that everybody could understand. But the teacher-facilitator tried to speak less; instead she involved the students in active discussions of the lesson so that students could use the language more and express their thoughts in English. In the teacher-controller class the teacher's talk was dominant and sometimes it was too fast, though she was trying to keep the rate of her speech under control.

Both teachers were quite concerned and enthusiastic about their lessons. Both of them tried to pay equal attention to all the students, involve them in the learning process and increase their

motivation to learn. Both of them also had clear voice, understandable pronunciation and good rate of speech, which are the primary requirements of good teaching (Brown, 2001, p. 194).

Activities Used in the Classroom

Both teachers used different activities in the classroom. While observing the teacher-controller classes, I noticed that she was using more reading and writing activities paying less attention to the development of speaking skills. The main speaking activity which was used in the classroom was the discussions after reading the texts. The teacher paid more attention to grammatical structures and assigned more writing activities. The usual activities which were used in the teacher-controller classroom were the discussion of homework, reading and answering the questions, the explanation of grammar rules by the teacher, different exercises related to the topic of the lesson and composition writing. There were very little group or pair work. Students were mostly working alone.

In the teacher-facilitator's classroom the activities were quite different from the ones used in the teacher-controller's classroom, though the topic of the lesson was the same. The same reading and writing activities were done differently. The discussions following the texts were done cooperatively, involving all the students in the process of not only learning but also thinking critically. Most of the activities were done in groups or in pairs. Students were working cooperatively, helping and learning from each other. According to Dörnyei (2001, p. 100), encouraging cooperation between students can be a powerful means for creating motivation in students to learn. The teacher-controller classes could have been more effective if she had used more group work, which would have provided students with choice opportunities. As Brown (2001, p.

108) states, at intermediate level it is more effective when the teacher lets students be more autonomous learners.

Group work activities can generate interactive language learning, promote learner responsibility and autonomy and finally create a warm and friendly atmosphere in the classroom. If students could recognize their personal and educational needs then they would be able to determine the objectives and the goals of their own learning, which may result in high achievement (Benson, 2000). Group work activities also develop students' critical thinking and creativity (Brown, 2001, p. 178).

Teacher – Student Interaction

While observing both classes, I noticed that both teachers were trying to encourage students to participate actively during the lesson. Both teachers were willing to answer the students' questions and were open to any discussions, disagreements and ideas related to the lesson.

However, as has already been mentioned, in the teacher-controller classes, the teacher talk was dominant. The teacher spoke more than the students and sometimes she used phrases which were new and unknown to them. I also noticed that sometimes the teacher-controller could not control the rate of her speech and was talking too fast and sometimes it was difficult for the students to comprehend. But when she was explaining something to the students she was trying to speak more slowly. As Brown states (2001, p. 99), students' capacity for taking and retaining new words, structures and concepts is limited and the teacher should try to present the materials in simple segments.

In the teacher-facilitator classroom, there was more student than teacher talk. The teacher provided all the opportunities and chose activities which promoted and motivated students to talk. There were both active teacher-student and student-student interaction in the classroom, mainly

during group work. Furthermore, students were encouraged to ask questions, disagree with some statements suggested by their peers and express their own ideas and thoughts in English. The teacher's role was very important here as she was trying to help and facilitate the students' learning by involving them in their own learning process, by encouraging them to do their best.

The Effect of Activities Used in the Classroom on Students' Motivation to Learn.

Methods and activities used in the classroom and the ways they are presented to students have a great role in promoting motivation in students' learning.

While observing both the teacher-controller and the teacher-facilitator classes, I noticed that the students in both classes were quite motivated to learn. They were willing to complete any activity assigned by their teacher. Students were more willing and motivated to do their best as the activities in the teacher-facilitator classroom required students' involvement and active participation. As Dörnyei (2001, p. 77) states, for making the learning process more enjoyable and motivational the teacher should create learning situations where learners are required to become active participants of their own learning process. Thus, for motivating students more in their own learning process the teacher should assign such activities which require cooperative work, critical thinking and personal involvement.

More detailed descriptions of both the teacher-controller and the teacher-facilitator classroom observations are presented in Appendix D in the form of two reports.

From the discussion of qualitative data, it can be concluded, that the teacher's role greatly affects students' motivation. Students are motivated to learn, especially when they are active participants of their own learning.

Chapter Five: Discussion of Findings, Conclusions, Implications, and Suggestions for Further Research

This chapter summarizes the findings and provides the answer to the research question. It also provides a discussion of the limitations and suggestions for further research.

The study was guided by the following research question:

What is the relationship between teacher's roles and students' motivation and their achievement in EFL context?

5.1. Findings and Conclusions

The results of the quantitative analysis illustrated that the students' achievement in group A and in group B was different. The quantitative analysis of the results of the Pre Test, the Midterm Test and the Final Test illustrated that in the teacher-controller group students performed better than the students in the teacher-facilitator group. The mean ranks for the Pre Test in the teacher-controller group were 19.69 and in the teacher-facilitator 7.31. The mean ranks for the Midterm Test in the teacher-controller group were 19.00 and in the teacher-facilitator group 8.00. The mean ranks for the Final Test in the teacher-controller group were 17.00 and in the teacher-facilitator group 10.00. It follows, that the students from the teacher-controller group performed better in every listed test than the students from the teacher-facilitator group.

While comparing the students' achievement from test to test within the groups, in the teacher-controller group it was found out that there was no significant difference from the Pre Test to the Midterm Test, though there was a significant difference between the Pre Test and the Final Test; the students had lower achievement. In the teacher-facilitator group there was a significant

difference from the Pre Test to the Midterm Test, from the Midterm Test to the Final Test and from the Pre Test to the Final Test. The students' achievement in the teacher-facilitator group was decreasing from test to test.

The results of the qualitative data (classroom observations, in particular) revealed that students in both classes were motivated to learn English. They were willing to complete any activity assigned by their teacher. However, in the teacher-facilitator's classroom students were more willing and motivated to do their best because the activities required more student involvement and active participation. As Dörnyei (2001, p. 77) states, for making the learning process more enjoyable and motivational the teacher should create learning situations where learners are required to become active participants of their own learning process.

The results of the students' questionnaires in both the teacher-controller and the teacher-facilitator classrooms showed that the students saw themselves in the classroom as learners who had to complete certain activities assigned by their teacher. They saw the teacher as the most important person in the classroom, who was supposed to direct them, and say what, how and when certain things should be done. It was also observed that almost all the students avoided taking any responsibility for their own learning. This perception can be accounted for by the fact that starting from the elementary levels at school up to some of the higher educational settings the learners in Armenia are always controlled and directed by their teachers. Being provided with freedom makes most of them feel uncomfortable and lost, not knowing how to use it. For these reasons students should be taught how to use their freedom to become more autonomous learners and benefit from it.

The results of the interview with the teachers revealed that having quite different epistemology of language teaching, both of them were willing and trying to do their best to increase the students' motivation to learn.

Thus, it should be noted that in both the teacher-facilitator's group and in the teacher-controller's group students were motivated to learn, though it was observed that the students in the teacher-facilitator's group were more motivated. The results of the quantitative analyses revealed that the students from both the teacher-controller's and the teacher-facilitator's groups did not have any achievement. But the students in the teacher-facilitator's group performed much worse than in the teacher-controller's group. It can be inferred that the students' high motivation does not necessarily affect their achievement.

From the results of the findings it follows that the stated research question is partially supported, i.e. teachers' roles do affect students' motivation, even though in this particular study, there is no relationship between students' motivation and their achievement in foreign language learning. Based on the findings, it follows that there is a relationship between teachers' roles and students' motivation; however, students' motivation does not necessarily affect their achievement.

There might be different reasons for this. One of the reasons could be the teacher's attitude towards the activities used in the classroom which mostly affected students' motivation and not their achievement. Another reason could be short duration of the study (seven weeks). If there was a chance to conduct a longitudinal study it could affect the results of the research. Being highly motivated, students could also have an achievement. Another reason could be the lack of the teacher's self-reflection on whether what was taught in the classroom led to the accomplishment of the achievements and whether the material and the activities were relevant to the students' needs.

As Voller (1997) states, the teacher's role is to help students carry out language learning by means of needs analysis (both learning and language needs), objective setting (short and long term), planning, selecting materials, and organizing interactions. This can be referred to as reflective teaching, which as Celce-Murcia (2001, p. 499) states, is the ability of the teacher to expand his/her understanding of the teaching and learning processes. Teachers should reflect on their teaching and try to understand why their students did not show any achievement. Through reflective teaching the teachers will be able to understand the drawbacks of their own teaching. Reflective teaching is important as it helps to understand both the teachers' needs and the needs of the learners. This can be done by working to improve teachers' abilities in:

- Gathering information on whatever is taking place within the classroom to understand and identify anything puzzling about the teaching/learning process,
- Collaborate with others interested in the process of reflective teaching,
- Make changes in teaching if needed,
- Continue such efforts over time and share emerging insights with others.

5.2 Limitations of the Study

This study has the following limitations:

First, the data was collected within a short period of time (7 weeks). This might have influenced the results of the research. Had the research been conducted during a longer period of time it might have shown higher student achievement.

The second limitation is the fact that the study was conducted only in two groups, which could also be considered as a limitation. If more groups were involved, the results could be more valid. It would be possible to compare the results from several teacher-controller and teacher-facilitators' groups and, and therefore make the results easier to generalize across groups.

5.3 Suggestions for Further Research

For further investigation it is recommended to conduct more research and find out the relationship between students' motivation and achievement. Another study at the American University of Armenia (Stepanyan, N., 2010), reveal that students' motivation does not affect their achievement. This issue needs further investigation. This may result in the improvement of not only the quality of teaching but also students' achievement.

Conducting longitudinal studies, using more groups would also be recommended as it may yield more information about the issues under consideration and may affect the results of the study. Perhaps it would be better to use only one questionnaire and distribute it at the beginning and at the end of the study. Having only one questionnaire and three sets of responses to them would reveal more in-depth information about students' attitudinal changes throughout the whole term. And finally, it would be useful to conduct interviews not only with the teachers of the groups, but also with the students. This would yield more valid and in-depth data.

References

- Alison, J. (1993). *Motivating Reluctant Language Learners in Key Stage 4*. London CILT.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman.
- Benson, P. (2000). *Teaching and Researching Autonomy in Language Learning*. London: Longman.
- Bell, T. R. (2005). *Behaviors and Attitudes of Effective Foreign Language Teachers. Results of a questionnaire study*. *Foreign Language Annals*, 38, 259-270.
- Borg, S. (2006). *The Distinctive Characteristics of Foreign Language Teachers*. *Language Teaching Research*, 10, 3-31.
- Brosh, H. (1996). *Perceived Characteristics of the Effective Language Teacher*. *Foreign Language Annals*, 29, 125-138.
- Brophy, J. (2004). *Motivating Students to Learn*. (2nd ad.). London: Lawrence Erlbaum Associates.
- Brown, D. H. (2001). *Teaching by Principles: An interactive approach to language pedagogy*. Addison Wesley Longman. A Pearson Education Company.
- Cameron, M. (2002). *Pear Influences on Learning*. Set, 3, 36-40.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*. Cambridge University Press.
- Deci, E. L. (1975). *Intrinsic Motivation*. New York: Pleneem Press.
- Dörnyei Z. (2005). *The Psychology of Language Learner: Individual differences in Second Language Acquisition*. Mahwah NJ: Lawrence Erlbawm Associates.
- Dörnyei, Z. (2001). *Teaching and Researching Motivation*. England: Pearson Education Limited.

- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. & Otto, I. (1998). *Motivation in action: A process model of L2 motivation*. *Working Papers in Applied Linguistics*, Thames Valley University, London, Vol. 4, pp. 43-69.
- Eizner, E. W. (2002). *The Kind of Schools We Need*. *Phi Delta Kappan*, 83, 576-583.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Falk, J. (1978). *Linguistic and Language: A survey of basic concepts and implications*. (2d ed.) John Wiley and Sons.
- Friere, P. (1970). *The Pedagogy of Oppressed*. New York: Herder and Herder.
- Friere, P. (1998). *The Pedagogy of Freedom: ethics, democracy, and civic courage*. Lanham, PA: Rowman & Littlefield.
- Gass, S. M. & Selinker, L. (1994). *Second Language Acquisition: An introduction course*. Hillsdale, New Jersey: Laurence Erlbaum Associates.
- Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and Motivation. Second Language Learning*. Newbury House.
- Gallart, M. S. (2000). *Editor's review-Pedagogy of Freedom, Pedagogy of the Heart, and Teachers as cultural Workers by Paulo Freire*. Harvard Education Publishing Group.
- Good, T. L. & Brophy, J. E. (1994). *Looking at Classrooms. 6th edition*. New York: Harper Collins.
- Gurney, P. (2007). *Five Factors for Effective Teaching*. *Journal of Teacher's Work*, Vol. 4, Issue 2, 89-98.
- Hatch, E. & Farhady, H. (1995). *Research design and statistics for applied linguistics*. Tehran: Rahnama Publications.
- Hattie, J. (1999). *Influences on Student Learning*. University of Auckland.

- Hudson, G. (2000). *Essential Introductory Linguistics*. Blackwell Publishers.
- Kavanoz, S. H. (2006). *An Explanatory Study of English Language Teaching Beliefs, Assumptions, and Knowledge about Learner-Centeredness*. TOJET. Vol. 5, Issue 2, Art. 1
- Killen, R. (2006). *Effective Teaching Strategies: Lessons for Research and Practice*. 4thed. Thomson, Social Science Press, U.K.
- Krashen, D. S. (1987). *Principles and Practice in Second Language Learning*. Prentice-Hall International.
- Kyriacou, C. (1998). *Essential Teaching Skills*. 2nd ed. Cheltenham: Stanley Thornes.
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford, Oxford University Press.
- Lee, J. J. (2006). *The Uniqueness of EFL Teachers*. TESOL Journal 1.1, March 2010.
- Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentic.
- Maleki, A. (2010). *A new approach to Teaching English as Foreign Language. The Bottom-up Approach*. The internet TESOL Journal, Vol. Xvi, No. 1, January 2010.
- MacIntyre, P. D. (1999). *Language Anxiety: A review of the research for language teachers*. Boston, MA: McGraw-Hill, pp. 24-45.
- Maslov, A. H. (1970). *Motivation and Personality*. (2nd ed.). New York: Harper & Row.
- Nunan, D. (2000). *Language Teaching Methodology*. London, Longman.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Ormrod, J. E. (1999). *Human Learning*. Upper Saddle River, New Jersey: Simon and Schuster.

- Pallant, J. (2007). *SPSS: survival manual*, Sydney: Open University Press.
- Park, G. P. & Lee, H.-W. (2006). *Characteristics of Effective Language Teachers*. Paper presented at the 19th English Australia Educational Conference, Perth, Australia.
- Raffini, J. P. (1996). *150 Ways to increase intrinsic motivation in the classroom*. Allyn and Bacon.
- Richards, J. C. (1994). *The Context of Language Teaching*. Cambridge University Press.
- Robinson, P. (1991). *ESP Toda: A Practitioners guide*. U. K. Prentice Hall.
- Rubio, M. C. (2009). *Effective Teacher Professional Na Personal Skills*. An ENSAYOS, Revista de la facultet Facultad de Educacion de Albacete, No. 24. 2009.
- Ryan, R. & Deci, E. L. (2000). *Intrinsic and Extrinsic Motivations: Classic definitions and new directions*. *Contemporary Educational Psychology*, 25 (1), 54 – 67.
- Sizer, T. R. (1999). *No Two are Quite Alike*. *Educational Leadership*, 57 (1), 6-11.
- Stronge, J. H., Tucker, P. D., Heindman, J. L. (2004). *Handbook of qualities of effective teachers*. Association for supervision and curriculum development. Alexandria, Virginia. USA.
- Ur, P. (1999). *A Course in Language Teaching*. New York: Cambridge University Press.
- Walk, S. (2001). *The Benefits of Exploratory Time*. *Educational Leadership*, 59 (2), 56-59.
- Wehmeier, S. (2000). *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press.
- Yaung, D. J. (ed.). (1999). *Affect in Foreign Language and Second Language Learning*. Boston, MA: McRraw-Hill.
- Yin, Z. (2005). *Balancing Teacher Control and Learner Autonomy*. *Sino-US English Teaching*, ISSN 1539 – 8072, USA. Vol. 2, No. 11 (Serial No. 23).

Appendices

Appendix A: Teacher Observation Form

Teacher Observation Form

Taken and adapted from H. D. Brown (2001: 432)

Preparation

1. The teacher was well prepared and organized for the lesson.

Presentation

2. The class material was explained in an understandable way.
3. The lesson was well paced.
4. Directions were clear and concise and Ss were able to carry them out.
5. Materials were presented at the Ss level of comprehension.
6. An appropriate percentage of the class was Ss production of the language.
7. The teacher answered questions carefully and satisfactorily.
8. The methods were appropriate to the age and ability of the Ss.
9. The teacher knew when the Ss were having trouble in understanding.
10. The teacher showed an interest in and enthusiasm for the subject taught.

Activities used in the classroom

11. There were balance and variety in activities during the lesson.
12. The materials were reinforced.

13. The teacher moved around the class and made eye contact with the Ss.
14. The teacher positively reinforced the Ss.
15. Ss' responses were effectively elicited (i.e., the order in which Ss were called on).
16. Examples and illustrations were used effectively.
17. Instructional ideas or resource materials were used effectively.
18. Treatment of errors.

Teacher – Student Interaction

19. Teacher encouraged full S participation in class.
20. The class felt free to ask questions, to disagree, or to express their own ideas.
21. The teacher was able to control and direct the class.
22. The Ss were attentive and involved.
23. The Ss were encouraged to do their best.
24. The teacher was aware of individual and group needs.
25. The Ss were treated fairly, impartially and with respect.

10	I would like to work in a group assigned by the teacher. °ë ÌÝ³ĒÁÝĩñ»Ç ³βĒ³ĩ»É áðĕáðóáÇ ĩáŌŪÇó Ñ³ÝÓÝ³ñ³ĩí ĒŪμάðŪ:				
11	I would like to choose my own pair for group works. °ë ÌÝ³ĒÁÝĩñ»Ç ÇŸŪÝáðñáðŪÝ ÁÝĩñ»É ÇŪ ·áñĀÝĩ»ñáÇÁ, ĒŪμ³ĩ³ŪÇÝ ³βĒ³ĩ³ŸŪÇ Ñ³Ū³ñ:				
12	I would learn better through game like activities. Ē³Ō³ŸŪ³Ÿ ĩ³ñÁáðĀŪáðŸŸ»ñÇ ū·ÝáðĀŪ³Ūμ »ë ³ĩ»ÉÇ É³ĩ ĩĕáíáñ»Ç:				
13	I would like to choose the activities for homework. °ë ÌÝ³ĒÁÝĩñ»Ç ÁÝĩñ»É ĩ³ñÁáðĀŪáðŸŸ»ñ ĩŸ³ŪÇÝ ³βĒ³ĩ³ŸŪÇ Ñ³Ū³ñ:				
14	I would learn better if I tried to find answers to the questions on my own. °ë ³ĩ»ÉÇ É³ĩ ĩĕáíáñ»Ç, »Ā» ÷áñŌ»Ç ÇŸŪÝáðñáðŪÝ ·ĩŸ»É Ñ³ñó»ñÇ á³ĩ³ĕĒ³ŸŸ»ñÁ:				
15	I would learn better if there was a friendly atmosphere in the classroom. °ë ³ĩ»ÉÇ É³ĩ ĩĕáíáñ»Ç, »Ā» ¹ĕ³ñ³ŸáðŪ ĩÇñ»ñ Ç»ñŪ · ÁÝĩ»ñ³ĩŸ ŪĀŸáĒáñĩ:				

Thank You

βŸáñÑ³ĩ³ĒáðĀŪáðŸ

Students' Questionnaire 2

Đ³ñó³Ā»ñĀÇĭ áðĕ³ŸáŌŸ»ñÇ Ñ³Ū³ñ 2

Please, read each item carefully and choose the most appropriate option from the listed in the blank.

ĒŸŸñáðŪ »Ū áðβ³ŸÇñ ĩ³ñ¹³É Ūáðñ³ŸŸáŸáðñ Ñ³ñóÁ · ÁÝĩñ»É Ñ³Ū³á³ĩ³ĕĒ³Ÿ á³ĩ³ĕĒ³ŸÁ:

(SD) Strongly Disagree, (D) Disagree, (A) Agree, (SA) Strongly Agree

·áĒáñáíÇŸ Ñ³Ū³Ō³ŪÝ ã»Ū, Đ³Ū³Ō³ŪÝ ã»Ū, Đ³Ū³Ō³ŪÝ »Ū, ĒÇáíÇŸ Đ³Ū³Ō³ŪÝ »Ū

N	Question Items	SD	D	A	SA
1	I learn better when the teacher is strict in the classroom. °ë ³ĩ»ÉÇ É³ĩ »Ū ĕáíáñáðŪ, »ñμ áðĕáðóÇĀĀ ĒÇĕĩ ĭ ¹ĕ³ñ³ŸáðŪ:				
2	I would prefer the teacher who will help students individually in class. °ë ÌÝ³ĒÁÝĩñ»Ç ³ŪŸáÇĕÇ áðĕáðóÇĀ, áí ³ŸÑ³ĩ³Ÿáñ»Ÿ ĩŪ·Ÿ»ñ ³β³ĩ»ñĩŸ»ñÇŸ ¹ĕ³ñ³ŸáðŪ:				

3	I would learn better if the teacher asked me to memorize new vocabulary. °ë ³í»ÉÇ É³í İëáíáñ»Ç, »Ã» áðëáðóÇãÁ ĘÝ¹ñ»ñ ³Ý·Çñ ëáíáñ»É Ýáñ µ³é»ñÁ:				
4	I would learn better if the teacher told me what language forms and words I should use. °ë ³í»ÉÇ É³í İëáíáñ»Ç, »Ã» áðëáðóÇãÁ ³ë»ñ ÇÝã µ³é»ñ ° µ³é³í³á³íóáðñÙáðÝÝ»ñ á»iù ç ù·i³·áñí»É:				
5	I would like it if the teacher asked me a lot of questions. °ë İÝ³ĖÁÝiñ»Ç, áñ áðëáðóÇãÁ ÇÝÓ ß³i Ñ³ñó»ñ i³ñ:				
6	I would learn better if the teacher gave directions for our assignments. °ë ³í»ÉÇ É³í İëáíáñ»Ç, »Ã» Ñ³ÝÓÝ³ñ³ñáðĖÙáðÝÝ»ñÇ Ñ³Ù³ñ áðëáðóÇãÁ áðŖŖáðĖÙáðÝÝ»ñ i³ñ:				
7	I would like the teacher to let us choose topics for a classroom discussion. °ë İÝ³ĖÁÝiñ»Ç, áñ áðëáðóÇãÁ ĖáðŖÉ i³ñ ¹³ë³ñ³ÝáðŖ ùÝÝ³ñí»Éáð Ñ³Ù³ñ áñ ç Ė»Ù³ ÁÝiñ»É:				
8	I would like the teacher to tell which activities to complete. °ë İÝ³ĖÁÝiñ»Ç, áñ áðëáðóÇãÁ ³ë»ñ, Ė» áñ ³éç³¹ñ³ÝùÝ»ñÁ á»iù ç İ³i³ñ»É:				
9	I would like to work by myself and discuss the activities only with my teacher. °ë İÝ³ĖÁÝiñ»Ç ³ĖĖ³i»É ÇÝùÝáðñáðŖÙÝ ° ùÝÝ³ñí»É ³éçç³¹ñ³ÝùÝ»ñÁ Ùç³ÙÝ ÇŖ áðëáðóáç Ñ³i:				
10	I would like to work in a group assigned by the teacher. °ë İÝ³ĖÁÝiñ»Ç ³ĖĖ³i»É áðëáðóáç İáŖŖçó Ñ³ÝÓÝ³ñ³ñí³í ĖŖµáðŖ:				
11	I would like to choose my own pair for group works. °ë İÝ³ĖÁÝiñ»Ç ÇÝùÝáðñáðŖÙÝ ÁÝiñ»É ÇŖ ·áñíÁÝi»ñáçÁ, ĖŖµ³i³ÙÇÝ ³ĖĖ³i³ÝùÇ Ñ³Ù³ñ:				
12	I would learn better through game like activities. Ė³ŖŖÝÙ³Ý i³ñĖáðĖÙáðÝÝ»ñÇ ù·ÝáðĖĖÙ³Ùµ »ë ³í»ÉÇ É³í İëáíáñ»Ç:				
13	I would like to choose the activities for homework. °ë İÝ³ĖÁÝiñ»Ç ÁÝiñ»É i³ñĖáðĖÙáðÝÝ»ñ i³ÝŖŖÇÝ ³ĖĖ³i³ÝùÇ Ñ³Ù³ñ:				
14	I would learn better if I tried to find answers to the questions on my own. °ë ³í»ÉÇ É³í İëáíáñ»Ç, »Ã» ðáñŖ»Ç ÇÝùÝáðñáðŖÙÝ ·iÝ»É Ñ³ñó»ñÇ á³i³ëĖ³ÝÝ»ñÁ:				
15	I would learn better if there was a friendly atmosphere in the classroom. °ë ³í»ÉÇ É³í İëáíáñ»Ç, »Ã» ¹³ë³ñ³ÝáðŖ içñ»ñ ç»ñŖ ° ÁÝi»ñ³i³Ý ÙĖÝáÉáñi:				

Thank You

µÝáñÑ³i³ÉáðĖÙáðŖ

Student's questionnaire 3

10	I learn better when I work in pairs. °ñμ ÁÝĪ»ñáç Ñ»ĭ »Ù ³ßĒ³ĭáðÙ, ³ĭ»ÉÇ É³ĭ »Ù éáíáñáðÙ:				
11	I prefer working by myself and discussing the activities only with my teacher. ¶»ñ³ĭ³éáðÙ »Ù ³ßĒ³ĭ»É ÇÝùÝáðñáðÙÝ " ùÝÝ³ñĭ»É ĩ³ñÁáðÁÙáðÝÝ»ñÁ ÙÇ³ÙÝ ÇÙ áðéáðáç Ñ»ĭ:				

Thank You

ρΥάñÑ³ĭ³ÉáðÁÙáðÝ

Appendix C: Results of Students' Questionnaires

Questionnaire Analysis of Teacher Facilitator Class (Q1.1)

Q Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std. Deviation
Q1.1	30.8%	61.5%	7.7%	0%	1.77	.599
Q1.2	7.7%	15.4%	61.5%	15.4%	2.85	.801
Q1.3	0%	15.4%	53.8%	30.8%	3.15	.689
Q1.4	0%	15.4%	61.5%	23.1%	3.08	.641
Q1.5	15.4%	7.7%	61.5%	15.4%	2.77	.927
Q1.6	0%	7.7%	84.6%	7.7%	3.00	.408
Q1.7	7.7%	7.7%	69.2%	15.4%	2.92	.760
Q1.8	0%	15.4%	84.6%	0%	2.85	.376
Q1.9	7.7%	61.5%	23.1%	7.7%	2.31	.751
Q1.10	7.7%	23.1%	46.2%	23.1%	2.85	.899
Q1.11	0%	23.1%	61.5%	15.4%	2.92	.641
Q1.12	15.4%	23.1%	53.8%	7.7%	2.54	.877
Q1.13	0%	53.8%	38.5%	7.7%	2.54	.660
Q1.14	0%	0%	69.2%	30.8%	3.31	.480
Q1.15	7.7%	0%	53.8%	38.5%	3.23	.832

Questionnaire Analysis of Teacher Controller Class (Q1.2)

Q Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std. Deviation
Q2.1	15.4%	53.8%	30.8%	0%	2.15	.689
Q2.2	7.7%	0%	53.8%	38.5%	3.23	.832
Q2.3	0%	30.8%	38.5%	30.8%	3.00	.816
Q2.4	7.7%	23.1%	61.5%	7.7%	2.69	.751
Q2.5	7.7%	30.8%	53.8%	7.7%	2.62	.768
Q2.6	7.7%	7.7%	61.5%	23.1%	3.00	.816
Q2.7	0%	23.1%	46.2%	30.8%	3.08	.760
Q2.8	0%	23.1%	53.8%	23.1%	3.00	.707
Q2.9	15.4%	38.4%	46.2%	0%	2.31	.751
Q2.10	0%	23.1%	69.2%	7.7%	2.85	.555
Q2.11	0%	0%	61.5%	38.5%	3.38	.506
Q2.12	0%	16.7%	50%	33.3%	3.17	.718
Q2.13	7.7%	30.8%	46.2%	15.4%	2.69	.855
Q2.14	7.7%	38.5%	46.2%	7.7%	2.54	.776
Q2.15	0%	23.1%	30.8%	46.2%	3.23	.832

Questionnaire Analysis of Teacher Facilitator Class (Q2.1)

Q Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std. Deviation
Q3.1	0%	38.5%	61.5%	0%	2.62	.506
Q3.2	0%	0%	84.6%	15.4%	3.15	.376
Q3.3	0%	0%	76.9%	23.1%	3.23	.439
Q3.4	0%	0%	69.2%	30.8%	3.31	.480
Q3.5	0%	38.5%	38.5%	23.1%	2.85	.801
Q3.6	7.7%	7.7%	76.9%	7.7%	2.85	.689
Q3.7	0%	30.8%	53.8%	15.4%	2.85	.689
Q3.8	0%	0%	76.9%	23.1%	3.23	.439
Q3.9	0%	53.8%	30.8%	15.4%	2.62	.768
Q3.10	0%	15.4%	61.5%	23.1%	3.08	.641
Q3.11	0%	23.1%	53.8%	23.1%	3.00	.707
Q3.12	0%	23.1%	61.5%	15.4%	2.92	.641
Q3.13	7.7%	46.2%	38.5%	7.7%	2.46	.776
Q3.14	0%	15.4%	53.8%	30.8%	3.15	.689
Q3.15	0%	15.4%	46.2%	38.5%	3.23	.725

Questionnaire Analysis of Teacher Controller Class (Q2.2)

Q Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std. Deviation
Q4.1	0%	69.2%	30.8%	0%	2.31	.480
Q4.2	7.7%	23.1%	61.5%	7.7%	2.69	.751
Q4.3	0%	38.5%	38.5%	23.1%	2.85	.801
Q4.4	0%	23.1%	76.9%	0%	2.77	.439
Q4.5	7.7%	15.4%	61.5%	15.4%	2.85	.801
Q4.6	0%	30.8%	61.5%	7.7%	2.77	.599
Q4.7	0%	15.4%	76.9%	7.7%	2.92	.494
Q4.8	7.7%	30.8%	53.8%	7.7%	2.62	.768
Q4.9	7.7%	61.5%	30.8%	0%	2.23	.599
Q4.10	0%	7.7%	69.2%	23.1%	3.15	.555
Q4.11	0%	30.8%	46.2%	23.1%	2.92	.760
Q4.12	0%	23.1%	53.8%	23.1%	3.00	.707
Q4.13	0%	61.5%	38.5%	0%	2.38	.506
Q4.14	0%	30.8%	53.8%	15.4%	2.85	.689
Q4.15	0%	7.7%	46.2%	46.2%	3.38	.650

Questionnaire Analysis of Teacher Facilitator Class (Q3.1)

Q Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std. Deviation
Q5.1	0%	0%	69.2%	30.8%	3.31	.480
Q5.2	0%	0%	76.9%	23.1%	3.23	.439
Q5.3	0%	7.7%	76.9%	15.4%	3.08	.494
Q5.4	0%	0%	69.2%	30.8%	3.31	.480
Q5.5	0%	0%	69.2%	30.8%	3.31	.480
Q5.6	0%	23.1%	46.2%	30.8%	3.08	.760
Q5.7	0%	0%	76.9%	23.1%	3.23	.439
Q5.8	0%	23.1%	69.2%	7.7%	2.85	.555
Q5.9	0%	30.8%	61.5%	7.7%	2.77	.599
Q5.10	0%	46.2%	30.8%	23.1%	2.77	.832
Q5.11	23.1%	53.8%	15.4	7.7%	2.08	.862

Questionnaire Analysis of Teacher Controller Class (Q3.2)

Q Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std. Deviation
Q6.1	7.7%	0%	61.5%	30.8%	3.15	.801
Q6.2	7.7%	46.2%	38.5%	7.7%	2.46	.776
Q6.3	0%	15.4%	76.9%	7.7%	2.92	.494
Q6.4	0%	0%	61.5%	38.5%	3.38	.506
Q6.5	0%	7.7%	53.8%	38.5%	3.31	.630
Q6.6	0%	46.2%	46.2%	7.7%	2.62	.650
Q6.7	0%	15.4%	76.9%	7.7%	2.92	.494
Q6.8	7.7%	38.5%	46.2%	7.7%	2.54	.776
Q6.9	0%	38.5%	30.8%	30.8%	2.92	.862
Q6.10	0%	23.1%	61.5%	15.4%	2.92	.641
Q6.11	0%	53.8%	30.8%	15.4%	2.62	.768

Appendix D: Transcription of the Interview conducted with the Teachers

1. How long have you been teaching English?

- *I have been teaching English for 1 year. I have been teaching English in both EEC and EGP classes to students of different ages.*

2. How would you describe an effective language teacher and learner?

- *An effective language teacher is a person who is competent in the subject he/she teaches and is able to give all the knowledge he/she has of the subject to the students, by making that process of giving interesting to the students. An effective learner is a person who has a desire to learn and cooperates with the instructor in order to make the learning process better.*

3. What do you think about students' participation in their own learning?

- *I don't think that it is a good idea that students participate in their own learning, because if students learn what they think they want to learn or how they think they should learn, they might not learn properly. In other words, the teacher knows better what it is that students need to learn and how.*

4. What can motivate students to learn better?

- *There are many factors that affect students' motivation to learn, for example interest in the subject matter, desire to achieve, self-confidence, etc. I think that in order to encourage students learn the instructors can do the following:*
 - *Give frequent and positive feedback, which makes students believe that they can do well.*
 - *Give equal opportunities for students to succeed by assigning tasks that are neither too easy nor too difficult.*
 - *Create positive and open atmosphere*

5. Can teacher-centered classrooms increase students' motivation to learn? Why?

- *Yes I think that teacher-centered classrooms can increase students' motivation, because the teacher can bring into the classroom motivating and interesting activities and tasks for students to do. The teacher can also create a motivating atmosphere in the classroom for students.*

6. What do you think is essential for better learning to take place?

- *I think that first of all it is important that students have the desire to learn, and this can be stimulated by the teacher. Then by student-teacher, student-student interaction and teacher guidance the learning process becomes very successful.*

7. Which skill(s) (reading, writing, listening, speaking) do you think is more important to teach at the intermediate level?

- *In my opinion all of the above mentioned skills are important to teach, because at this level students are already mature enough and capable of developing all four of their skills.*

8. Which activities do you find more motivational for your students?

- *Mainly activities which are done in groups are more motivational for my students, because they get the opportunity to share ideas and opinions. Games and discussion type of activities are also very interesting for my students.*

9. What is the aim of the activities that you use in your classroom? Do they stimulate interest in students and increase their motivation to learn?

- *The aim of these activities is to teach the planned material for the lesson in an interesting and motivating way.*

10. Do you agree that teachers should guide students through their learning process and make sure that everyone knows what they have to do? Why?

- *Yes I think that it is very important that the teacher guides students through their learning process, because in this way the teacher makes sure that all the students know what is required of them, and thus give better results.*

11. What is your attitude towards group and pair work?

- *I have a positive attitude towards group and pair work because it really motivates students to learn in a way that they share their ideas with their pair or group members, and they always try to succeed.*

12. What do you think about the necessity of student – student interaction during the lesson?

- *I think it to be important because in this way students learn better than by just talking to the instructor or by just listening to the instructor.*

Results of the Interview with the Teacher-Facilitator

1. How long have you been teaching English?

- *I have been teaching English for 3 years in both EEC and EGP classes to students of different ages at AUA. I have also been tutoring English to different age of students for 4 years.*

2. How would you describe an effective language teacher and learner?

- *Effective language teacher is the teacher who can combine teacher centeredness and student centeredness so that it could be beneficial for the learners. And, the effective language learner is the one who has the desire to learn the language. If there is a willingness to learn then everything will be done properly and correctly.*

3. What do you think about students' participation in their own learning?

- *I'm very positive about this issue as sometimes students should be given freedom. I believe that students have some understanding of their personal learning needs and a little bit of freedom will not be bad for them.*

4. What can motivate students to learn better?

- *There are many factors that affect students' motivation to learn. I think that the most important ones are:*
 - *Desire to learn the language*
 - *Teacher's role as he/she is the one who also can motivate them*
 - *Activities used in the classroom, for example group works, classroom discussion, etc.*

5. Can teacher-centered classrooms increase students' motivation to learn? Why?

- *I think that only teacher-centered classrooms will not motivate students to learn. However, if teacher centeredness and student centeredness could be mixed than it would be easier to increase students' motivation. In this case students also will have a little chance to participate in their own learning process.*

6. What do you think is essential for better learning to take place?

- *I think that first of all it is important that the teacher could do needs analyses during the first week of studies to be able to understand students' needs. After understanding their needs he/she should work in the direction to fulfill those needs. The next important issue is the classroom atmosphere (technological equipments used for teaching). Students of 21st century are more willing to learn in the modern environment. If the teacher uses, for example, Power Point, tape recorders and video recorders for explaining the lesson students become more motivated and interested and learn with pleasure.*

7. Which skill(s) (reading, writing, listening, speaking) do you think is more important to teach at the intermediate level?

- *I think that all 4 skills are very important to teach at any level as all of them are interconnected with each other and cannot work separately. The teacher should choose appropriate activities through which these skills should be taught, taking into account students' language proficiency level of.*

8. Which activities do you find more motivational for your students?

- *From my experience, students like activities where 50% of the work should be done by them. Usually, students like to be actively involved in the completion of the activities. For example, presentations, book retelling or interview types of activities motivate them very much as they require active participation of students.*

9. What is the aim of the activities that you use in your classroom? Do they stimulate interest in students and increase their motivation to learn?

- *All the activities chosen for the lesson should be appropriate for the level of the students, class material so that students could learn from them. Usually, game like activities are very stimulating and interesting for the students as they think that they are playing but at the same time they are learning. Group work and pair work activities also stimulate and motivate them to learn better. However these types of activities should be done taking into account students' levels within the group and their desires and interests.*

10. Do you agree that teachers should guide students through their learning process and make sure that everyone knows what they have to do? Why?

- *Yes, of course the teacher should guide the learner. Being a facilitator, motivator and a friend for them the teacher should guide them during all their learning process. I think that guidance should be done, even indirectly.*

11. What is your attitude towards group and pair work?

- *I find group and pair works very effective. These types of activities help students work and participate better during the class. These types of activities also motivate and involve shy students to participate actively during the lesson I use them and these types of activities work very well especially when they are designed for the appropriate level of students.*

12. What do you think about the necessity of student – student interaction during the lesson?

- *I think that student-student interaction in the classroom is very important as they learn from each other.*

Appendix E: The Reports of Classroom Observations

Analysis of the Teacher-Facilitator Classroom Observation

Before starting the main analysis of the observation it should be mentioned that the physical environment of the classroom was good. It was light, clean, with air conditioning, two big blackboards, TV, video recorder and tape recorder. The desks were arranged in a semi circle form which allowed students to see each other and be more as a group rather than individual, separate students.

Teacher Preparation and Lesson Presentation

In terms of teacher preparation and lesson presentation the following observations were made:

In terms of preparation it should be noted that the teacher-facilitator was very well prepared and organized for each lesson. She was teaching according to a lesson plan which she had. All the exercises, activities and handouts were prepared before the lesson. That may be the reason that the teacher was so confident and calm.

In terms of lesson presentation it should be noted that the teacher explained class materials in an understandable way, using examples and providing help to those students who had some difficulties in learning new grammar rules, structures or new vocabulary. The teacher was giving clear directions to students for completing activities at the same time providing them with choice opportunities. Students were clearly informed about what they were asked to do:

Example:

- *Please, get in pairs and write sentences on a piece of paper and convert them into a passive voice. (During this activity students composed their own sentences and worked on them which motivated them to write better ones).*

- *Listen to or read any news at home, try to understand the main idea so as to be able to tell it for the next lesson* (while completing this activity students were free to choose the area of their interest and listen to or read anything related to it, which also motivated them to do their best).

If students had any questions the teacher tried to answer them as carefully and understandably as it was possible by bringing examples:

Example: While discussing a text, one of the students asked the teacher to explain the word “pure”. The teacher wrote the word on the blackboard and asked other students if they could explain it. Then she explained it in the following way: “*pure*”- *means clean, for example clean water or “Pure Spring Water”*. (She brought an example from a famous advertisement and the student caught the meaning immediately).

The teacher’s rate of speech and pronunciation was clear and understandable. The teacher spoke so that everybody could understand her. She tried to speak less and involve students in active discussion of the lesson so that students could use the language more and express their thoughts in English.

Activities Used in the Classroom

The teacher used different activities in the classroom. The common activities used in the classroom were:

- Homework discussions
- Listening to the tape and doing different activities and exercises based on the listening
- Reading passages and follow-up discussions which helped students express their ideas, use new vocabulary, etc.

Usually, the teacher started the lesson with homework discussion. She asked the students to get in groups and discuss their homework. Students were discussing their mistakes with each other and trying to explain them. There were active discussions and debates triggered by the students' questions. If students needed help with unknown words or structures, the teacher explained to them carefully and clearly.

During almost all lessons the teacher used the tape recorder for listening activities. After listening to the tape students were asked to complete certain activities such as gap-filling, summarizing, completing the given charts, etc. Most of the activities were done in groups.

As a listening activity the teacher also used songs and cartoons. While listening to the song students were asked to listen and write down sentences or grammatical structures which were related to their lesson. If students liked the song they could learn and sing it with their teacher.

Another listening activity which the teacher used was watching short (5-10 min.) cartoons. This type of activity was very interesting and motivating for the students as they were very interested and enthusiastic while doing any activity based on the cartoon they watched. Usually, they watched the cartoon and wrote the summary of what they had seen at home and discussed it during the next lesson. While completing this activity students seemed very happy, active and enthusiastic. They remembered almost all vocabulary and grammatical structures. They even wrote down unknown words and phrases and asked their teacher to explain so that they could use those words and phrases during discussions.

Before starting the reading activity, the teacher usually asked students to look at the picture or the title of the text and try to guess what the text could be about. After giving some background information to the students about the text, the teacher asked them to read the text. Then the teacher divided the class into two groups and asked students to write at least five questions based on the

reading and ask the other group. The same activity was done by the second group. There was active student-student interaction and discussion and it was obvious that there was an active learning process in the classroom too. Students seemed very motivated, enthusiastic and active during the lesson.

Whatever was done in the classroom had the aim to make students communicate in English. The activity which was used almost at every lesson was reporting some information which the students found worthy sharing in the class. The aim of this activity was to develop students' interpretation and communication skills so that they could understand and interpret what they heard.

Grammar was taught through different activities mentioned above, and if there was any misunderstanding, the teacher tried to explain it collaboratively, making students think and participate in the discussion of grammar rules or structures:

Example:

T: Do you know how to form the Passive Voice?

Some of the students: Yes.

T: Could you please give some examples?

S: "I ate a pizza" and "The pizza was eaten by me". This is an example of Passive Voice.

T: Good. Thank you, Samson.

Please, each of you give me a sentence in the active voice and I'll write it down on the blackboard.

(Students were telling sentences and the teacher was writing them down on the blackboard).

Now turn this sentence into the passive form. (If somebody had difficulties, the teacher was helping by explaining the rules again).

Teacher-Student interaction

More student than teacher talk was observed in the teacher-facilitator classroom. The teacher was providing all the opportunities and was choosing activities which promoted and motivated

students to talk. There was both active teacher-student and student-student interaction in the classroom, mainly during group work. Furthermore, students were encouraged to ask questions, disagree with some statements suggested by their peers and express their own ideas and thoughts in English. The teacher's role was very important here as she was trying to help and facilitate students' learning by involving them in their own learning process, by encouraging them to do their best.

For this reason the teacher asked students to keep a learning log, where students had to write what they had learned during the lesson, which activity they liked or disliked what they would like to change in their classes and what they would like to do for the next lesson. At the end of each week the teacher read students' learning logs, which helped her make the classes more interesting and motivating for the students.

Analysis of the Teacher-Controller Classroom Observation

It should be mentioned that the physical environment of the classroom was good. It was light, clean, with air conditioning and a big blackboard, TV, video recorder, and the tape recorder. However, the arrangement of the desks was typical of a teacher-centered classroom: the students were sitting behind each other not being able to see each other.

Teacher preparation and lesson presentation

In terms of teacher preparation and lesson presentation the following observations were made:

It should be noted that the teacher-controller was well prepared and organized for each lesson. I noticed that the lessons were conducted according to the lesson plan which she had. All the exercises, activities and handouts were prepared before the lesson.

In terms of the lesson presentation it should be noted that the teacher explained the class materials clearly and understandably, using the blackboard, giving examples and providing help to the students who had difficulties while learning the new grammar rules or the new vocabulary. The teacher also gave clear directions to the students to complete different activities. However, all the directions were strictly controlled by the teacher and the students did not have any choice opportunities.

Example:

- *Please, copy out the title of the composition from the blackboard and write it at home using the grammatical structures of our lesson. (Students did not have the chance to choose the topic of their compositions)*
- *Read the sentences from the blackboard and find a preposition mistake in each sentence.*
- *Open your exercise books at page 104 and do ex. 7, etc.*

In terms of the teacher's voice, it should be mentioned that the teacher's rate of speech and pronunciation was clear and comprehensible; the teacher uttered every word clearly, emphasizing the target vocabulary and structures. The teacher spoke so that everybody could understand her, however, the rate of her speech sometimes was fast and the teacher talk was dominant in the classroom. There was more teacher-student interaction in the classroom than student-student interaction.

Activities Used in the Classroom

The teacher used different activities in the classroom. The common activities which were used in the classroom were:

- Homework discussions with the teacher

- Reading and answering questions
- Explanation of grammar rules on the blackboard
- Different activities based on the topic of the lesson
- Group work
- Composition writing

Usually the teacher started the lesson with homework discussion. The first question she asked the students was if they had any questions or difficulties in completing their homework. If students had any questions they asked the teacher and she tried to answer them as comprehensibly as she could so that the students could understand the point. The homework was checked in the classroom and the mistakes were corrected and explained by the teacher.

During the lesson the teacher asked the students to read the text of the lesson. A few students read the text in turns. After finishing the reading task, the teacher asked comprehension questions and the students answered. If the students had some difficulty with the new vocabulary, the teacher was willing to answer the students' questions.

The teacher extensively used the blackboard in explaining the grammar rules. After explaining the grammar rule or the structure, the teacher gave handouts to the students to complete certain exercises based on the target grammar rule or structure. The teacher also used some exercises from the students' workbook.

Example:

After explaining the use of preposition of time and place on the blackboard, the teacher gave students handouts with sentences where the prepositions of time and place were omitted. Students had to fill in the blanks with the corresponding preposition. Students were working alone. After completing the task, the teacher asked students to read sentences one by one. While one student was reading, others were checking. If there was any mistake, the teacher corrected it immediately

The teacher also used group work. However, group work was totally controlled by the teacher.

Example:

The lesson of the day was about TV programs and interviews. The teacher asked students to work in pairs and imagine that one of them was the TV announcer and the other one a guest on the program. The teacher provided students with questions which they should ask each other. Students were working in pairs and preparing the dialogue. (During this activity it could be noticed that students did not have the chance even to ask their own questions. Everything was prepared and designed by the teacher).

The next activity was composition writing. The teacher wrote the title of the composition on the blackboard and asked the students to write a composition on the given topic using the new vocabulary and grammatical structures of their lesson.

While observing these classes, it was noticed that the students were active and it seemed to me that they liked to be under control and be told what to do. I noticed that the students were willing to do whatever the teacher said. They were open to all suggestions from the teacher and were trying to do their best to complete all the activities assigned by their teacher. It should be noted that in the teacher-controller's classroom an active teaching and learning process also was noticed.

Teacher –student interaction

The teacher-controller's classes were mostly teacher centered, as the teacher was the director of all the activities. Teacher talk was dominant in the classroom and students had fewer opportunities to express themselves and participate in discussions. There was active teacher-student interaction in the classroom, however, very passive student-student interaction. The teacher was able to control and direct the class by using activities designed in advance, which helped her keep control over the class. Moreover, students were very attentive and involved in the learning process and did their best to achieve higher success in foreign language learning.