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Dessertation on ELT

Topic- Private Universities : Learners' Expectations in English.

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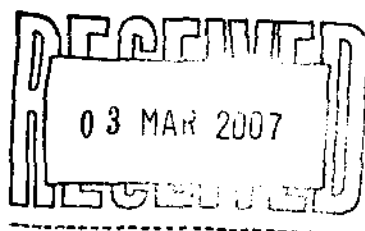
East West University

DESSERTATION

Topic : Private Universities : Learners' Expectations in English.

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Chapter-1

INTRODUCTION

1. Preamble :

"Private Universities : Learners' expectations in English" is my dissertation topic for my master's degree in English. Through this work I will try to find out what types of learning expectations Private University students want to fulfill in their learning process.

Learners' expectations play an important role in teaching-learning process. If students expectations of learning match with teachers' teaching styles, students are able to learn more. So, it is necessary to know how students tend to learn because socio-cultural variables of learners play significant roles in classroom learning.

1.2 General Background :

A learner is, above all, a social being; he/she grows up in a social setting to share many, if not all, of the beliefs of the cultural context in which he/she is born and reared up. His/her beliefs and attitudes, expectations and mode of learning, are therefore, largely shaped by his/her socio-cultural conditions.

Success of teaching-learning programmes depends on how well or ill matched a methodology is with the socio-cultural factors that include, among other things, socio-cultural factors of learners in a particular context. Many studies

point to the fact that there exists strong correlation between learners' socio-cultural variables and their achievement in language learning.

Expectations of teachers and learners are socio-cultural phenomena that significantly influence language teaching and learning. Both teachers' learners' expectations about the content and method of EFL/ESL teaching. It is said that when teaching content, materials, and teaching methods conform to the expectations of the learners, they feel motivated, enjoy their learning, and there is a positive learning outcome.

In other words when teachers and students expectations are congruent or at least close, language learning becomes easier. Expectations, like learning styles, are the products of the learners' or teachers' socio-cultural experience or background. Cultural or educational expectations, in particular, originate from teachers' and learners' cultural background and their general orientations towards learning resulting from previous educational experience. The early socialization contributes to the development of expectations. Sensibility to teachers' and learners expectations is very important for the success of ELT programmes.

Students are socialized in either the traditional model or the innovative model of teaching or a combination of the two. Research into teachers' and learners' expectations thus, appears to be essential to consider the appropriateness of

methods in particular socio-cultural context. Learners' assumptions of what to expect are likely to determine the strategies. Learners' expectations of the outcomes of the language learning interact with learners' personality that will be tried. Results will lead to reinforcement are factors that control the selection of preferred learning strategies play important role.

3. **Statement of the Problem :**

In many cases teachers teach in the classroom without justifying students' mind. Students have different expectations in learning. Private University in Bangladesh is a relatively new phenomenon. Starting from the early 90^s they quickly multiplied themselves within a few yeas. By now over fifty Private Universities have been established all over the country. Their qualities have not been very uniform. While a limited number of institutions have been successful in earning the credibility of learners and their guardians, many are yet to achieve a respectable quality. However, one thing is common for all of them. They charge very high fees. Their entry requirements are less stringent than the prestigious public universities. But since students pay a lot of money, they expect a lot from the institutions. Many students com with a very poor background in English. They and their guardian expect that the institutions must find a magic cure to remove this deficiencies. Universities in their term offer them some mandatory language courses. At the end of the day a substantial area of weakness of learners is not meaningfully addressed. If teachers teach in the classroom without considering the area of difficulties,

there is no rewarding learning. If teachers' and students' expectations are diverse, they often constitute barriers to teaching and learning. This is specially recognized by teachers and learners. It is to say, if students expectations are known, students are able to learn quickly and more effectively.

In our country teachers most of the time teach in the classroom without considering students mind and for this misunderstanding happens. Some teachers do not have ideas about what exactly are expected of them. They often assume several things for granted. For example, a teacher having advanced composition often lose sight of the fact that the learner needs a lot of grounding in basic composition and preliminary grammatical rules are in like subject-verb agreement, or selection of a tense form. Hence their writing skills continue to betray shocking deficiencies. It is a big problem of our country. They often want to follow western methods of teaching in the classroom. But expectations of students of most institutions of our country are totally different. So, it may be said if students' expectations are not highly considered in teaching in our country, the aim of our education will not be fulfilled. To know the expectations of the students research is necessary.

4. **Purpose of the study :**

a) To identify learners expectations of Private Universities students of Bangladesh,

- b) To know the gap between students expectations and teachers' mind,
- c) To help students to overcome their problems,
- d) To cope with the advanced world in education,
- e) To suggest an appropriate way of teaching.

5. **Limitations :**

It is necessary to find out students' mind from various educational institutions of our country to know the exact expectations of students of Bangladesh. But it is difficult to find out all Private Universities students expectations in English. Here I will select 30 students from three different universities of Bangladesh and try to find out overall expectations in Bangladeshi learners. First 10 students are selected from East West University, second 10 students are selected from North South University and the rest of the students are selected from BRAC University.

To find out my selected 30 students' expectations, I have made a particular questionnaire shown in the appendix by which I can collect data for my dissertation. For collecting 30 students expectations in English I went to those universities and supplied a questionnaire to every student. I provided 30 students the following questions such as :

Sample questions of learners' expectations

Read the following questions and tick (✓) one of the five numbers in the boxes against each of the questions as your answer. Of the five numbers in the boxes

1 = Never, 2 = Sometimes,

3 = Often, 4 = Very Often, and 5 = Always.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |

1. Do you expect your teacher to talk/lecture in the classroom?
2. Do you expect to learn by doing tasks in pairs or groups?
3. Do you expect your teacher to select content materials and methods for teaching?

Do you expect that :

4. Students should play a role in choosing content, materials and methods for teaching?
5. Should students not be allowed to speak unless the teacher allows them to?
6. Should there be a relaxed atmosphere in the classroom where students feel?
Free to talk and discuss their Problems?

7. Should your teacher take full responsibility of your learning?

8. Should students take responsibilities of their learning?

9. Should teachers correct error whenever it is made?

10. Should errors be overlooked?

I have divided all these questions in to two items one is Progressive item and another item is traditional. Item No. 2, 4, 6, 8, 10 are Progressive and Item No.

1, 3, 5, 7, 9 are traditional. Item No. 1, 3, 5, 7, 9 are traditional because here

all questions are teacher dominated. Here teacher has to play a central role for his/her students. On the other hand item No. 2, 4, 6, 8, 10 are progressive in a sense that here students' have to prove themselves as a superior. They have to play a central role for learning.

| Item | Statement |
|------|---|
| 01. | Do you expect your teacher to talk/lecture in the classroom? |
| 02. | Do you expect to learn by doing task in pairs or groups? |
| 03. | Do you expect your teacher to select content materials and methods for teachings? |
| 04. | Students should play a role is choosing content materials and methods for teaching? |
| 05. | Students should not be allowed to speak unless the teacher allows them to? |
| 06. | There should be a relaxed atmosphere in the classroom where students feel free to talk and discuss their problem? |
| 07. | Your teacher should take full responsibility of your learning? |
| 08. | Students should take responsibilities of their learning? |
| 09. | Teachers should correct error whenever it is made? |
| 10. | Errors should be overlooked? |

In the traditional model students are viewed as :

- a) dislike and avoid study
- b) must be coerced and threatened with punishment in order to get them to make the required effort.
- e) Prefer to be directed have little ambition and want security above all. What Friere (1972) says about education of the oppressed applies to the traditional

model of education as a whole. Friere makes ten important points about the characteristics of such education. The points are :

1. The teacher teaches and the students are the taught.
2. The teacher knows everything and the students know nothing.
3. The teacher thinks and the students are the thought about.
4. The teacher talks and the students listen meekly.
5. The teacher disciplines and the students are the disciplined.
6. The teacher chooses and enforces his choice and the students comply.
7. The teacher acts and the students have the illusion of acting through the teacher.
8. The teacher chooses the programme content and the students adapt to it.
9. The teacher confuses the authority of knowledge with his own professional authority, which he sets in opposition to the freedom of his students.
10. The teacher is the subject of the learning process while the pupils are the mere objects.

Holec (1979) mentions 3 features of traditional model of education success.

1. The learning objectives are fixed by the teaching establishment of the teacher.
2. The teaching establishment and the teacher define the objectives on the basis of what they regard as indispensable to the learners, taking the native speaker as standard.

3. The objectives so defined are fixed once and for all in the temporal framework of the learning all apply to all learners, usually a group.

Conclusions :

If my dissertation's result is able to show the real expectations in Bangladeshi students, it will be helpful for learning situations of our country. It is because of the fact that we can not afford to neglect learners' expectations.

Chapter-2

Literature Review

2.1 Preamble

Every researcher tries to find out some existing knowledge related to his/her topic and in this case the researcher will do same thing. It is really helpful to give an exact idea.

2.2 Literature Review

(1) **Diana Stirling*** has said that it is hard to generalize about what expectations learner bring to the online learning environment. As Deb LaPointe describes in her contribution to these proceedings, every learner brings a complex combinations of 'motivations, attitudes, beliefs, and thoughts based on previous experiences' to the online environment. It would add that these components are in a constant state of flux. Even the online learning experience itself contributes to learners' internal revisions. These various components contribute to the expectations of the learners at the outset and as the online learning experience progresses.

(2) **Dr. Criz Rucker**** in his 'This student is driving me Nuts!' has said, since students generally learn best when they can relate knowledge to old, provide learning activities that use someone's students prior experience. Also, adult learners often expect instructors to acknowledge and use their experience in

* Stirling, D. (October 5, 2006). 'Learners in a Changing Learning Landscape : New Roles and Expectations- One Learner's Reflections. Retrieved 22/08/2006 from www.lcamdev.org/d1/ibstpi-%20expectations.

** R, Craig. (2006) 'This student is driving me Nuts!'. Retrieved 23/08/2006 from www.depts.washington.edu/next/story ID_29685 pup.

learning activities. These link suggest teaching methods that can tap into students' experience.

- (3) Rayan MCFALL^{***} in his 'Expectations for Teachers and Learners' has said that learning is a joint endeavour involving both teachers and learners. Teachers and learners have different responsibilities during the learning process, but also share several responsibilities. It is my hope that by examining and discussing these responsibilities we will be able to work together to maximize the amount of learning that takes place throughout the semester.

He has also mentioned that it is important to note that while learning is a joint endeavour, the primary responsibility for successful learning lies with the student. If students do not take ownership of their learning, nothing that a teacher does will be successful in helping students achieve their full potential as learners.

M. Shahidullah^{****} in his 'Socio-Cultural Variables of Learners, and language learning in the classroom context' (1997-1998) has said that expectation of teachers and learners is another socio-cultural phenomenon that significantly influences language teaching and learning.

M. Shahidullah, (1997-98) further says, when teaching content, materials and teaching methods conform to the expectations of the learners, they feel motivated, enjoy their learning and there is a positive learning outcome.

^{***} McFall, R. (25/08/2003) 'Expectations for teachers and learners'. Retrieved 23/08/2006 from www.cs.hope.edu/r_mcfall/expectations.shtml.

^{****} Shahidullah, M. (1997-98). 'Socio-Cultural variables of learners, and language learning in the classroom context'. University of Rajshahi : Gabeshona Patrika.

There are three key areas where we need to be clear of what our expectations of each other are. These are :

- a) out of classroom preparation
- b) participation during class and exercise
- c) Communication outside the class.

According to him coming prepared for class is an important step towards successful learning. Participation during class is also required. Research has shown that an active, collaborative learning environment leads to higher levels of learning for all involved. In order to facilitate such a learning environment, it is important that students take responsibility not only for their own learning, but also for the learning of other class members as well. One aspect of a successful learning environment requires all participants feel safe to participate. This includes knowing is safe tube 'wrong' without fear of ridicule. An environment of mutual respect between both students and the instructor must be present. As students, it is expected that they will treat other students and the instructor will the respect that would wish to be treated with.

Language teaching and learning is a complex process that involves many variables such as teachers, learners, course, materials and methodology. Each of these variables plays important roles in the process of teaching and learning. The entire process can however be viewed in terms of what come to be known as 'input' and 'intake'. It was traditionally held that the more the

'input' the more is the intake or amount of learning. It was held that teaching causes learning and therefore the amount of learning is proportionate to the amount of teaching.

Consequent research however shows it to be otherwise. It has been found that 'intake' is not the same as 'input' i.e. intake \neq input. What becomes an 'input' depends largely on a number of cognitive, affective and socio-cultural factors of the learners. Students are at the very centre of the teaching learning process. Learning is the learners' responsibility. Nobody neither the parents nor the teachers including the private tutors can learn things for the learner. Learning thus is not dependent on materials or methodology but on this kind of optimal approximation between input and investment. Students bring with their expectations and beliefs about a language and about the roles of teachers and learners, his/her learning experience and his/her learning style preferences, among many other things as his/her investment. These are the things that interact with the input to be converted into intake as a result of this interaction. Many studies now show that there is usually a productive learning environment when learners' beliefs, expectations and learning style preferences match with the teachers' teaching style in the classroom. But if on the other hand there is a mismatch between these learner factors and what actually happens in the classroom. There is a resistance from the learner and consequently little or none is the learning outcome.

For learners' expectations experience of previous language learning and teaching predispose teachers and students to certain expectations about language, and language learning and teaching. Experience also contributes to the development of learners' beliefs about language learning about the roles of teachers and learners about feedback about interactional pattern and about classroom learning environment.

Gay, 1978, mentioned in Bonani, 1980, the learning style of Asian students as being 'field dependent'. The Asian students exhibit more intuitive and contextual mode of thinking. Their orientation is toward group success and on individual behaviour which emphasises non-assertiveness, verbal restraint, cooperation, conformity, sub-ordination of the individual to the group interest and obedience to authority.

Teachers and students expectations are now being recognized as important elements in language learning. British research on teachers' and students' perspectives and expectations takes perspectives' to be a matrix of assumptions by which someone makes sense of their world. It is considered to be constructed in the course of social interaction in terms essentially given by a culture. It is necessary to examine the occupational culture of teaching and the process of schooling in order to analyze how teachers and learners make sense of the classroom.

Two of the key questions in language teaching and also in general context of culture, therefore, are

- i) How might the expectations of teachers and learners affect language learning process? and
- ii) Could the teachers build some learner expectations in to language classroom itself, in both process and content, implicitly and explicitly?

Learners' expectations develop as a result of the socialization of children into learning patterns in the classroom context. Students are socialized in either the traditional or transmission model or the innovative or constructionist model of teaching and learning or a combination of the two.

According to Mead (1970), expectations of the teachers and students about the classroom depend upon their culture. Mead categories learning cultures into three types :

- 1) Post-figurative culture where people are expected to learn from wise elders,
- 2) Co-figurative culture, where students learn from the peers or equals
- 3) Pre-figurative culture, where people learn from their juniors. Learner's assumption of what to expect are likely to determine the strategies. Learner's expectations of the outcomes of language learning interact with the learners' Personality that will be tried and the kinds of results that will lead to reinforcement are the factors that control the selection of preferred learning strategies.

Chapter-3

METHODOLOGY

3.1 Preamble

Here I am discussing about the methodology that I use for my dissertation.

3.2 Research Design

To find out students' expectations the researcher has a particular research questionnaire by which he/she intends to collect data for this study. Like I supplies a questionnaire to every student where students number is thirty. I will try to analyze data and want to draw a conclusion for this study.

3.3 Theoretical Framework

As it is an academic research, the researcher is unable to buy any books for this research because of the limitations of my budget. I can not find any source by which I can determine a theoretical framework. Since the subject of this study is relatively a new one and many theses have not been found on it. That's why I can not provide any more information.

3.4 Population of the study

I have selected thirty students from three private universities for this study. The number is small but representative.

3.5 Data Collection Procedures

I collected data for this project giving every student a questionnaire. I Practically collected data going to the spot.

3.7 Conclusion

For every research methodology is very important and gives others exact idea how a researcher has completed his/her project and for this here the researcher will do it carefully.

Chapter-4

RESULTS AND COMMENTS WITH DISCUSSIONS :

I have collected data for this study with a questionnaire that consists of ten questions : five questions are traditional and other five are progressive questions. It is necessary for the teachers of English in any situations to be familiar with the major paradigms of English teaching and learning. The strengths and weakness of these paradigms to choose an appropriate approach for their students in their respective situations. We can divide two major models of ELT known as traditional model and Progressive model.

It is known that the traditional model teachers control the classroom and they transmit the content of the lesson. Activities are selected and directed by them, learning and correction of errors are teachers' responsibility. The students are dependent on the teachers and the curriculum. So, students language growth is mechanical-never dynamic.

The innovative model of education asserts that knowledge emerges from the process of interaction and clarification of meaning related to the various aspects of our experience in the world. In this view, the learners creatively build up knowledge and concepts through activity, participation and the experience of verbal expression. In the innovative model the teacher minimizes differences between himself and students. The teacher wants to train his students to develop

their own learning strategies so that they will not be able to dependent on teacher. Innovative model is claimed to be more democratic, it encourages learners' independence.

In this investigation we see that some of the Bangladeshi students are traditional learners and some are progressive learners. It means that Bangladeshi students are more traditional learners. Though the scores are not very different from each other the traditional score is more than the progressive one.

These are the most advanced Universities of Bangladesh and so their expectations may be much advanced from the whole culture of the country. Private Universities are relatively expensive and very limited families of the country can afford these institutions. Thus these institutions cater to the need of the affluent segment of the society. Often the learners are very comfortably placed in society and they are rather compromising about this expectation. Many students don't have the immediate need to exploit their skills in order to make a living.

3. The objectives so defined are fixed once and for all in the temporal framework of the learning all apply to all learners, usually a group.

Conclusions :

If my dissertation's result is able to show the real expectations in Bangladeshi students, it will be helpful for learning situations of our country. It is because of the fact that we can not afford to neglect learners' expectations.

References

1. Stirling, D. (October 5, 2006). 'Learners in a Changing Learning Landscape :
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3. McFall, R. (25/08/2003) 'Expectations for teachers and learners'. Retrieved 23/08/2006 from www.cs.hope.edu/rmcfall/expectations.shtml.
4. Shahidullah, M. (1997-98). 'Socio-Cultural variables of learners, and language learning in the classroom context'. University of Rajshahi : Gabeshona Patrika.

Appendix

Sample questions of learners expectations on North South University

Read the following questions and tick [3] one of the five numbers in the boxes against each of the questions as your answer. Of the five numbers in the boxes 1=Never, 2= Sometimes, 3= Often, 4= Very often, and 5=Always.

38. Do you expect your teacher to talk/ lecture in the classroom?

| | | | |
|---|---------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> 2 | 4 | 5 |
|---|---------------------------------------|---|---|

39. Do you expect to learn by doing tasks in pairs or groups?

| | | | |
|---------------------------------------|---|---|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | 2 | 4 | <input checked="" type="checkbox"/> 5 |
|---------------------------------------|---|---|---------------------------------------|

40. Do you expect your teacher to select content materials and methods for teaching?

| | | | |
|---|---|---------------------------------------|---|
| 1 | 2 | <input checked="" type="checkbox"/> 4 | 5 |
|---|---|---------------------------------------|---|

Do you expect that :

41. Students should play a role in choosing content, materials and methods for teaching?

| | | | |
|---------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> 1 | 2 | 4 | 5 |
|---------------------------------------|---|---|---|

42. Students should not be allowed to speak unless the teacher allows them to?

| | | | |
|---|---|---------------------------------------|---|
| 1 | 2 | <input checked="" type="checkbox"/> 4 | 5 |
|---|---|---------------------------------------|---|

| | | | |
|---|---------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> 2 | 4 | 5 |
|---|---------------------------------------|---|---|

34. There should be a relaxed atmosphere in the classroom where students feel.

Free to talk and discuss their problems?

44. Your teacher should take full responsibility of your learning?

| | | | |
|---|---------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> 2 | 4 | 5 |
|---|---------------------------------------|---|---|

45. Students should take responsibilities of their learning?

| | | | |
|---|---|---|---------------------------------------|
| 1 | 2 | 4 | <input checked="" type="checkbox"/> 5 |
|---|---|---|---------------------------------------|

46. Teachers should correct error whenever it is made?

| | | | |
|---------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> 1 | 2 | 4 | 5 |
|---------------------------------------|---|---|---|

47. errors should be overlooked?

| | | | |
|---|---|---------------------------------------|---|
| 1 | 2 | <input checked="" type="checkbox"/> 4 | 5 |
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| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
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|-------------------------------------|---|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 2 | <input checked="" type="checkbox"/> | 5 |
|-------------------------------------|---|-------------------------------------|---|

34. There should be a relaxed atmosphere in the classroom where students feel.

| | | | |
|---|---|---|---|
| 1 | 2 | 4 | 5 |
|---|---|---|---|

Free to talk and discuss their problems?

44. Your teacher should take full responsibility of your learning?

| | | | |
|---|-------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> | 4 | 5 |
|---|-------------------------------------|---|---|

45. Students should take responsibilities of their learning?

| | | | |
|---|-------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> | 4 | 5 |
|---|-------------------------------------|---|---|

46. Teachers should correct error whenever it is made?

| | | | |
|-------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> | 2 | 4 | 5 |
|-------------------------------------|---|---|---|

47. errors should be overlooked?

| | | | |
|---|---|---|-------------------------------------|
| 1 | 2 | 4 | <input checked="" type="checkbox"/> |
|---|---|---|-------------------------------------|

Appendix

Sample questions of learners expectations on North South University

Read the following questions and tick [3] one of the five numbers in the boxes against each of the questions as your answer. Of the five numbers in the boxes 1=Never, 2= Sometimes, 3= Often, 4= Very often, and 5=Always.

38. Do you expect your teacher to talk/lecture in the classroom?

| | | | |
|---------------------------------------|---------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> 2 | 4 | 5 |
| <input checked="" type="checkbox"/> 1 | 2 | 4 | 5 |
| 1 | <input checked="" type="checkbox"/> 2 | 4 | 5 |

39. Do you expect to learn by doing tasks in pairs or groups?

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Do you expect that :

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| | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| 1 | 2 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |
| 1 | 2 | 4 | <input checked="" type="checkbox"/> 5 |
| 1 | <input checked="" type="checkbox"/> 2 | 4 | 5 |

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| | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | 2 | 4 | 5 |
| 1 | <input checked="" type="checkbox"/> 2 | 4 | 5 |
| 1 | 2 | <input checked="" type="checkbox"/> 4 | 5 |
| 1 | 2 | 4 | <input checked="" type="checkbox"/> 5 |

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| | | | |
|---|---|---|---|
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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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| 1 | 2 | 4 | 5 |
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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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|---|---|---|---|
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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| 1 | 2 | 4 | 5 |
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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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|---|---|---|---|
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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| | | | |
|-------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> | 2 | 4 | 5 |
|-------------------------------------|---|---|---|

39. Do you expect to learn by doing tasks in pairs or groups?

| | | | |
|---|-------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> | 4 | 5 |
|---|-------------------------------------|---|---|

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| | | | |
|---|-------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> | 4 | 5 |
|---|-------------------------------------|---|---|

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|---|-------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> | 4 | 5 |
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| <input checked="" type="checkbox"/> | 2 | 4 | 5 |
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| | | | |
|-------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> | 2 | 4 | 5 |
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|---|-------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> | 4 | 5 |
|---|-------------------------------------|---|---|

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| | | | |
|---|---|-------------------------------------|---|
| 1 | 2 | <input checked="" type="checkbox"/> | 5 |
|---|---|-------------------------------------|---|

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|---|-------------------------------------|---|---|
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|---|-------------------------------------|---|---|

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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
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| | | | |
|-----|-----|---|---|
| ✓ 1 | 2 | 4 | 5 |
| 1 | ✓ 2 | 4 | 5 |
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|-----|-----|-----|---|
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| ✓ 1 | 2 | ✓ 4 | 5 |
| 1 | ✓ 2 | 4 | 5 |

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| | | | |
|-----|-----|---|-----|
| ✓ 1 | 2 | 4 | 5 |
| 1 | ✓ 2 | 4 | 5 |
| 1 | 2 | 4 | ✓ 5 |
| 1 | ✓ 2 | 4 | 5 |

Appendix

Sample questions of learners expectations on East West University

Read the following questions and tick [3] one of the five numbers in the boxes against each of the questions as your answer. Of the five numbers in the boxes 1=Never, 2= Sometimes, 3= Often, 4= Very often, and 5=Always.

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| | | | |
|----|---|----|---|
| ✓1 | 2 | 4 | 5 |
| ✓1 | 2 | 4 | 5 |
| 1 | 2 | ✓4 | 5 |

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| | | | |
|----|----|----|---|
| ✓1 | 2 | 4 | 5 |
| 1 | 2 | ✓4 | 5 |
| 1 | ✓2 | 4 | 5 |

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|----|----|----|---|
| ✓1 | 2 | 4 | 5 |
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| 1 | ✓2 | 4 | 5 |

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| | | | |
|---|---|---|---|
| ① | 2 | 4 | ⑤ |
| 1 | 2 | 4 | 5 |
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| | | | |
|---|---|---|---|
| 1 | ② | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | ② | 4 | 5 |
| 1 | 2 | ④ | 5 |

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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

Appendix

Sample questions of learners expectations on East West University

Read the following questions and tick [3] one of the five numbers in the boxes against each of the questions as your answer. Of the five numbers in the boxes 1=Never, 2= Sometimes, 3= Often, 4= Very often, and 5=Always.

38. Do you expect your teacher to talk/ lecture in the classroom?

| | | | |
|---|---|---|---|
| 0 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

39. Do you expect to learn by doing tasks in pairs or groups?

40. Do you expect your teacher to select content materials and methods for teaching?

Do you expect that :

41. Students should play a role in choosing content, materials and methods for teaching?

| | | | |
|---|---|---|---|
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

42. Students should not be allowed to speak unless the teacher allows them to?

34. There should be a relaxed atmosphere in the classroom where students feel.

Free to talk and discuss their problems?

44. Your teacher should take full responsibility of your learning?

45. Students should take responsibilities of their learning?

46. Teachers should correct error whenever it is made?

47. errors should be overlooked?

| | | | |
|---|---|---|---|
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| 1 | 2 | 4 | 5 |
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| 1 | 2 | 4 | 5 |
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|---|--------------|---|---|
| 1 | 2 | 4 | 5 |
|---|--------------|---|---|

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| | | | |
|---|--------------|-----|---|
| 1 | 2 | (4) | 5 |
|---|--------------|-----|---|

Do you expect that :

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| | | | |
|---|---|--------------|---|
| 1 | 2 | 4 | 5 |
|---|---|--------------|---|

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| | | | |
|--------------|---|---|---|
| 1 | 2 | 4 | 5 |
|--------------|---|---|---|

| | | | |
|---|-----|---|---|
| 1 | (2) | 4 | 5 |
|---|-----|---|---|

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|---|--------------|---|---|
| 1 | 2 | 4 | 5 |
|---|--------------|---|---|

45. Students should take responsibilities of their learning?

| | | | |
|---|---|-----|---|
| 1 | 2 | (4) | 5 |
|---|---|-----|---|

46. Teachers should correct error whenever it is made?

| | | | |
|-----|---|---|---|
| (1) | 2 | 4 | 5 |
|-----|---|---|---|

47. errors should be overlooked?

| | | | |
|---|--------------|---|---|
| 1 | 2 | 4 | 5 |
|---|--------------|---|---|

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| 1 | 2 | 4 | 5 |
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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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|---|---|---|---|
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

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| | | | |
|---|---|---|---|
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |
| 1 | 2 | 4 | 5 |

Appendix

| Respondent No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------------|------|------|-------|-------|------|-------|------|------|-------|-------|
| 01. | 4 | 4 | 5 | 3 | 4 | 5 | 1 | 3 | 3 | 3 |
| 02. | 5 | 3 | 5 | 3 | 1 | 5 | 1 | 3 | 5 | 1 |
| 03. | 3 | 5 | 5 | 3 | 2 | 5 | 1 | 4 | 2 | 3 |
| 04. | 5 | 5 | 4 | 3 | 2 | 5 | 3 | 5 | 5 | 1 |
| 05. | 4 | 3 | 4 | 2 | 2 | 5 | 3 | 3 | 5 | 1 |
| 06. | 4 | 2 | 2 | 4 | 1 | 5 | 4 | 2 | 5 | 5 |
| 07. | 4 | 5 | 3 | 5 | 1 | 5 | 3 | 5 | 5 | 1 |
| 08. | 5 | 5 | 4 | 5 | 2 | 5 | 5 | 3 | 5 | 5 |
| 09. | 4 | 5 | 3 | 4 | 5 | 5 | 3 | 4 | 5 | 3 |
| 10. | 4 | 5 | 3 | 4 | 2 | 5 | 4 | 5 | 4 | 5 |
| 11. | 5 | 4 | 5 | 3 | 4 | 2 | 3 | 2 | 5 | 1 |
| 12. | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 |
| 13. | 5 | 4 | 3 | 3 | 1 | 3 | 4 | 3 | 5 | 1 |
| 14. | 4 | 4 | 3 | 3 | 1 | 5 | 4 | 5 | 5 | 1 |
| 15. | 5 | 3 | 3 | 3 | 2 | 5 | 5 | 3 | 5 | 5 |
| 16. | 5 | 3 | 1 | 1 | 2 | 5 | 5 | 1 | 5 | 1 |
| 17. | 5 | 3 | 4 | 2 | 1 | 5 | 3 | 3 | 5 | 1 |
| 18. | 5 | 3 | 4 | 3 | 1 | 5 | 2 | 3 | 4 | 5 |
| 19. | 4 | 5 | 4 | 2 | 1 | 5 | 5 | 3 | 5 | 1 |
| 20. | 5 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 1 |
| 21. | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 |
| 22. | 5 | 2 | 3 | 3 | 5 | 3 | 5 | 5 | 2 | 1 |
| 23. | 3 | 1 | 3 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| 24. | 3 | 5 | 5 | 5 | 1 | 1 | 1 | 5 | 3 | 1 |
| 25. | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 |
| 26. | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 4 | 5 | 1 |
| 27. | 4 | 5 | 3 | 3 | 2 | 5 | 5 | 4 | 5 | 1 |
| 28. | 5 | 5 | 3 | 2 | 5 | 5 | 5 | 3 | 2 | 1 |
| 29. | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 |
| 30. | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 |
| | 132+ | 117+ | 110+ | 101+ | 78+ | 142+ | 108+ | 108+ | 131+ | 73+ |
| | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| | =4.4 | =3.9 | =3.66 | =3.36 | =2.6 | =4.46 | =3.6 | =3.6 | =4.36 | =2.43 |