The Effective Role of Applying Learner-Centered Approach in Improving the English Language Proficiency of Secondary School English language learners in Sudan

Mohamed EltayebAbdalla [1] - Sulaiman Mohammed NourAlsiddiq [2]

[1.2] Sudan University of Science and Technology College of Graduate Studies

Email : sulimannour@direectenglisg.com.sa

ABSTRACT :

The objectives of this paper are to analyze and identify the problems that are liable to face teachers of English Language at secondary schools when applying Learner-Centered Approach in classes. It also explains the reasons which caused these problems. The writer used two questionnaires addressed to students at secondary schoolsin Al-Hasahisa Locality(100male and female students) and (50 teachers of English language) who are now studying at Sudan University of Science and Technology (M.A in E.L.T.) The data was statistically analyzed. The findings of thestudy indicated thatStudent-Centered Learning Approach contributes greatly in enhancing and facilitating the actual learning experience. The overall indicationwas that both students and teachers generally feel positive about Student-Centered Learning. The study provided some recommendations to tackle the problems of implementing this method. These were concerned withtraining teachers to implement this approach and to deal with the problems that may arise.

Keywords: facilitator, group work, motivation, participation

المستخلص :

تهدف هذه الدراسة لتحليل المشكلاتالتي تواجه معلمي اللغة الانجليزية عندتطبيق طريقة التدريس المرتكزه علي المتلقي و من ثم التعرف عليها.كماتهدف لتوضحالأسباب التي تؤدي الي هذه المشاكل.تعتمد الدراسة في الأساس على استبانتين جمعت من خلالهما البيانات المطلوبة من مائة طالب وطلبة من المدارس الثانوية بمحلية الحصاحيصا وخمسين مدرساً يدرسون بكلية التربية جامعة السودان لنيل درجة الماجستير في تدريس اللغة الانجليزية.وقد اُستخدمت بعض الاساليب الإحصائية لتحليل البيانات. وتشير النتائج الى ان طريقة التدريس المرتكزهعلى المتلقي تسهم بصورة كبيرة في تقوية وتسهيل التجربة الحقيقية للتعليم.بصفة عامة يحمل الطلاب والمعلمون اتجاه إيجابي نحو تطبيق هذه الطريقة.تقدم الدراسة بعض التوصيات لمعالجة مشكلات تطبيق هذه الطريقة. أشارت التوصيات إلى أهمية تدريب المعلمين على كيفية تطبيق هذه الطريقة والتعامل مع المشكلات التي قد تطرأ على التطبيق.

INTRODUCTION :

This study defines Learner-Centered Approach (LCA), in which the role of the instructor shifts from a giver of information to a learning facilitator, and proposes a solution that enables implementation. It will define the problem, provides a reflective and a critical assessment of it. There should be a discussion of the educational leadership principles needed to implement the solution of the problem. Traditional teachers focus on what they teach rather than on what the students learn. This obviouslyshows that students are regarded as

passive learners and are not allowed to take responsibility for their own learning. On the other hand,"Learner-Centered Teaching" occurs when instructors focus on students learning. The functions of the content in (LCT) include building strong knowledge foundation, learning skills and learner's self-awareness. Moving to the process and purposes of the assessment, it is noticed that they shift from only assigning grades to include constructive feedback and to help with improvement. (LCA) uses assessment as a part of the learning process. In this method, the balance of power shifts. Therefore, the instructor shares some decisions about the course with the students, such as the collaboration between the teacher and the students on course policies and procedures.

Questions of the Study

This study addresses the following questions:

1-How far does Student-Centered Learning approach contribute to the development of school environment to enhance and facilitate the educational process as a whole and English Language in particular?

2-Do English language teachers, supervisors and school administrators hold positive attitudes towards the application of the Student-Centered Learning approach?

3-Is this approach practical in teaching Language and specifically communicative skills?

Learner-Centered Approach: A Brief Background

This background is important in order to explain the effective role of applying L.C.A. in improving English language in secondary schools in Sudan. It also clarifies the meaning and function of L.C.A and highlights the theoretical issues and the practical consideration involved in using it as a method of teaching. It then proceeds to highlight some of the main techniques that are employed in the classroom such as group work and its benefits and shortcomings.

It is important to acknowledge that Weimer (2002:57) did something great in introducing the five key changes in practice that shift students from surface learning to deep learning. In agreement with Weimer, the researcher found through personal observation in classrooms that to move from teacher-centered learning to student-centered learning (SCL), there should be changes in:

- the balance of power
- the function of course content
- the role of the teacher
- who is responsible for learning
- the purpose and process of evaluation.

What is Student-Centered Learning (SCL)? What are its goals?

SCL is a system of instruction that places the student in its center. It is teaching that facilitates active participation and independent inquiry, and seeks to instill among students the joy of learning inside and outside the classroom. Thus the term "SCL" can be applied broadly to almost any type of learning activity. It refers specifically to those teaching methodologies that will help our students develop the attitude, the resourcefulness, and the skills necessary for them to become lifelong strategic and motivated learners, eager and able to learn outside the classroom, with the ability of independent inquiry and a sense of responsibility for their own learning(Rodolfoet al, 2001:2).This goal can be fulfilled only if teachers recognize that learning is a process shared by both student and teacher. Through lectures and other teaching methodologies, the teacher delivers the necessary content- based learning and plays the

role of facilitator. Lectures, when delivered well, are excellent learning tools for developing the critical thinking necessary for lifelong learning. Through class discussion, the teacher can point to further areas of interest which students are motivated to pursue beyond the classroom, either individually or in a group, via library or fieldwork (ibid).

The Role and Responsibilities of the Teacher

It is imperative that teachers should be seen as facilitators and not just as bastions of knowledge. Teachers should not be viewed as ultimate authorities in any subject matter. Their teaching approach should move away from conveying the information towards facilitating students' personal discovery through discussion, conclusion and monitoring. Students should not depend on their teachers to provide them with the "correct" answers all the time. Insteadthey should encourage them to come up with answers of their own. Teachers are required to avoid simply trying to cover course content. Instead, they should allow their students to cover the subject matter at their own pace and according to their own aptitude. They should also provide tools to help them keep pace with the class and to raise them to the desired standard (Rodolfoet al, 2001:6).

The Role and Responsibilities of the Students

Not only teachers are the ones who will change the way they see themselves and the function they play, but alsostudents will see the change in their teachers and in themselves. In SCL environment, students approve that their teachers are originally facilitators and not simply walking encyclopedias, distributing the information that they need. Students should take greater responsibility for their own learning and not rely exclusively on the teacher to give directions.

They find schoolwork valuable, and are therefore motivated to do well. They distinguish the significance of every learning activity in which they involve. They do not have to know what to do and when to do it. They are supported to be truth-seekers and meaning-makers (Rodolfoet al, 2001:6).

Students are empowered in an SCL environment. They are actively participating and are credited for the actual learning process. They understand that they can make decisions and refuse or be in favor of ideas. However, they are accountable if their performance is lower than what is required. They will realize that responsibility and accountability to themselves and others come along with empowerment of decision making (ibid).

Previous Studies

A study conducted by Abbas Suleiman (2010) focused on exploring and identifying problems that obstruct implementation of the Learner-Centered Approach in Saudi Aramco English training programs. The researcher randomly selected 23 teachers (native and non-native) to respond to a designed questionnaire. The study distinguished certain problems which faced the implementation of LCA. For example, teachers were not involved when the decision was taken to adopt LCA teaching and teachers, also, needed enough time to prepare and design lessons that reflect LCA strategies. As for the learners, the results suggested that they lack knowledge and skills as active learners and they also lack the intrinsic motivation to independent learning. Moreover, the study showed that the degree of LCA influence was affected by learners' cultural and educational background. In addition, a qualitative tool analysis was also used. Ten English teachers were interviewed

separately.Vital results were drawn from these interviews and they were summarized into two main groups. The first group reflected problems related to the teaching materials and policies while the second discussed issues relevant to learners. It was found that the use of very detailed pacing schedules and too standardized lesson plan forms limit the teacher's freedom to select appropriate LCA activities that suit their students. In addition, the interviewed teachers thought that there was too much focus on tests and exams and that did not help to create a conducive/support learning environment. Conclusions reached in this study showed that teachers were aware of the theory and were trained in practice of the learner-centered teaching of English language. However, they were not involved in the decision making process of adopting LCA. Since teachers were an essential partner in this process, the training administration was supposed to consider involving teachers in the strategic decision making process. As for learners, the study revealed that learners lacked both understanding of their role and responsibilities as active learners and the intrinsic motivation towards learning. Regarding the cultural and educational background of learners, the study revealed some important issues that might hinder LCA teaching. Teachers believe that learners' cultural and academic background forms obstacles against learning in general and to the LCA in particular. This indicates that more effort is needed to instill values of independent learning and permanent learning skills into Saudi Aramco trainees. There are some similarities and differences between implementing LCA in Saudi Aramco English training programs and in secondary schools in Sudan. To begin with the

similarities, both studies emphasize the great role which LCA plays in improving students' performance. As for the differences, Saudi Aramco teachers are aware of the theory and have a great amount of training in the practice of the learner-centered teaching of English language. On the other hand, in Sudan the study suggests more training and awareness of implementing LCA. Regarding trainees in Saudi Aramco, the study shows that they lack understanding of their role and responsibility as active learners and the motivation towards learning. In contrast, the majority of the students in Sudan believe that group work is enjoyable, and it improves their academic and social life. The second study was performed by 'Mamonaheng Amelia Matsau (2007).It investigatedthe use of learner-centered approach in the teaching of English and Sesotho languages (the first language in Lesotho) in Lesotho (a country in South Africa) secondary schools. The research findings, based on learners' and teachers' questionnaires, observations and focus group discussions, indicated that certain learner-centered strategies suggested in the syllabus as well as other methods are used; and certain skills and content knowledge are acquired from each learner-centered strategy simultaneously. The findings showed that the learner-centered approach gave learners the opportunity to engage with those emerging issues that interested and challenged them, and which they ought to deal with throughout their lives. Learners were expected to be able to demonstrate a high level of social working relations and cooperation. Through working together in groups or in pairs they were expected to develop social skills which will assist in gaining knowledge in the classroom and later in

life. One can conclude that the teacher training department has a challenge in ensuring that teachers are fully equipped with the variety of learner-centered teaching strategies so that they use them effectively and efficiently while teaching. The learner-centered approach produces learners that are fully engaged, learners that manage themselves and others, learners that use social skills, learners that think creatively to solve problems and learners that possess independent skills. As they do all these things, learners have to be aware and knowledgeable of their culture and other cultures. These qualities of learner-centeredness are reflected in the constitution and educational aims in Lesotho. All are aiming at developing and producing independent citizens who know how to relate with others under any circumstances. This brings a conclusion that teachers need to use the learner-centered approach as expected in order to achieve this. The education system also has to assist teachers in ensuring that most of the learning resources and facilities are in place so that teachers can do their job effectively.This Study which was held in South Africa and the study that was conducted in Sudan have similar findings. Regarding students, both studies revealed the complete engagement of students when they work in groups. Moreover, the study in both countries aimed at developing and producing independent students who know to deal with problems and become creative citizens. In addition, both researchers recommended that administrators and supervisors should assist teachers in implementing LCA. To sum up, this part exhibits different views of different scholars and researchers on LCA. It sheds light on the theoretical and historical background of LCA and its literature review. Moreover, this part casts light on the previous related studies in the problems facing teachers in applying LCA. These studies are going to pave the way for the following part which is going to be about or deal with the methods.

Methods

This section describes the study's methodology. More specifically, it provides details about: (a) who participates in this study (subjects),(b) what type of materials used (tools), (c) how the research tools administered (procedure).The sample of the study consists of students at the third year of secondary school in Al-Hasahisa Locality who are 100male and female students and 50 teachers of English language studying now at the Sudan University of Science and Technology (M.A in E.L.T.). The students have been selected from different schools. There were no criteria used for choosing the subjects of the study. They were randomly chosen.n this study, the researcher used two tools of data collection. These tools are:

(a) A questionnaire addressed to English language teachers.

(b) A questionnaire addressed to secondary school students.

The teachers' answers to the questionnaire showed that there was a fraction of teachers who support Student-Centered Learning; these findings support the hypothesis that a slight majority of teachers did not hold positive attitudes towards this teaching method. The results can be seen clearly through the following paragraphs. Tables 1, 2, and 3 show the items of the teacher's questionnaire.

Table 1- Teachers' Attitudes towards Group Work Techniques

No.	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1.	In group work, students keep attentive throughout the class.	8%	20%	8%	52%	12%
2.	The teacher exerts less effort in group work classes.	10%	30%	6%	40%	14%
3.	Rotating group leaders encourages all students.	12%	22%	12%	38%	16%
4.	Good lesson preparation is the backbone of the learning process	10%	24%	10%	40%	16%

Table 1indicates that 52% of teachers disagreed that students keep attentive throughout the class when engaged in group work. Roughly a third (28%) held positive attitudes. When asked about teachers' efforts in class, more than half (54%) held negative attitudes, disagreeing or strongly disagreeing concerning more student involvement and less exertion from the teacher. When discussing rotating group leaders 54% did not believe it encouraged all students. A similar amount of teachers questioned felt that good lesson preparation was not the backbone of the learning process. It is also important to point out that with each question between 6% and 12% were not sure about the benefits of Student Centered Learning. While it is clear that when teachers were asked about student involvement in group work, rotating leadership, lesson preparation, exerting less effort and attentiveness; the researcher notes that more than half disagreed or strongly disagreed. Nevertheless, between 28% and 34% held positive attitudes about Student Centered Learning. The researcher concludes that though there is a fraction of teachers who support Student Centered Learning; these findings support the hypothesis that a slight majority of teachers did not hold positive attitudes towards this teaching method.

Table 2-Teachers' Attitudes towards Competition, Enthusiasm, Distributing Roles and Assessment

No.	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
5.	Competition adds enthusiasm for students who work in groups.	18%	50%	6%	26%	0%
6.	Making groups requires	22%	44%	0%	20%	14%

No.	Statement					
	longer time to prepare.					
7.	In group work, it is easy to distribute roles.	36%	26%	0%	18%	0%
8.	Working in groups always makes assessment realistic.	34%	32%	8%	20%	6%

The results in this table are rather mixed with teachers varying from strongly agreeing and an equal amount disagreeing to the same issue. The researcher notes that regarding time preparation for making groups, 22% strongly agreed that it takes a longer time to prepare. However, 20% disagreed with this statement. When asked about making assessment realistic, 66% strongly agreed or agreed that it made it realistic. These results also support that 68% of teachers held positive attitudes towards competition and enthusiasm during group work. Slightly fewer teachers (62%) held positive attitudes towards group work making it easier for teachers to distribute roles. The researcher is fascinated by the results of this table. It is evident that more than half of the teachers agreed or strongly agreed to the positive effects of group work relating to competition, enthusiasm, distributing roles and assessment. However, it is crucial to point out that the majority of these teachers (66%) agreed or strongly agreed that it takes a longer time for them to prepare. Perhaps they need to be trained about preparation but this is not the scope of the research. There are teachers, roughly between 18% and 34%, who still hold negative attitudes, disagreeing or strongly disagreeing with all the issues. Nevertheless, this was fewer than expected.

Table 3-Teachers' Attitudes towards Discipline and Domination

No.	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
9.	Learners find group work an opportunity to work hard.	62%	20%	6%	12%	0%
10.	Class discipline is not affected by group work.	34%	40%	0%	26%	0%
11.	Active learners don't dominate the task in group work.	40%	36%	14%	10%	0%

In table 3 above, the researcher notes that 82% of teachers found that learners worked harder during group work. They also agree or strongly agreed (74%) that discipline was not affected by group work. With respect to this issue of discipline, the researcher still found that 26% of teachers disagreed regarding this question. Concerning the question of discipline and group work, the results indicate that there is a good amount of dispersion between the answers.

There is no clear majority. The last question, when asked about active learners dominating tasks during group work, the majority of teacher agreed or strongly agreed that there was no domination. Once again, 14% of teachers are not sure about this and 10% of teachers strongly disagreed. The researcher is also positively delighted that no teacher strongly disagreed with any of the questions.

Table4-Students' Attitudes towards Benefits of Group Work

No.	Valid	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1.	Classmates play a central role in learning.	42%	39%	10%	9%	0%
2.	Working in groups gives students more time to share ideas.	60%	36%	4%	0%	0%
3.	Within groups, leadership is shared and rotates all the time.	63%	37%	4%	0%	0%
4.	Working in groups improves students' communicative abilities.	18%	49%	3%	10%	0%
5.	Working in groups makes students more creative.	89%	11%	0%	0%	0%
6.	Working in groups prepares students to start individual activities.	41%	55%	4%	0%	0%
7.	Students should learn how to take part in serious discussions.	45%	36%	16%	3%	0%

Table 4 shows that 81% of students either agreed or strongly agreed about their classmates playing a central role in their learning. It is equally important to note that 10% of them disagreed about the centrality of classmates in their learning. The same amount of students also believed that working in groups did not improve their communicative abilities (10%). Almost all of them (96%) felt that working in groups gave them more time to share their ideas. And a clear majority of 96% of students agreed or strongly agreed about preparing for individual work through group work. A similar trend is evident when studentswere asked abouthaving to take part in serious discussions. However, with this question a significant 16% were not quite sure

about the effects. The findings support the hypothesis that the Student Centered Learning approach contributes greatly in enhancing and facilitating the actual learning experience.

Table 5- Students' Attitudes towards appreciation and Self-confidence

No.	Statements	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
12.	Teachers appreciate and welcome participation.	83%	17%	0%	0%	0%
13.	Mistakes don't bother students who work in groups.	31%	53%	12%	3%	1%
14.	Students feel self-confident in the friendly environment.	20%	76%	4%	0%	0%

It is evident from Table 5, contrary to the researcher's hypothesis, that 83% of the students believed that teachers actually appreciated and welcomed student participation. Though only 20% strongly agreed about students feeling self-confident in the friendly environment, nevertheless, 76% still agreed. With respect to students' self-confidence, the researcher notes a similar trend when looking at mistakes bothering students who work in groups. Half of the students questioned here agreed and 31% strongly agreed. Only 12% were not sure about the issue of mistakes during group work. Most importantly, there is a negligible amount of students who either disagreed or strongly disagreed. The researcher concludes here that English language students actually do not hold negative attitudes towards Student-Centered Learning.

Table 6-Students' Attitudes towards Other Benefits of Group Work

No.	Valid	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
15.	Working in groups is enjoyable.	72%	21%	6%	1%	0%
16.	Group work improves students' social life.	47%	32%	15%	5%	1%
17.	Teachers play a central role in learning.	30%	46%	9%	15%	0%
18.	Making friends is easier within groups.	25%	39%	13%	23%	0%
19.	Students are more active in group working than on their own.	73%	25%	2%	0%	0%

20.	Students learn more when they work in groups	19%	45%	18%	15%	3%
21.	Students feel more secure and less embarrassed in groups.	41%	42%	3%	14%	0%
22.	It is enjoyable to tell families about the role in the group	21%	41%	29%	7%	2%
23.	Students should prepare their lessons well at home to be the best	22%	60%	4%	14%	0%
24.	Students should compare their answers with others	24%	65%	0%	10%	1%

The researcher notes that 72% of students found that group work was enjoyable, while almost none disagree or strongly disagreed. Regarding social life, 79% of students agreed or strongly agreed that it improved social life whereas 15% were not completely sure. It is also interesting to note that 76% of students still found that teachers played a central role in their learning. However, 15% disagreed with this. When asked about the ease of making friends within groups, a larger number (23%) disagreed; however, 64% felt that it was easier to make friends in groups. The researcher also notes greater dispersion of answers when students were asked about their learning in groups. Only 19% felt that they learned more in groups but almost half of the students survey agreed that learning is enhanced when working in groups. The researcher also notes that 18% of students are still not sure about the learning benefit within groups and 15% of students actually do not agree that group work enhances learning. Similar trends were discovered when asked about preparing lessons at home and comparing answers with classmates. The final point to highlight is regarding students sharing their ideas with their families. While most of them (62%) agreed or strongly agreed that they found it enjoyable to share ideas with families, 29% were not sure about feeling positive in sharing their experiences with their families. The overall trend is that both, students and teachers generally feel positive about Student Centered Learning but there are certain areas where more research is needed with respect to gauging students' attitudes about the social aspects of group work.

Benefits and Drawbacks of L.C.A.

After analyzing the data collected, the results can be seen clearly through the following analysis table. According to the data collected from the survey, Learner- centered approach has a variety of benefits. The data were analyzed by calculating the percentage of each benefit. Findings indicate that the academic benefit, the psychological benefit and the social benefit represent the main benefits of this approach. Teachers and Students rated these benefits in order of importance. The academic benefits received the lion's share of the vote.

Academic Benefits

Table 7-Academic Benefits

No.	Statements	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1-	Working in groups makes students more creative.	89%	11%	0%	0%	0%
2-	Working in groups gives students more time to share ideas.	60%	36%	4%	0%	0%
3-	Working in groups prepares students to start individual activities.	41%	55%	4%	0%	0%
4-	Students should compare their answers with others.	24%	65%	0%	10%	1%
5-	Mistakes don't bother students who work in groups.	31%	53%	12%	3%	1%
6-	Students should prepare their lessons well at home to be the best.	22%	60%	4%	14%	0%
7-	Classmates play a central role in learning.	42%	39%	10%	9%	0%
8-	Active learners don't dominate the task in group work.	40%	36%	14%	10%	0%
9-	Class discipline is not affected by group work.	34%	40%	0%	26%	0%
10-	Working in groups improves students' communicative abilities.	18%	49%	3%	10%	0%
11-	Working in groups always makes assessment realistic.	34%	32%	8%	20%	6%
12-	Students learn more when they work in groups.	19%	45%	18%	15%	3%

In table7, respondents unanimously agreed that working in groups makes students more creative. Moreover, 96% of population questioned agreed that working in groups gives the students more time to share ideas and to start individual activities. In addition, 89% of the respondents thought that students compare their answers with others. Eighty four per cent of the population

believed that mistakes do not bother students who work in groups. 82% of them agreed that learner-centered approach makes the students prepare their lessons well at home to be the best in classroom activities. 81% of them felt that classmates play a central role in learning and that group work makes them take part in serious discussions. 76% of the members of the selected sample for the study confirmed that active learners do not dominate the task. 74% of the respondents thought that class discipline is not affected by group work. 67% of the participants thought that working in groups improves students' communicative abilities.66% of them makes assessment realistic and 64% of them admitted that students learn more in groups.

This part of the data about working together agrees with Jones (2007: 2), as he states that when students work alone, they prepare ideas or make notes before a discussion, and they do a

listening task, a short written assignment, or do grammar or vocabulary exercises. If students work together in pairs or groups, they compare and discuss their answers, or read and react to one another's written work. Moreover, working together in discussions or in role-plays, sharing ideas, opinions, and experiences increases students' knowledge and broadens their minds. In the group work, students interact with the teacher and the whole class, ask questions or brainstorm ideas.

Some responses of the data collected related to the opinions of Brown (1994:159) and Harmer (2007:51) about group work. Both writers stressed the importance of group work in the improvements of communicative skills. The more students interact in their groups, the more they promote their learning skills.

Psychological benefits

Table 8- Psychological benefits

No.	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
13.	Students feel self-confident in the friendly environment	20%	76%	4%	0%	0%
14.	Working in groups is enjoyable	72%	21%	6%	1%	0%
15.	Students feel more secure and less embarrassed in groups	41%	42%	3%	14%	0%

According to the questionnaire results of table No 8, the psychological benefit of the approach used represented the second most important. It was the voters' second choice. For instance, 96% of the respondents think that students feel

self-confident in the friendly environment of group work. Other 93% of them think that working in groups is enjoyable. 83% of them think that students feel more secure and less embarrassed when they work in groups.

Social benefits

Table9- Social benefits

No.	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
16.	Group work improves students' social life	47%	32%	15%	5%	1%
17.	Making friends is easier within groups	25%	39%	13%	23%	0%
18.	It is enjoyable to tell families about the role in the group	21%	41%	29%	7%	2%

By looking at table No.9, the respondents rated the social benefits as the third most important benefits of this approach. For example 97% of the research population thinks that working in groups improves students' social life. Similarly, 64% believe that making friend is easier in group work. Likewise, 62% of them believe that they feel satisfied when they let their families know about their roles in group work.

Drawbacks

Table 10- Drawbacks

No.	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
19.	In group work, students keep attentive throughout the class.	8%	20%	8%	52%	12%
20.	Making groups requires longer time to prepare	22%	44%	0%	20%	14%

No teaching method is perfect and Learner-centered approach is not an exception. As many other methods, it has some drawbacks. There are many obstacles which hinder the application of this method. For example, in table No.10, 64% of the respondents disagree that students keep attentive throughout the class while only 28% of them think that students keep involved. In addition, 66% of them agree that making groups requires longer time to prepare whereas only 34% disagree with this opinion.

Summary of Findings

Through the study, the researcher has come to the following findings:

1-The findings support the hypothesis that the Student-centered Learning approach contributes greatly in enhancing and facilitating the actual learning experience.

2- The majority of the students consider comparing answers with others is important.

3- A slight majority of teachers had positive attitudes towards this teaching method.

4- Concerning the question of discipline and group work, the results indicate that there is a

good amount of dispersion between the answers. There is no clear majority. The last question, when asked about active learners dominating tasks during group work, the majority of teachers agreed or strongly agreed that there was no domination. Once again, 14% of teachers are not sure about this and 10% of teachers strongly disagreed. The researcher is also positively delighted that no teacher strongly disagreed with any of the questions.

5- It is evident that more than half of the teachers agreed or strongly agreed to the positive effects of group work relating to competition, enthusiasm, distributing roles and assessment.

6-The overall trend is that both, students and teachers generally feel positive about Student Centered Learning. But there are certain areas where more research is needed with respect to gauging students' attitudes about the social aspects of group work.

7-According to the data collected from the survey, Learner- centered approach has a variety of benefits. The data were analyzed by calculating the percentage of each benefit. Findings indicate that the academic benefit, the psychological benefit and the social benefit represent the main benefits of this approach. Teachers and Students rated these benefits in order of importance. The academic benefits received the lion's share of the vote.

Conclusion

With respect to the first drawback, L.C.A. is inevitable in large classes as it is the only way to have all the students involved. Teachers need to be trained as how to implement this approach and how to deal with the problems that may arise. Well-trained teachers are expected to effectively monitor the groups and overhear those who use their native language or discuss private topic As far as the second drawback is concerned, it seems true that making groups and rearranging the students regularly according to their personalities and performance is time consuming and noisy. Making small groups and using chairs on wheels instead of immovable furniture can be of great help. Using movable chairs makes it easier to quickly and comfortably change position to face each other for pair and group work. Seating them as close to each other as possible is important so that they can talk softly and still hear one another. In this way, teachers can avoid hearing a lot of noise.

Recommendations

Based on the research findings, the researcher finds it important to recommend the following:

1-More attention should be devoted to gauging students' attitudes about the social aspects of group work.

2- Teachers need to be trained as how to implement this approach and how to deal with the problems that may arise. Problems are such as:

- How to deal with crowded classrooms in terms of
1. Keeping track of all the students.
2. Having the students talk softly and still hearing one another.
3. Being near from all the students to overhear them while walking around.
- How to deal with small classrooms by avoiding being part of the groups as students in small classes try to be teacher-dependent.
- How to deal with mixed- ability classes by
1. Changing the seating plan every now and then so that factors can share ideas.

2. Switching from a method to another to meet different personalities, different ages, and different learning styles.

• How to deal with the difficult parts of the course which need the teacher's interference by demonstrating the difficult part of the lesson with a confident student or acting it out by oneself in front of the class.

Summary

To sum up, this paper has analyzed the teacher's and students' questionnaire, and the collected data have been processed by using the relevant statistical procedures. This section has also reported the most important part of the research i.e. the results obtained from the teachers'/students' questionnaire. It has also discussed these results in the light of the data analyzed. The findings showed that there are some benefits and drawbacks. The benefits are divided into three parts: academic, psychological and social. The academic benefits are more than the other ones. This study has attempted to identify the teachers' and students' attitude towards applying L.C.A. The study has also tried to find out to what extent the teachers and students at the secondary schools would like to implement L.C.A. in their classes.

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