The Impact of Student-Based Instruction on Improving IBT TOEFL Scores of Iranian Students

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Abstract

Student-based instruction is a form of collaborative education that students play an active role in learning the process. Student's activity is in group forms. The teacher is presenting in class just to answer students' questions. The paradigm and pattern shifting away from teaching to an emphasis on learning have persuaded power to be changed and moved from the teacher to the student. Being a qualitative research paper, it is an attempt to investigate the impact of student-based instruction on improving IBT scores of Iranian students. The participants of this study will include two groups of male and female students each consisting of 15, all of whom are enrolling in TOEFL classes in Kish English Institute in Tehran. The participants will be assigned to control (N=15) and experimental (N=15) groups. The participants in the experimental and control groups exposed to the same content, but a different instructional method. The participants are 30 students in Advance level in one class, male and female, aged 25-35 years old. SPSS and Independent T-test are used to measure hypothesis of research and to analyze data, respectively. According to the results of this investigation, student-based instruction significantly affects IBT TOEFL scores of students.

Keywords: student-based instruction, IBT TOEFL scores, learning process

1. Introduction

If you go any regular classroom, you will notice that the material composition of the chamber has been created that the concentrate of the class practice is focused on the teacher. The teacher is often in front of a blackboard or whiteboard. We suggest that this the classical type of training, which has served us well at the time of the Greek scholars, is no higher the most fitting pattern for active education.

1.1 General Background

The notion of practice has always been essential for language teachers. In fact, practice was and still is believed to play such an indispensable role in L2 learning that learning a second language without some forms of practice seems totally impossible. However, Krashen's Monitor Model challenged the notion of practice in second language acquisition because he held that only one kind of practice was needed for L2 acquisition to take place. Keeney-Kennicutt et al. (2008) has succinctly put it in this way:

> For centuries, language teaching, whether grammar-translation, audio-lingual, cognitive-code, or communicative, had put emphasis on output activities but with very divergent underlying philosophies. Krashen's monitor and Terrell's Natural Approach were radical breaks with that tradition in the sense that they considered only a minimal role for output practice, seeing the output as largely unproblematic, provided the relevant competence acquired. Acquisition of competence, in turn, was viewed as a matter of enough meaning-focused processing of the right (comprehensible) kind of input.

Although second language learners vary from each other regarding individual differences in intelligence, age, personality, learning conditions, etc. The emphasis has always been on theory to explain the aspects of language acquisition that are common to all second language learners. In an interesting paper, Allen & Tanner (2005) have categorized SLA theories into four categories of linguistic, psychological, interactionist, and socio-cultural perspectives.

1.2 Review of Literature

In this section of paper, the review of literature is presented as follows:

Student-based instruction is intended to aid learners develop collaborative skills, have trust in their capacity to absorb on their own, and take life-long education facilities while they are taking special knowledge compared with their training. Furthermore improved recognition rates as a consequence of student-centered education, studies have pointed that these exercise methods improve intra-group links, self-esteem, service, altruism, and the sense to take another's perspective (Michaelson & Black, 1994). Moreover, student motive is stated (Fies & Marshall, 2006; Handelsman et al., 2004) and cognitive development is supported through practicing the student-centered training techniques in the class. By using pupil- based training methods, it is fair to address both the demand for developing professional competency and the demand shown by companies for employees who are better provided to meet the challenges that lie before them. Student-centered learning helps learners gain an appreciation of data by placing more stress on student action in the learning process. "Knowledge is created, not assigned; contextual, not perfect; changeable, not made." (Smith et al., 2005; Kornell & Bjork, 2007) To increase this knowledge, they must actively participate in learning in a non-threatening fashion. Learner-centered getting includes some techniques, from the Socratic method of lecturing, free student learning technologies, to highly structured team plans. But of the training plans and classroom evaluation techniques used, if students can be actively involved in the learning rule in ways that are maintained very than being threatened, both technical skills and public relatives skills can be developed. Tien et al. (2001) compared to this non-threatening action as "relaxed alertness," a condition that leads to students whose memories are ready and wanting to get.

One way to evaluate immediately if any class is teacher-centered or learner focused is to recognize student's response during the teacher delay the state simply remains and delays for the instructor. In the learner-centered model, learners go to the room and begin operating (Nicol & Macfarlane-Dick, 2006; Stead, 2005). Although they may control to detect if the teacher is capable of answering questions, the class activity begins with or without the attendance of the teacher. In the language education and learning literature, the term 'student-focused' are also associated with learner- centered methods to language learning, leading than just with types of classroom projects.

Important issues are arising from such cases: for example, consider group work and pair work do increase interactions and practice in the classroom, does this increase the learning. Todd (2001) has pointed to the lack of agreement on how classroom interaction might contribute to the acquisition of new language knowledge, and to the methodological difficulties in decisions.

As learners enhance the focus of class practice, the portion of the teacher advances as he converts the book for scholars, and control to increase the students gain the best sequence of moves to promote his or her individual ability. The exercise that learners perform in the class meets very correspondingly to the research that they might prepare a summit of the class. The time used in class times more quickly pointed at the unique requirements of each pupil and therefore more likely to attend to make them serve utmost of the classroom. As the plan develops based on more learner-centric, the position of the teacher resembles that of a facilitator. These new materials for both trainee and faculty support both parties get that teacher can give a hand as the junior learn, however, is not helpful for their training or failing to learn. When a class, the teacher is started to respond questions, help the individual learner, and to lead them as they display included in the training method. Technology allows the teacher to continue this purpose behind the class (Chen & Shah, 2016).

Using e-mail, signing panels, and despite practical classroom and negotiated Q&A sessions allow students to be inspired to be engaged in collaborative learning. Thus, technology affords the learner the plan to the faculty twenty-four hours a day. Plus if the speech is no extended the focus of the learner-centered class, some pupils need a regular educational performance of the body to help those master system designs. Technology prepares the chance for the learners to reach the talks, presentations or reviews when required quickly than when performed by a single program (Coffey & Farinde-Wu, 2016). These elements can be digitally stored and delivered on- order by the net, CD-ROM or DVD. The address might be the same as the case that they learned in the regular class setting.

Technology helps this learner-centered check of despite the formal speech and gives the learners a chance via e-mail or talk forums to ask problems and help with other students in receiving an opinion of the subject. For several scholars, the event to ask and get solutions to their problems without becoming to talk in front of a big collection of characters is very simpler.

It is great that technology planning is conducted by a collaborative idea about the desired learning outcomes identified by a school and its community. Moreover, work with some education technology planning

organizations reveals that the best technology plans have the following features: Technology skills set for all students and strategies for managing them are mixed into the curriculum. Technology is meant to improve both the variety of student curriculum and the instructional techniques used to teach them. Technology is intended to permit teamwork enabling students to engage in joint plans with their classmates and with students from other states and regions. Technology is used to enhance learning by offering more time, comfortable, problem-solving approaches, and individualized plan. These technology planning education are designed for those who seek to engage stakeholders in a process to improve learning events and experiences for those in their school community. Further, a technology plan allows students to obtain information that pleases them, allowing learning projects that increase motivation and participation. It shows the level and kind of change in the school neither moving the past, nor failing to encourage, present reform drive. Since years, the official form for school -level training has been a talk- meant opponent or individualistic style. Such a teaching puts students on the learners and puts many of the weight on the teacher to send data to the learner. Candidates for the students to actively involved in the education style on the lower stage of cognitive abilities (e.g., basic knowledge and understanding) are usually a few, and learners do not understand (nor are they approved to assume) an active portion in the training method.

1.3 Statement of the Problem

The TOEFL IBT examination questions the capacity of students to use and read English at the university level. And it assesses how well students join their hearing, reading, speaking and writing skills to perform educational tasks. It shows that teacher-based instruction is not well for teaching TOEFL IBT classes because scores of students of Kish institution were not good in recent years. Apparently, student-based instruction is a useful method to improve TOEFL IBT scores of students in Kish institute.

2. Method

2.1 Research Design

The research design used in this study follows an intact group plan with the following characteristics:

1) Two groups of subjects were compared in this study; these groups serve the control and experimental groups of this study.

2) Students in the control and experimental groups are placed based on their successful completion of prior courses and tests administered.

3) Subjects are divided into empirical and control teams.

4) Two pre-tests were used to show the performances of students regarding their knowledge and proficiency in speech.

5) Both groups receive a post-test in the form of a teacher-made final test for the speaking course.

6) The statistical test for establishing the existence of variation among the two means of these research teams has been a T-test.

2.2 Participants

The participants of this study will be of two groups of male and female students consisting of 15 for each group, all of whom are enrolling in TOEFL classes in Kish English Institute in Tehran.

The participants will be assigned to control (N=15) and experimental (N=15) groups. The participants in the experimental and control groups will all be exposed to the same content, but a different instructional method.

The subjects who participated in this study consist of two groups of 30 male and female students of advanced level who are enrolling at TOEFL classes in Kish-Air language institute in Tehran. The range of the age was 16 to 23. Their majors were not the same, and they had different jobs and social positions. Some were high school students, some were university students at Payamnoor, Tehran branch, and some were other people with different jobs.

All of these students were the same as far as they had passed the identical course. The two groups of above subjects consisted of 60 students who were only divided into two classes through the process of registration of students in the center. One class served as the experimental group. The same teacher taught the two classes. It should be noted that the students of control and experimental groups were at an identical TOEFL course. Both classes were held two days a week in the afternoon for nine weeks.

2.3 Materials

Multiple instruments were used for treatment and data collection purposes. The OPT Test will be utilized for

testing the homogeneity of the participants regarding their general English language proficiency. IBT-TOEFL Test will be used as pre-test and post-test. Efficacy of this trial did confirm by professors and scholars. Reliability of this test was established by calculating its Cronbach's alpha. It calculated as 0.82.

The participants were 30 students of Advance level from one class, male and female, aged 25-35 years old. That is a qualitative study. The teacher-based strategy is used for the control group, while student-based strategies are utilized for the experimental group. Students of experimental group received 14 sessions of treatment. Four skills of TOEFL book were taught using student-based method. In this method, students were in 5 separated groups. Each group includes six students. The teacher asked the groups to study TOEFL strategies collaboratively to learn on their own. Students of each group worked together on their TOEFL strategies. At each session, students asked their questions of the teacher at class or via their email. After the end of treatment, post-test was administered. The independent T-test was used to analyze data. SPSS used for analyzing data.

3. Discussion and Results

The research questions posed in this study were analyzed through the parametric statistical analyses of the independent t-test. That is why the researcher had to confirm that; a) the dependent variables (pretest, posttest of IBT TOEFL scores) were measured on an interval scale, b) the subjects performed independently on the tests. That is to say, the cooperative techniques which involved students' mutual learning were not administered in this study, c) the groups enjoyed homogeneous variances. This assumption will be discussed while reporting the results of independent t-test and finally d) the data should enjoy normal distribution. As displayed in Table 1 the ratios of skewness and kurtosis over their respective standard errors were within the ranges of +/- 1.96 (Filed, 2009).

Table 1. Testing normality assumption

Group		Skewness Statistic	Std. Error	Ratio	Kurtosis Statistic	Std. Error	Ratio
control	Pretest	-.302	.464	-.650	-.152	.902	-.168
	Posttest	-.309	.464	-.665	-.491	.902	-.544
experimental	Pretest	.313	.464	.674	-.527	.902	-.584
	Posttest	.727	.464	1.56	.239	.902	.264

The pretest of IBT TOEFL scores administered to the experimental and control groups to prove that they enjoyed the same level of IBT TOEFL scores before the administration of the treatment. An independent t-test was run to compare the experimental and control groups' mean scores on the pretest of IBT TOEFL scores. As displayed in Table 2 the experimental group (M = 74.12, SD = 7.73) and control group (M = 74.72, SD = 7.96) showed almost the same means on the pretest of IBT TOEFL scores.

Table 2. Descriptive statistics pretest of IBT TOEFL scores by groups

Group	N	Mean	Std. Deviation	Std. Error Mean
experimental	15	74.12	7.732	1.546
Control	15	74.72	7.961	1.592

The findings of the free t-test (t (48) = .27, P > .05, R = .039 this represented a limited impact dimension) (Table 3) indicated that there was not any meaningful deviation within the trial and control societies' mean rates on the pretest of IBT TOEFL numbers. Therefore it can be assumed that they used the same stage of IBT TOEFL numbers before the performance of the method.

Table 3. Free samples search pretest of IBT TOEFL rates by societies

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.029	.865	.270	48	.788	.600	2.219	-3.863	5.063
Equal changes not found			.270	47.959	.788	.600	2.219	-3.863	5.063

It should be remarked that the hypothesis of correlation of diversity was reached (Levene's F = .029, P > .05). That is why the initial line of Table 3, i.e., "Equal diversity not discovered" was announced.

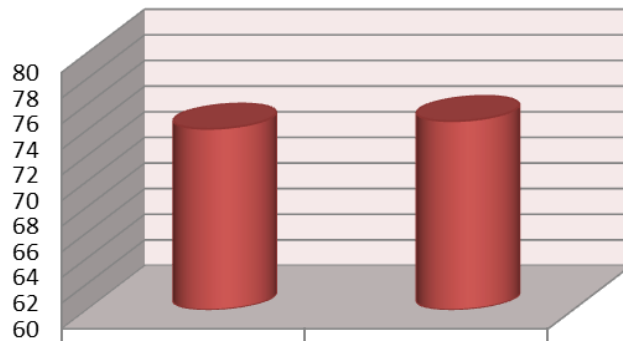

Figure 1. Pretest of IBT TOEFL scores

The outcomes of the free t-test (t (48) = 2.25, P < .05, R = .31 it represented a moderate effect size) (Table 4) and indicated that there was a significant difference between the experimental and control groups' mean scores on the post-test of TOEFL IBT scores. So it can be inferred that the first null-hypothesis was declined. Hence, it is concluded that student-based instruction statistically and significantly impacts the TOEFL IBT scores on Iranian EFL students.

Table 4. Free samples test posttest of TOEFL IBT scores by groups

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.001	.972	2.258	48	.029	5.120	2.267	.561	9.679
Equal variances not assumed			2.258	47.99	.029	5.120	2.267	.561	9.679

It should be noted that the assumption of homogeneity of variances was met (Levene's F = .001, P > .05). That is why the first row of Table 4, i.e., "Equal variances not assumed" was reported.

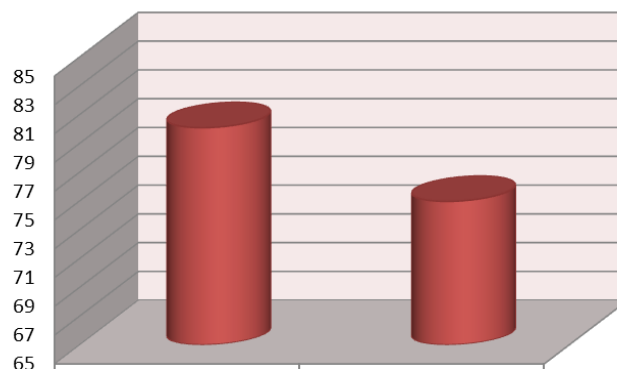
Figure 2. Posttest of TOEFL IBT scores

4. Conclusion

According to results of this investigation, student-based instruction has a meaningful effect on the IBT TOEFL numbers of Iranian students. IBT TOEFL scores of post- test of experimental group students were significantly more than the control group. It shows that applying student-based instruction, significantly, has a positive effect

on IBT TOEFL scores of students. It is clear that a remarkable variety in the pupils' access to getting ends at this point pupils, so strikingly, found the difference from typical college classmates very content to sit back and let teachers "pour in" training to learners who are much more conversant. They match more like to give opinions and thoughts, ask subjects until they truly get the body, and test ideas offered by the faculty and other scholars. The change is not completed at the top of the first week, or even at the tip of the student combined series. I believe that the content of what is shown in the classroom will address learners' needs, and they will be in that particular class because the syllabus caters to their end need.

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