Dedication

To the souls of my parents,

To my wife and children,

To my dear friends,

I dedicate this work.

Acknowledgement

Thanks and gratitude to Allah for the achievement of this important work. I would like to express my special thanks to the college of Languages at Sudan University of Science and Technology for granting me the permission to conduct this study. My sincere gratitude is extended to my supervisor Dr. Mohammed Al-Tayeb, for his continuous guidance, and valuable suggestions without which it would have been difficult for this study to be completed.

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Abstract

The objectives of the study are to analyze and identify the problems that are liable to face teachers of English Language at the secondary schools when applying Learner-centered Approach in classes. Also the study explains the reasons which caused these problems. The study includes two questionnaires for the students at secondary schools in Al-Hasahisa Locality (100 male 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.).In this study, the researcher used two types of data collection tools. These tools are: (a) A questionnaire for English language teachers. (b) A questionnaire for secondary school students. As a tool of data collection, the questionnaire of this study covered some variables which were determined by the researcher. The methodology provides details about the subjects and the tools of the study. Then, the data were tabulated and analyzed. The study has come out with the most important result that the Student-centered Learning approach contributes greatly in enhancing and facilitating the actual learning experience. The overall trend is that both, students and teachers generally feel positive about Student-centered Learning. According to the data collected from the survey, Learner-centered approach has academic, psychological and social benefits. Finally, based on the research conclusions, the researcher finds it important to recommend that teachers should be trained as how to implement this approach and how to deal with the problems that may arise.

مستخلص

تهدف هذه الدراسة لتحليل المشكلات التي من شأنها أن تواجه معلمي اللغة الإنجليزية عند تطبيق طريقة التدريس المرتكز على المتلقي ومن ثم التعرف عليها. كما توضح الدراسة ايضاً الأسباب التي تؤدي الي هذه المشاكل. تشتمل الدراسة على استبانتين لمائة طالب وطالبة من المدارس الثانوية بمحلية الحصاحيصا وخمسين مدرساً يدرسون بكلية التربية جامعة السودان لنيل درجة الماجستير في تدريس اللغة الانجليزية. في هذه الدراسة، استخدم الباحث نوعين من أدوات جمع البيانات هذه الأدوات هي:(أ) استبيان لمدرسي اللغة الإنجليزية. (ب) استبيان لطلاب المدارس الثانوية. كأداة لجمع البيانات، شمل الإستبيان لهذه الدراسة بعض المتغيرات التي تم تحديدها من قبل الباحث. ثم تمت جدولة البيانات وتحليلها. وقد خرجت الدراسة بأهم نتيجة وهي أن طريقة التدريس المرتكز علي المتلقي تسهم إلى حد كبير في تعزيز وتيسير تجربة التعلم الفعلية. الإتحاه العام هو أن كلاً من الطلاب والمدرسين يحمل شعورإيجابي حول طريقة التدريس المرتكز علي الطالب. وفقا للبيانات التي تم جمعها من المسح، هذه الطريقة لها فوائد أكاديمية، نفسية وإجتماعية. أخيرا، استنادا إلى إستنتاجات الأبحاث، يجد الباحث أنه من المهم أن يوصي بتدريب المعلمين علي كيفية تنفيذ هذا النهج، وكيفية التعامل مع المشاكل التي قد تطرأ.

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List of Abbreviations

Abbreviation	The meaning
L.C.A.	Learner Centered Approach
L.C.T.	Learner Centered Teaching
M.A.	Master of Arts
E.L.T.	English Language Teaching
S.C.L.	Student Centered Learning
T.B.L.	Team- Based Learning
S.U.S.T.	Sudan University of Science & Technology