Chapter One

Chapter One

Introduction

1.1 Background of the Study

This research will present the Capstone Project of the study, one that 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 detail what the problem is, provide a reflective assessment of the problem, a critical review of the research, the proposal for the learning solution, and culminate with a reflection on the educational leadership principles required to implement the solution.

Traditional teachers focused on what they did rather than on what the students were learning. This obviously shows that students were passive learners and did not 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, we find them 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.

There are different psychological principles of LCA. They are summarized by Lambert & McCombs (1998:186) through five domains.

1- The knowledge base.

It is that what a person has already known largely determines what new information he attends to, how he organizes and represents new information, and how he filters new experiences and even what he determines to be important or relevant.

2- Strategic processing and executive control.

The ability to reflect on and regulate one's thoughts and behaviors is an essential aspect of learning. Successful students are actively involved in their own learning, monitor their thinking, think about their learning, and assume responsibility for their own learning.

3-Motivation and effect.

The benefits of learner-centered education include increased motivation for learning and greater satisfaction with school; both of these outcomes lead to greater achievement. Through the researcher's teaching and observing classes, it is obvious that personal involvement, intrinsic motivation, personal commitment, confidence in one's abilities to succeed, and a perception of control over learning lead to more learning and higher achievement at school.

4. Development and individual differences.

Individual's progress through various common stages of development is influenced by both inherited and environmental factors. Depending on the context or task, changes in how people think, believe, or behave are dependent on a combination of one's inherited abilities, stages of development, individual differences, capabilities, experiences, and environmental conditions.

5. Situation or contexts.

It is important to understand theories of learning that highlight the roles of active engagement and social interaction in the students' own construction of knowledge. The quality of instruction depends on a few contextual factors – the teacher's methodology will play a crucial role in how the student responds to the instruction. This fundamental aspect will dictate classroom atmosphere.

Through the researcher's career as English teacher; it was noticed that Student- centered Learning (SCL) approach has had an effective role in teaching most subjects especially those which are related to social studies. Therefore, the study tries to investigate the effective role of (SCL) approach in teaching English Language at secondary schools in Sudan and the researcher wishes that the study will end with recommendations that may contribute in the development of language teaching in Sudan.

1.2 Statement of the Problem:

The student-centered learning approach is neglected by many teachers and they neglect its role in enhancing English language teaching. Therefore, the researcher will take the problem to show the attitude of English Language teachers towards the application of the Student-centered Learning approach. From this point comes the main title of the study. "The Effective Role of the Student-Centered Learning Approach in Improving English Language Performance of the Students at Secondary Schools and Universities in Sudan." As well as the students attitude towards the implementation of this method of teaching and its impact on them academically and socially.

1.3 Objectives of the Study:

This study aims:

1- To investigate the potential obstacles in implementing the Student-centered

Learning approach.

2- To show the effective role of the application of the Student-centered Learning

approach in teaching English at Secondary Schools and Universities in Sudan.

3- To find out how English teachers' attitudes can possibly impact student learning

outcomes.

1.4 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?

1.5 Hypotheses of the Study:

Based on the questions, the study hypothesizes that:

1- The Student-Centered Learning approach contributes greatly in enhancing and

facilitating the actual learning experience.

2- English Language teachers, headmasters and supervisors in Sudan do not hold

positive attitudes towards the Student-centered learning approach**.**

3- The SCL approach is a practical one, because it creates a shared partnership between teacher and student and this can be applied anywhere. The Student-Centered Learning approach can contribute in developing the school environment, reinforcing and facilitating the language teacher's performance.

1.6 Significance of the Study:

The importance of this study stems from the fact that it investigates the attitudes of English language teachers towards the application of the student-centered learning approach in enhancing English language teaching. It also comes from understanding the role that this approach can really play in developing the educational process in general and improving English language teaching in particular. This research will be of great use to those who are involved in educational process.

It will benefit the teachers, as it suggests ideas which can help them to facilitate and enhance their teaching performance in classrooms and to provide some new ideas about modern teaching methods. It will help the syllabus designers to think about the ideas to pick what is useful and design activities in their textbooks to suit this method of teaching. Moreover, language supervisors need to make some efforts and to follow up the application of the student-centered learning approach inside the classroom. They have to remind and encourage teachers about the importance of this approach.

1.7 Limitations of the Study:

The study is limited to:

1- Location limitation: It is limited to fifty secondary schools in Al-Hasahisa Locality. The researcher finds out that the location is not enough to have the satisfactory results of the study. However, adding more locations needs more time and transportation.

2- Period limitation: It is limited to the school year 2013-2014. More time has to be devoted to classroom observation to achieve accurate attitude of both students and teachers.

3- The research is limited to the problems that face teachers of English language, as they are applying learner-centered approach in their classes. It has to include self-study learning.

1.8 Methodology:

The aim of the study is to diagnose and analyze the problems of applying learner-centered approach at secondary schools. In this research, the researcher is trying to reveal the attitudes of the students and teachers towards the group work through a questionnaire. Teachers' questionnaire will be distributed to fifty teachers of English language who are now studying at Sudan University of Science and Technology (M.A in E.L.T.). Students' questionnaire will be distributed to 100 students, who are learning English language at the secondary schools in Al-Hasahisa Locality.

In this research, the researcher is going to use the descriptive analytical method through applying the questionnaire in order to describe the situation and analyze it from the point of view of the teachers and students. Eventually, recommendations based on the findings will be made.

Chapter Two

Chapter Two

Literature Review

2.1 Introduction

This chapter considers the literature review of this study. It is divided into two parts. Part one deals with the theoretical framework of applying LCA while the second part copes with the previous studies. The first part aims at providing the reader with the theoretical background for L.C.A. in teaching English language. 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 ant its benefits and shortcomings.

2.2 Part 1-Theoretical Framework:

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.

Excessive teacher control has an adverse effect on students' motivation, confidence, and enthusiasm for learning. Students are more likely to become self-regulated learners when some of the conditions of their learning are more under their control (Weimer, 2002:144). That does not defend giving up our professional responsibility and allowing students define the course content or whether they will do tasks; instead it is recommended that teachers establish "*parameters*" that will empower their students to make beneficial decisions. Increasing the decisions students can make about assignments and activities fully engages them in the course and its content. There are many suggestions providing a variety of assignments to demonstrate learning the course outcomes (students choose a combination), negotiating policies about class participation, and letting students choose which material the teacher will review in class the period before a major test.

Learner-centered teaching (LCT) does not mean abandoning content. The function of content in a learner-centered course changes from *covering* content to *using* content (Shooley, 2012:6-7). Course content is to be connected to the learning skills, time-management skills, and other strategies and approaches which are used by practitioners in the discipline. Content can be used to develop students' self-awareness of their learning—a crucial "*metacognitive*" ability that students need to self-assess their learning and to transfer their learning from one course to subsequent courses. Using content means, of course, that students experience it during the course by applying it. There is a large repertoire of active learning strategies that teachers can

draw on: writing-to-learn activities, cooperative learning, case studies and other real-world applications, and short projects and activities.

2.3 Weimer's 7 Principles

Weimer (2002:59) suggests seven principles to guide the instructor trying to develop a learner-centered classroom:

1. Reduction of teachers' learning tasks.

Teachers have to assign some tasks to the students such as organizing the content, giving examples, summarizing discussions, solving problems, and drawing diagrams, charts, and graphs.

2. Reduction of teacher talk time – increasing student self-discovery.

Instead of consuming the lesson in feeding students with information, give a quiz on your syllabus and policies without going over it first. Let students discover information in assigned readings without presenting it first or summarizing it later.

3. Creation of more design oriented work.

When students do design activities and tasks, their learning attitude will divert to new skill levels, motivate engagement in the course content by doing the work of practitioners in the discipline, and that develop self-awareness of their learning of the content.

4. More modeling by instructors.

Explain how a skilled learner (the teacher) continues to learn. Give authentic example by showing them drafts of what you have written, notes on your own reading in professional journals; talk aloud as you solve a problem, thereby revealing and modeling the way you think.

5. Teachers do more to get students involved and learn from and with each other.

To divide the class into small groups to do classroom assignments.

6. Faculty work to ensure learning environment.

To provide an atmosphere that encourages interaction, autonomy, and responsibility. In this way students will feel enthusiastic and motivated as they take part in their learning procedures.

7. Faculty does more with feedback.

In addition to assigning grades, use other means of providing frequent feedback. For example, students' response and eagerness to learn. Their willingness and happiness is the feedback that you can feel from the students' behavior after the lesson.

By applying these principles, teachers will have a successful class room environment for learning and students will embrace instruction in the optimal way. Otherwise, the classroom will be teacher-centered resulting in the pacification of students and severely limits their potential to learn.

While focusing on student-centered learning, the researcher has decided to concentrate on three main areas within the topic: the cognitive approach, the motivational and affective approach, and lastly the developmental/social approach. Together, these three fundamental ideas create the student-centered model that focuses on both the learner and the learning process. Through practice and observation of students, the researcher is in agreement with Shooley (2012:6-7) who observed students in Sweden, England and America. It is strongly believed the student-centered classroom is effective in motivating students.

Through this research and interactions with students, the researcher has come to the conclusion that student-centered classroom is good for both students and teachers in different ways.

Below is a table which was adapted from Cornellius-White & Harbaugh (2006:38-43).

Student-Centered Approaches	Traditional Approaches
Individual-centered	Curriculum-centered
Self directed	Teacher directed
Child centered	Teacher centered
Process (how)	Content (what)
Constructing understanding	Covering subject matter
Thinking	Memorizing
Experiential methods	Lecture
Active	Passive
Showing	Telling
Cooperation	Competition or individualism
Inquiry-based	Knowledge-based

Resource: Shooley, H. (2012:6-7) "Student-centered learning in the Elementary Classroom 1"

Through her research and observation, Shooley (2012:7) comes to the conclusion that student-centered learning has shown to be a valuable teaching method for both students and the teacher. This approach is grounded on democratic principles, instructional flexibility, trust and the importance of creating a safe learning

environment for all students. The writer believes that the implications of both observations and analyses done on student-centered learning show the ways this method can be realized into the classroom and the components that make it successful, not only for the student, but for the teacher and the entirety of the school.

Shooley Student-centered instruction is different from more traditional methods of teaching. It includes the individual students and what works best for them. We are looking forward to seeing educators create cooperative relationships both with the student, as well as parents and administrators to supply any necessary backing to ensure success. Teachers can apply different strategies into classrooms such as: cooperative learning groups, exploratory learning, reading groups and many more. The most important thing is that, the teachers need to take advantage of children's natural curiosity in learning to entice them in the strategies of lifelong learning (ibid).

Rodolfo et al (2001) produce an interesting and useful reference book, "Elements of Student-Centered Learning". In this book, the authors discussed what SCL might entail and come to the conclusion that teachers may be asking themselves the following questions:

1-What is the difference between SCL and the way I have always done things? In what way have I not been student centered?

2-What is the difference between SCL outside the classroom learning, and learning how to learn?

3-Does the focus on SCL mean that I should avoid the use of the lecture method?

4-Does SCL mean that classroom interaction between teacher and student is less important and that I can meet my classes less often?

5-What can I do and what changes can I make in the way I teach my classes to make my approach more student-centered?

2.4 What is Student-Centered Learning? What are its goals?:

A recent study (Rodolfo et al, 2001:2) describes SCL as a system of instruction that places the student in its heart. 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 for independent inquiry and a sense of responsibility for their own learning.

This goal can be fulfilled only if we 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).

2.5 Towards an SCL Environment:

Rodolfo et al (2001:5) conclude that the most important focus of learning is to establish the interaction between teacher and student inside the classroom. Teachers move to the question what kind of learning environment should be created to engender SCL? The process of creating SCL involves both students and teachers together, and takes shape whenever teacher and student will allow it. There are some conditions that would exist if the classrooms were truly student-centered.

2.6 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 moves away from conveying the information towards facilitating students' personal discovery through discussion, conclusion and monitoring. Teachers should not encourage students to depend on them to be provided with the "correct" answers all the time; they encourage them instead to come up with answers of their own. They avoid simply trying to cover course content. Instead, they allow their students to uncover their subject matter at their own pace, according to their own aptitude while providing tools to help them keep pace with the class to raise them to a desired standard (ibid:6).

2.7 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 also students 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 do

not rely exclusively on the teacher to give direction. 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 (Rodolfo et 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).

2.8 The Quality of Student-Teacher Interaction:-

A SCL environment permits both teachers and students to engage in real exchanges of ideas. We use instructional methods that increase student participation, trying to avoid excessive classroom lectures that are not followed by pair work or group discussion. We urge our students to ask meaningful questions, assemble and organize data. Then they can explain these and apply them to important problems in their field of knowledge. We attentively listen to students and help them gain knowledge and confidence to argue, challenge and prove and defend their thoughts (ibid).

Teachers also build confidence in themselves and do not feel vulnerable or defensive when students raise questions in their classes. There should be no threat from their part to accept that they do not understand something. They do not feel threatened and let the students offer conflicting ideas, disagree with their claims and

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offer alternative perspectives. They have held traditional and often outdated beliefs and think that such acts are signs of challenge to authority and should be discouraged. On the contrary, being critical and analytical is part of the education process. It is high time that we exchanged knowledge with our students and respect their points of views and give them time for discussion to give strong justification for the reason they support such views or opinions (Rodolfo et al, 2001:7).

2.9 The Mode of the Learning:

In SCL environment students are encouraged to learn independently, with the suitable guidance from the teacher when it is needed. We adopt teaching methodologies that give our students chances of doing independent work, either alone or in a group. The inclination to learn much more that what the teacher gives in the class drives students to read, do research and discuss on their own (ibid).

Cooperation is the central characteristic in SCL environment; students shares the information, assist each other and provide support for each other's learning. In addition to the independent learning, students also enjoy working with their colleagues because they see that in themselves many heads are better than one (ibid).

2.10 Turning the Dream into Reality:

Creating such a kind of SCL learning environment is something many teachers aspire for. However, to realize this dream, there are some required changes. The basic change is in the attitude. Teachers cannot succeed in creating this environment of learning unless they alter some of their beliefs about what is learning and what teaching ought to be. In order to achieve this goal, they need determination and perseverance from their part (ibid:8).

2.11 The Teacher in the Student-Centered Learning Environment:

According to (Weimer, 2002: 93), the teacher is at the core of the process in the SCL environment. Our development as teachers reflects on the process and activities that defines this approach. However, what steps must we take? The following attitudes and activities assist us accomplish this objective.

1-We really approve that SCL environment is indispensable for the whole progress from our students.

2-Students and teachers have to accept the changes in roles in this educational process.

3-We establish in our curriculum opportunities that allow students to work more indecently.

4-We start developing instructional materials that support the SCL environment.

5-We afford our interest in promoting such kind of environment through fixed dialogue and discussion of ideas (ibid).

Many items can be added to this list. It might be helpful for us to admit that our ability to improve these attitudes and to conduct these activities successfully is also extremely dependent on where we are in our personal and professional development as teachers. Teaching is not a profession like any other professions, but it is a mission. Only those who believe in its role in society and have the satisfaction and fulfillment will be successful teachers. Therefore, they have stayed in the profession. Most teachers begin teaching without being sure they are meant to be educators. However, we love our students and the profession, there will probably be "a real teacher" within us, waiting to be developed and grow through training and qualifying. Then through real developmental process, the can say to himself, "I am now a real teacher." (ibid).

2.12.1 A framework for the SCL:

When SCL is a goal, learning is seen as a constructive process that occurs best when what is learned is relevant and meaningful to the learner. Students are identified as the prime factor in acquiring their own knowledge, while the teacher serves as a facilitator to this acquisition. The role of the teacher is to "invite students to experience the world's richness, empower them to ask their own questions, and challenge them to understand the world's complexities" (Brookes & Brookes, 1993).

Seen from this viewpoint, not only is teaching an art but learning is too. In a sense that we offer our student the chances to experience the enjoyment that mental processes give. Questions are no longer asked by teachers; students ask their teachers as well as themselves, and listen to the information created by the answers. As teaching and learning turn into crafts practiced for the ultimate pleasure of doing and for the joy of entertaining the end result, both discontinue to be the lists of activities to be performed. Method and practice become one, and achieve a high level of disciplinary experience when they are vitalized by renewal and creativity. When considering SCL, Rodolfo et al (2001:17) maintain that the students as composing new learning and making meanings based on prior knowledge, experiences, mental structures and beliefs. The objectives of instructions in a SCL environment are problem -solving, reasoning, critical thinking and the active use of knowledge.

To locate the principles with the context of building and managing classroom instruction, here is a summary of instructional events that foreground the need to design learning so as to create learning with comprehension and prudence.

2.12.2 Eight instructional events for SCL

There are eight instructional events for SCL such as the following:

Event 1. Set Learning Challenge

Rodolfo et al (2001:18) state that the first action in placing the stage for SCL is to determine the learning challenge. The challenge may be in the aspect of a terminal objective, a goal statement or a learning result. If we want to improve access to knowledge that meet learning challenge, we have to set it within authentic context, and explain what students should be able to do as a result of instruction, besides stating why it is important for them to address the challenge.

Event 2. Defining Learning Goals and Objectives

The aim of event 2 is to assist students determine their individual learning objectives related to the course, and to improve their capability to access and designate their learning demands. The central question to be addressed in this event is, *"What do you have to know and be able to do in order to meet the challenge?"*(ibid).

At this time, students are obviously offered the opportunity to command their learning. The teachers set objectives that make students produce work and start performing their tasks. As soon as the students define their goals and objectives to recognize the teachers challenge, effective learning begins to be performed on the stage set up by the challenge (ibid).

Event 3. Determine Learning Strategy

An interesting view was expressed by Rodolfo et al (2001:18) that 'The concentration of this action is to help students settle how they are to go about realizing their learning objectives'. The major questions to answer here are:

Where will you obtain the information needed to achieve each of your learning goals? And, *how will you develop your skills and knowledge?* Through event 3, the teachers locate the strategy of facilitating metacognition on the part of the students. Metacognition is the capability to contemplate on one's own performance based on prior knowledge and understanding of the learner's strengths and weakness, and the requirement of the activities at hand.

Event 4. Set Performance Requirements

The fundamental questions to be answered here are: *How will you demonstrate that you have achieved your learning goals and objectives?* And, w*hat is considered excellent performance, satisfactory performance and unsatisfactory performance?* Teachers have to permit students to think and identify the categories of their own performance which will certainly reinforce their motivation (ibid:19).

Event 5. Construct Knowledge

Students obtain more knowledge and promote their skills by working individually or in groups. In reality, students are learning essential problem- solving skills and much of the content information. When the information is structured in meaningful patterns, learning will be useful. It is necessary to note that event 5 takes the extent hours allotted for the achievements of the course requirements. A teacher is a knowledge facilitator through different methods of instructions such as: the classroom discussion, workshop, the laboratory classroom, team-teaching, team-

learning, the case method, independent study and electronic teaching. With the coming of SCL, the roles of teacher and student in the learning process have shifted towards a shared responsibility of learning (ibid).

Event 6. Monitor and Assess Learning

"To decide whether the students are achieving their objectives or not, they have to make self-appraisals and peer assessments. Students have to submit course requirements to the teacher". In this way, students give feedback about what they have learned and how they went about learning this (Rodolfo et al, 2001:20).

Event 7. Provide Feedback

In this event, teachers observe students' work and give feedback. This becomes their proof in deciding individual success or failure. It also determines areas of weakness to be improved by teacher and student. Students can revise goals, learning strategies, or assessment criteria for persistent progress (ibid).

From our part, teachers need to assess our tools periodically. For example, we have to plan written tests. They should be proctored by us and assessed and scored according to clear marking criteria. Moreover, we have to listen to answers rather than for answers to assess accuracy and correctness. At last, to complete this feedback, tests should be returned to students and discussed with them (ibid).

Event 8. Communicate Results

Finally, teachers expect students to communicate formally the performance of their learning. This could be done by presentations and /or papers. Through the semester, students informally discussed what they have learned with classmates and teachers. In event 8, the communication is formal and used for summative assessment (ibid)

Rodolfo et al (2001:35) argue that so as to achieve the objective of SCL, many of the teachers have to recheck the way they teach their classes, and review the various course requirements that they impose. When designing their instructional activities, they must ask themselves how they are facilitating their students' active participation in the learning process.

2.13 How can we tell if we have delivered the goods :

How do teachers know that they realize their objective of making SCL the essence of their teaching effort? How do they know that they have moved from a teacher-centered or discipline-centered learning to the SCL approach? The following checklist could help teachers assess their actions. The first part looks at how successful we are in making and attaining SCL environment. The second part looks at the quality of classroom instruction that we perform (ibid:35).

2.13 The SCL Environment:

The researcher believes that the SCL environment allows a teacher to deal effectively with all types of students in the same classroom. A SCL environment gives students confidence to become independent learners and eventually to be in charge of their own education. In order to create SCL, both teachers and students have certain roles to play (ibid: 35/36).

"On the Role and Responsibilities of the Teacher"

1-Do teachers play a facilitator's role rather than an authoritative role or that of an informal provider?

2-Do they provide students with opportunities for discovery and constructive learning through classroom activities one-on-one interaction?

3-Do they encourage students to use sources other than ourselves to determine the correct answers or ideas?

4-Do they allow for the flexibility in content coverage, thereby giving room for student choice, learning styles, pacing and levels of aptitude within the parameters of the course?

5-Do they show greater responsibility in making learning activities more meaningful to students?

6-Do they employ a variety of teaching methods to accommodate each student's individually and personally, allowing for non-whole class instructional methods as well?

7-Do they provide the right amount of guidance and feedback needed by students in the course? (Rodolfo et al, 2001:36).

"On the Role and Responsibilities of the Students":

SCL environment gives students confidence to become independent learners and eventually to be in charge of their own education. The following questions are to check the academic benefits of applying SCL.

- Do the students show a greater responsibility for independent learning?

- Do the students show resourcefulness in learning?

- Are the students motivated to learn?

- Do the students recognize and accept the role of their teachers as facilitators rather than the primary source of knowledge?"

- Do the students find their work meaningful and valuable? Do they make an effort to find meaning in their work?

- Do students feel empowered as learners?

Do they share in the credit or blame for success or failure in achieving their goals? (Rodolfo et al, 2001:37).

"*On the Quality of Student-Teacher Interaction*"

A genuine interaction between the teacher and the students is needed to make SCL fruitful. Here are some questions to assure such idea:

Do students participate actively in class discussions and activities?

Are the students motivated to learn?

Do the students ask meaningful questions? Do they get involved in discussion by arguing, proposing, suggesting, or defending ideas?

- Are we comfortable when students ask deep and disturbing questions for which we may not have ready answers?

- Are the students motivated to learn?

  Do we let students offer conflicting ideas or alternative perspectives in class to allow for critical and analytical thinking to develop? (ibid)

On the 'Mode Learning'

- Do students have the opportunity to do independent learning?

- Do we provide opportunities for group work?

- Are the students able to work collaboratively among themselves and thereby have the chance to learn from their classmates apart from the teacher?

- Are the students able to express their own ideas and pursue independent thinking?

  "Are the students encouraged to learn more? (ibid:37)

Classroom Instructions:

It is very important for teachers to give clear classroom instructions. They considered as a trigger incident towards the achievement of the lesson objectives. The clearer and easier they are the faster the objectives are identified.

On Learning, Outcomes, Goal, and Objective

Outcomes, goals and objectives are the backbone of the learning process. Here are some questions to be checked.

- Does classroom instruction aim for the development of higher order thinking skills such as problem-solving and genuine conceptual understanding?

- Does classroom instruction aim for the development of information proceeding skills such as accessing, organizing, interpreting and communicating?

Do students have the opportunity to work with teachers in selecting learning goals and objectives based on the students' prior knowledge and experience?(ibid:38)

On Instructional Strategies and Learning Activities

Rodolfo et al (2001:38) note that 'Strategies and learning activities are the most important phase of the lesson which helps students' involvement and participation'.

- Do we work with students to determine the appropriate instructional strategies?

- Do we provide lecture supports such as visual aids and handouts? Do we give enrichment activities, hands-on projects, case studies and independent research for students to work on

- Are the learning activities self-paced and designed to meet individual students' needs?

- Is the course workload challenging but reasonable?

- Are the students given access to multiple sources of information?

- Are the learning activities relevant to students? Production-oriented? None - routine?

- Are the learning activities collaborative?

- Do the learning activities increase students' learning capacities?

"Do the learning activities facilitate students' personal awareness, growth, and information?.

"On assessment"

There are different kinds of assessments explained below:

- Do we make assessment and feedback-giving an integral part of learning?

- Do we make assessment and on-going activity in our instruction rather than a culminating activity?

- Do we provide students with opportunity to work with us in defining performance criteria?

- Do we encourage the use of self-assessment and peer assessment to evaluate student performance?

- Do we use assessment procedures that allow for deeper reflection, discussion, and analysis of concepts and issues? (ibid:39)

Part 2 –Team-based learning and working together:

Teachers, we need to change their way of teaching from teacher-centered class room to (SCL). Most of the teachers are unsure about how to realize this way of teaching and implement it in their class rooms. Some teachers think that such practices can only be applied in small classes and advanced courses. Others believe that implementing (SCL) would bring negative effect on the content and accuracy of their courses (Blumberg, 2009:149). However, the researcher thinks that implementing (SCL) would empower students' skills and enhances their participation through co-operative learning in which everyone in the group takes part and participates effectively. As long as we spend most of the time in activities, all students would be engaged. Therefore, we need less time to cover the content of the course, and it is easier to be within the pacing schedule designed by the supervisors.

Students resist (L.C.A.), although it is a good thing. There are four reasons for that (Weimer, 2002:151).

1-(LCAs) give students more work. Unless the teacher summarizes the important points in the lesson, the students will have to read it for themselves, the students are expected to do more work when the teacher asks small groups to produce five applications of a concept, rather than supply it in a handout.

2-(LCAs) threaten students who lack confidence in themselves as learners become filled with anxiety, as they are afraid of being responsible for decisions that might be wrong.

3-(LCAs) include losses. The strategies of (LCA) are intended to shift students to higher stages of self-directedness and higher stages of intellectual development.

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Moving from one stage to another needs a loss of conviction and the comfort that conviction brings.

 4-(LCAs) may be beyond students. Some students are not mature enough to accept responsibility for their own learning.

2.14 Team-based learning (TBL)

A remarkable viewpoint was expressed that 'the success of the team- based learning (TBL) depends mainly on the activities that take place at the first few minutes of class' (Michaelson et al, 2004:20/21). At that time the teacher should obviously see that four objectives are achieved. The first objective is to set the groundwork for (TBL) in general. In other words, to explain (TBL) to the students and check the students' understanding why the teacher is using (TBL), and how the class will be performed. Forming the groups comes as the second objective in (TBL).The third and the fourth objectives include alleviating students' concern about grading system and establishing techniques to encourage the development of the groups' functional standard.

On the whole, psychologists tend to think of the self-regulated study as involving decisions about the way and the time to study. Kornell and Bjork (2007:219) also raise key decisions that learners must make about their own learning and how they need more accurate pictures of how they learn. When learners know the material they are learning and the objectives clearly, they will be able to interact more positively.

One of the elements which definitely help implementing (LCA) is motivation, which differs from one student to another, and so do the attitudes about teaching and learning. Moreover, the responses of students to specific classroom environments

and instructional practices are different. When teachers completely understand the differences, they will have the better chance of meeting the diverse learning needs of all of their students. There are three divisions of diversity that have been shown to have important implications for teaching and learning. These differences are in the students' learning styles (distinctive ways of receiving and processing information), ways of learning (surface, deep, and strategic), and intellectual development levels (attitudes about the nature of knowledge and how it should be achieved and assessed). Felder& Brent (2013:57) tried to illustrate models that have been developed for each of these divisions, outlines their educational implications, and suggests areas for further study.

According to Brophy (2010:1), learning is fun and exciting when the curriculum is well prepared to meet the students' interests and abilities; in addition to students using hands-on activities. When teachers teach the right things the right way, motivation will automatically take place, otherwise students will feel bored and uninterested in the lesson; a teacher can ascertain this through observation and realizing when students get sleepy, fatigued or unruly. In this case, there is something wrong, either in the curriculum, or the way the lesson is conducted. In order to solve this problem, a teacher should find the reason and change the way he teaches and the activities and instructions he gives to the students. If the reason is the curriculum, he will have to report that to the supervisors and the administration, so as to find a syllabus more suitable for (LCA) lessons.

2.15 Working together:

Group work gives students the psychological comfort and security which provide more opportunity "for interactions, for face to face give and take for practice in negotiation of meanings" (Brown,1994:173), and for students to build social relationship. In this face to face communication, students are learning to collaborate with their peers. When students undergo such a learning strategy as cooperative learning, they are promoting both their cognitive learning and interactive skills. Students are exposed to new ideas and information, to different perspectives and approaches (Kinsella, 1993). They are in the process of discussing, questioning and organizing, which enables the comprehension and internalizing of critical concepts and new information. As they are learning to justify and clarify their own points of view, when exploring an issue or solving a problem, they are improving their linguistic competence as well as their overall communicative language competence.

Students are independent in the student-centered class; they only wait for instructions, agreement, rectifying, advice or praise. They don't disregard each other, but help each other and communicate efficiently. They appreciate each other's support; they cooperate and learn from each other. In case of a problem, they don't refer to the teacher for help or advice. They only ask him after they have tried to solve it by themselves. Their teacher organizes them into pair and groups to improve their language skill (Brown, 1994:173).

A student-centered classroom is a place we think of the students requirements as groups and individuals, and encourage them to participate in the learning process all the time. The teacher's function is more that of a facilitator than instructor; the

students participate actively in the learning process. Both the teacher and the textbook are the essential elements which help the students and lead them in their learning. In a student-centered class, at different times, students may be working in different formations groups, pairs or individuals, Jones (2007:2), every form suits certain situation in the learning process.

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 empower students' knowledge and broaden their minds. In the group work, students interact with the teacher and the whole class, ask questions or brainstorm ideas (ibid).

The teacher will be available all the time while students are working together, to give advice, encouragement and facilitate things when necessary. By the end of the lesson and after students have finished working together, the teacher will give them feedback, offer suggestions and advice, make corrections, and answer questions. Students working together will result in, talking more, sharing ideas, learning from each other, involving, feeling more secure, using English I in a meaningful, realistic way and enjoying using English to communicate (Jones, 2007; 3).

In addition Brown (1994:159) asserts that the best way to learn to interact is through interaction itself. Group work provides learners with the best phase to "show off" when they are executing what they have newly known. Students can get both

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intrinsic and extrinsic rewards as they are experiencing a sense of community. In group work students may receive peer encouragement and support such as spontaneous feedback on errors. Having students work together, teaches them important life skill- cooperation. By means of such cooperative learning, group work, affects students' attitude and expands their interpersonal relationships, which play a crucial part in their present daily and future professional life. In this manner, group work indorses learners' social interaction in the classroom.

Harmer (2007:51) notes that it is useful to keep in mind the following three elements, engage, study and activate.

1. Engage which means getting the students interested in the class. Making students involved is important for the learning process.

2. Study every lesson usually needs to focus on some kind of language. The study component of a lesson could be a focus on any aspect of the language, such as grammar or vocabulary and pronunciation. A study phase could also cover revision and extension of previously taught material.

3. Activate denotes telling students about the language is not really enough to help them learn it. For students to develop their use of English they need to have an opportunity to produce it. In an activate stage the students are given tasks which require them to practice not only the language they are studying that day, but also other languages that they have learnt. On the other hand, some students may feel nervous, embarrassed, or tongue-tied, speak in their native language, not in English or they may not enjoy working together. The most important thing is how to solve these problems (ibid).

2.16 Previous Studies:

A study conducted by Abbas Suliman (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 are 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. Teachers believe that the use of very detailed pacing schedules and too standardized lesson plan form limit the teacher's freedom to select appropriate LCA activities that suit their students. In addition, the interviewed teachers' think that there is too much focus on tests and exams and this does not help create a conducive/support learning environment.

Conclusions reached in this study showed that teachers are aware of the theory and trained in the practice of the learner-centered teaching of English language. However, they were not involved in the decision making process of adopting LCA. Since teachers are an essential partner in this process, the training administration should consider involving teachers in the strategic decision making process. As for learners, the study revealed that learners lack 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 school 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), which researches the 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, indicate 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 show that the learner-centered approach gives learners the opportunity to engage with those emerging issues that interest and challenge them, and which they must deal with throughout their lives. Learners are expected to be able to demonstrate a high level of social working relations and cooperation. Through working together in groups or in pairs they 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 reveal the complete engagement of students when they work in groups. Moreover, the study in both countries aims 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.

2.16 Summary of the Chapter:

To sum up, this chapter exhibits the different views of different scholars and researchers. It sheds light on the theoretical and historical background of LCA and its literature review. Moreover, this chapter sheds the light on the previous related studies in the problems that are facing teachers in applying LCA. These studies are going to pave the way for the following chapter which is going to be about or deal with the method of research.

Chapter Three

Chapter Three

Methodology

3.1 Introduction:

This chapter describes the research methodology. More specifically, it provides details about: (a) who participates in this study (subjects), (b) what type of materials used (tools). The tools of this study were two questionnaires for students and teachers. Subjects of the study have to respond to some statements. Then the data was tabulated and analyzed. Then (c) how the research tools administered (procedure).

3.2 Subjects:

The population of the study includes students at the third year of secondary school in Al-Hasahisa Locality (100 male and female students) and (50 teachers of English language) who are now studying at the Sudan University of Science and Technology (M.A in E.L.T.). They have been selected from different schools. There were no criteria used for choosing the subjects of the study. They were randomly chosen

3.3 Research Tools:

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 teachers' questionnaire consisted of statements meant to measure levels in the following way:

(1) Statement one was designed to measure the teachers' attitude towards the students' attention throughout the class.

(2) Statement two was planned to measure the amount of effort exerted by teachers when they conduct L.C.A. classrooms.

(3) Statement three was directed to check whether or not rotating group leaders encourages all students.

(4) Statement four was intended to measure the teachers' opinion about whether the good lesson preparation is the backbone of the learning process or not.

(5) The rest of the statements aimed to find out the academic and social benefits of applying group work when carrying out lessons.

The tools of this study, (teachers'/students') questionnaires, were written in simple and clear words, in order to help the subjects in answering the questions. The teachers' questionnaire was 12 items, they were multiple choice responses. They were scored and analyzed by using (Likert Scale and descriptive analysis of responses), as in the following way:

Strongly agree   = 5

Agree   = 4

Not sure   = 3

Disagree   = 2

Strongly disagree   = 1

Using Likert scale.

3.4 Techniques of Data Analysis:

The data of any study should prove to be of good quality. There are two common widespread ways of technique lead to the best quality of data; they are validity and reliability. Validity refers to the fact that the data collection techniques should test what they aim to test. In other words, valid data are data that really measure what is

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supposed to measure. Reliability deals with the stability of scores or results of the data collection procedure. It tested to what extent the results or scores do not change according to who the raters are provided that the experiment is repeated in similar situations.

There are different types of validity and reliability. The type of the data collection procedure would lend themselves to a particular type of validity or reliability. In the following lines, a report will be given as to whether the data and collection procedures used in the present study are valid and reliable.

3.4.1 Validity and Validity:

The questionnaire of this study was checked by a jury consisted of lecturers. Some of them were specialists in education and some of them were specialists in English language. The jury, which consisted of (four) lecturers (see Appendix 3), checked the different items of the questionnaire.

They were asked to check and comment on the following points:

(A) To what extent the items were suitable in terms of instruction and sequence.

(B) Type of items, simplicity, flexibility, and how far the items were related to the subjects.

(C) The language used.

The jury/committee had shown some observations concerning some items, and suggested modifications for those items. The researcher responded to those suggestions, and made the suggested modifications.

Both the limitations of quantitative approach and questionnaire-based information collection are sources of errors. These errors could affect the relevance and validity of the thesis. Validity concerns the objectivity and credibility in data

collection (Anderson 2010). In order to increase the validity of the thesis, the researcher used respondent validation and constant comparison techniques. Respondent validation allows an interviewer to read the analysis and provide feedback to confirm the author's interpretation (Anderson 2010). Constant comparison refers to interpreting new interview findings based on previous information collected from publications and questionnaires (Anderson 2010). The researcher based his analysis on all items jointly, rather than treating each interview as a fragmented piece of information. However, due to the nature of the quantitative approach, we consider the validity of our data collection moderate.

Reliability analysis

The statistical analysis showed that the reliability analysis was 95%, using Cronbach's Alpha method. This indicates that study questions and items were reliable.

		N	%
Cases	Valid	5	83.3
	Excluded[a]	1	16.7
	Total	6	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
0.947	30

3.5 Procedures:

The researcher distributed the questionnaire to the subjects in hand. It was distributed them in their place of work (schools). They were given a chance to keep the questionnaire for a period of (1-3) days. They were asked to look over the items again and again, then to put a tick in the boxes which represented their opinions. The researcher sometimes interfered to explain some difficult words for the subjects. The study sample of this research consisted of (150) subjects. The collected data of these (150) subjects will be statically analyzed and discussed in chapter four, which will be about the data analysis and discussions.

3.6 Summary of the Chapter

This chapter described the methods followed in gathering the required data for the study. It described the subjects who participated in this study (teachers and students). Then it shed light on the measuring instruments (two questionnaires). This chapter also discussed the procedures that were followed in gathering information for the study. Finally, the chapter discussed the reliability and validity of the data utilized in this study. Thus, having describing the methodolgy of the study in this chapter, we will deal with the analaysis and results of the data in the next chapter.

Chapter Four

Chapter Four
Data analysis,Results and Discussion
4.1Introduction:

This chapter presents the analysis and interpretation of the primary data on the perceived factors affecting the implementing of LCA at the secondary schools in Sudan. The data collection instrument were two questionnaires with both open and close ended questions. The first questionnaire aimed at getting informaation from seconary school students about their attitude towards working in groups in their learning.The second questionnaire has two parts. The first part sought information of general nature like duration of years worked at secondary schools. The second part searched for information on the perceived factors affecting the implementing of LCA in their classes.

4.2 Students' Questionnaire:

See Appendix. (1)
Table 4.1- Classmates' role in learning

Valid	Frequency	Percent
Strongly agree	42	42%
Agree	39	39%
Not sure	10	10%
Disagree	9	9%
Strongly Disagree	0	0%
Total	100	100%

Chart No. (4.1)

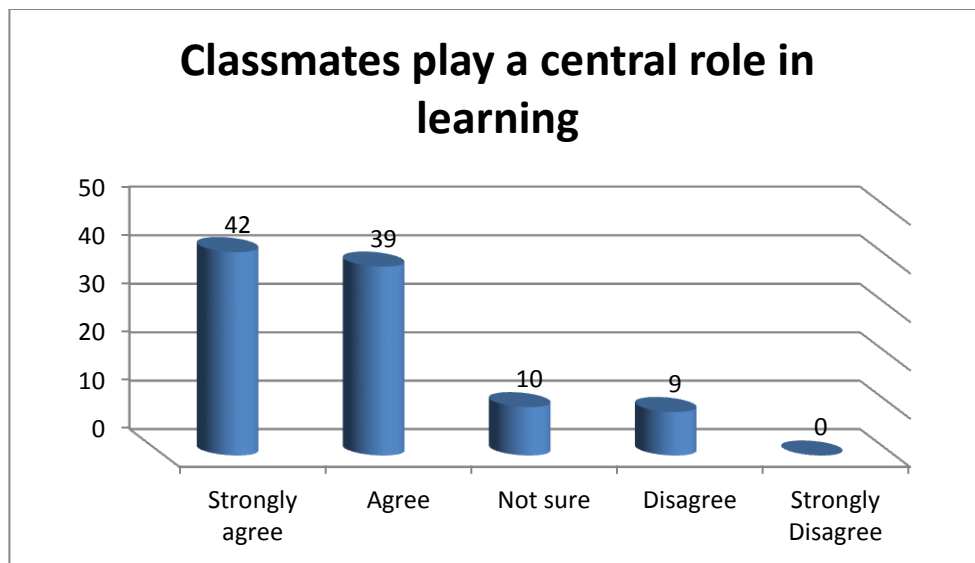**Classmates play a central role in learning**

Table No. (4.1) shows that 42 students (42%) rated "strongly agree", 39 students (39%) agreed that their classmates play a central role in their learning while 10 students (10%) were "not sure" to take decision about this idea. In contrast, 9 students (9%) disagreed and no student (0%) went for "strongly disagree" with this idea. From the above data, it is concluded here, that these students are interested in learning with the assistance of their classmates.

Table 4.2- More time to share ideas

Valid	Frequency	Percent
Strongly agree	60	60%
Agree	36	36%
Not sure	4	4%
Disagree	0	0%
Strongly Disagree	0	0%
Total	100	100%

Chart No. (4.2)

Working in groups gives students more time to share ideas
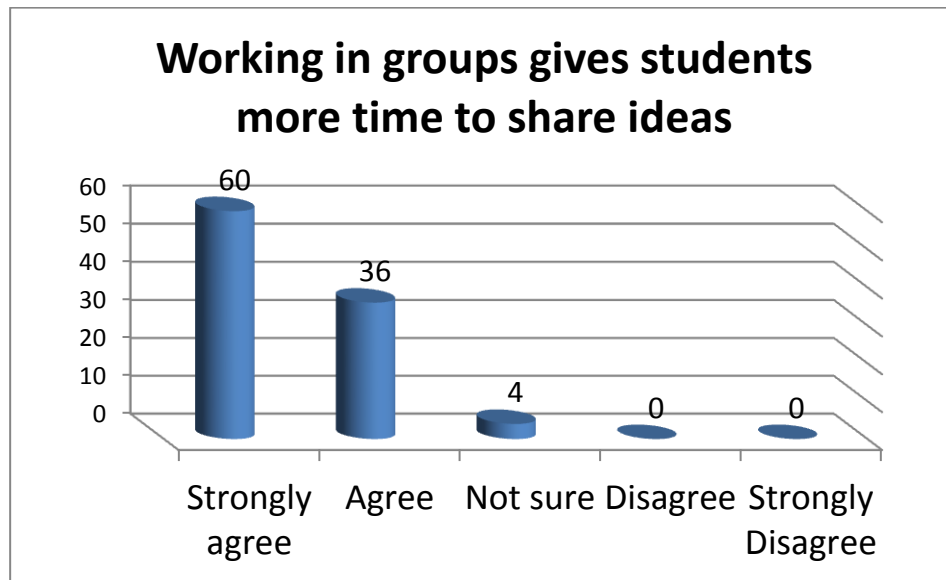
Statement two seeks to elicit the information from the students about their feelings towards working in groups and sharing ideas. Table No.(4.2) illustrates that 60 of the students (60%) selected the options "strongly agree" and 36 students of the students (36%) agreed that working in groups gives students more time to share ideas. While 4 of them (4%) were "not sure", no one disagreed or strongly disagreed with this statement. Therefore, the attitude of the students here is towards the implementation of this way of learning.   .

Table 4.3- Sharing of leadership and rotation within groups

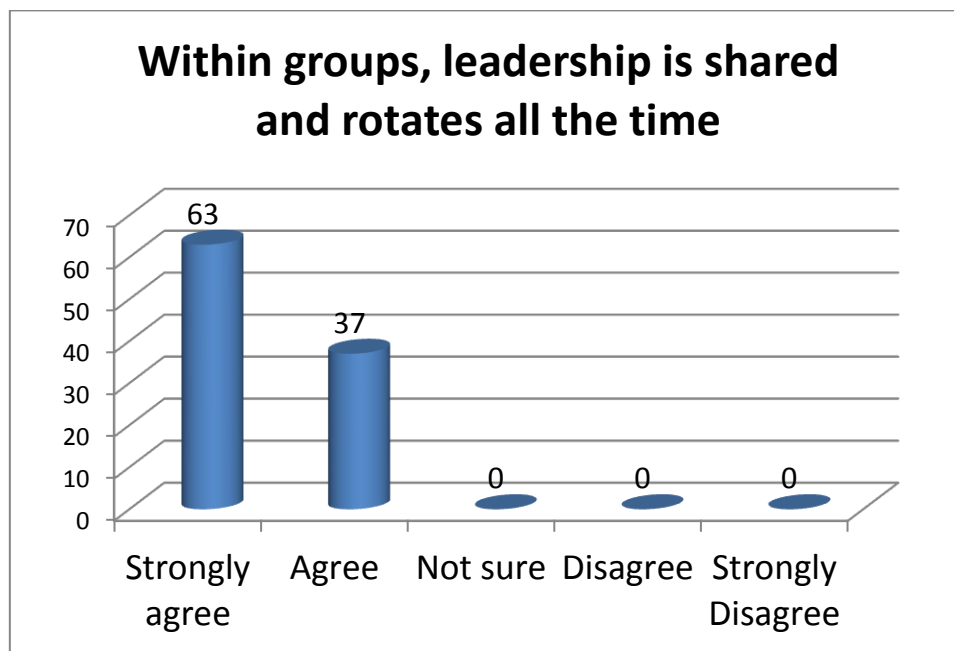| Valid	Frequency	Percent
Strongly agree	63	63%
Agree	37	37%
Not sure	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	100	100

Chart No. (4.3)

Table No.(4.3) gives an overview of the information that 63 of the students (63%) went for "strongly agree" and 37 of them (37%) for "agree" that leadership is shared and rotates all the time within groups. However, no one was not sure,disagreed or strongly disagreed with this idea. From the above statistics, it is concluded that all the students agree with the idea of sharing leadership.

Table 4.4- Improvement of students' communication abilities

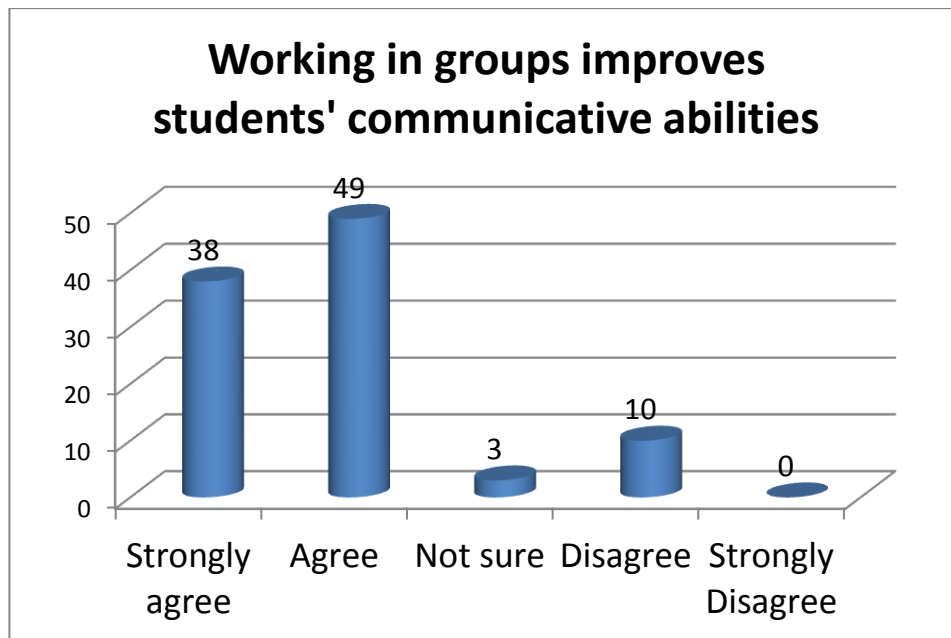| Valid	Frequency	Percent
Strongly agree	38	38%
Agree	49	49%
Not sure	3	3%
Disagree	10	10%
Strongly Disagree	0	0%
Total	100	%100

Chart No. (4.4)

Table No. (4.4) lays emphasis on the fact that 38 students (38%) chose "strongly agree", 49 of them (49%), disagreed, and only 3 students (3%) were not sure about the improvement of their communicative abilities through group work. On the other hand, 10 students (10%) chose "disagree" and no one (0%) strongly disagreed with the above mentioned idea. In a nutshell, most of the students were in favor of this idea.

Table4.5- Students' creativeness in group work

| Valid	Frequency	Percent
Strongly agree	89	89%
Agree	11	11%
Not sure	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	100	100

Chart No. (4.5)
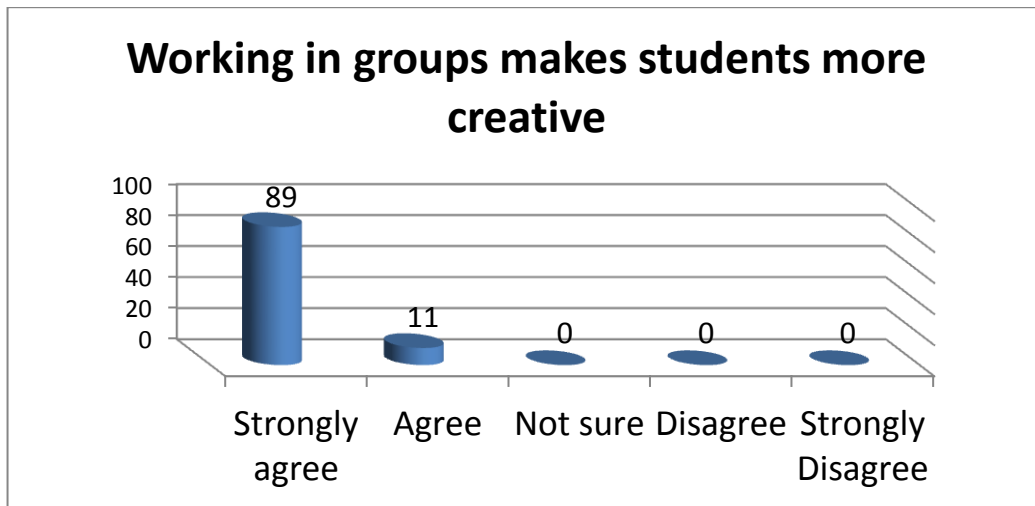
The intention of statement five is to work out the response of the students regarding, whether working in groups makes students more creative or not. Table No. (4.5) indicates that 89% of the students, picked out their option of "strongly agree", and 11 of them (11%) agreed with the fact that they become more creative when they work in groups. In contrast, no one was" not sure", "strongly disagree" or even " disagree" with this notion. As a result, it turned out that all the students agreed that creativity comes through learning in groups

Table4.6- Students' preparation for individual activities

Valid	Frequency	Percent
Strongly agree	40	40%
Agree	55	55%
Not sure	5	5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	100	%100

Chart No. (4.6)
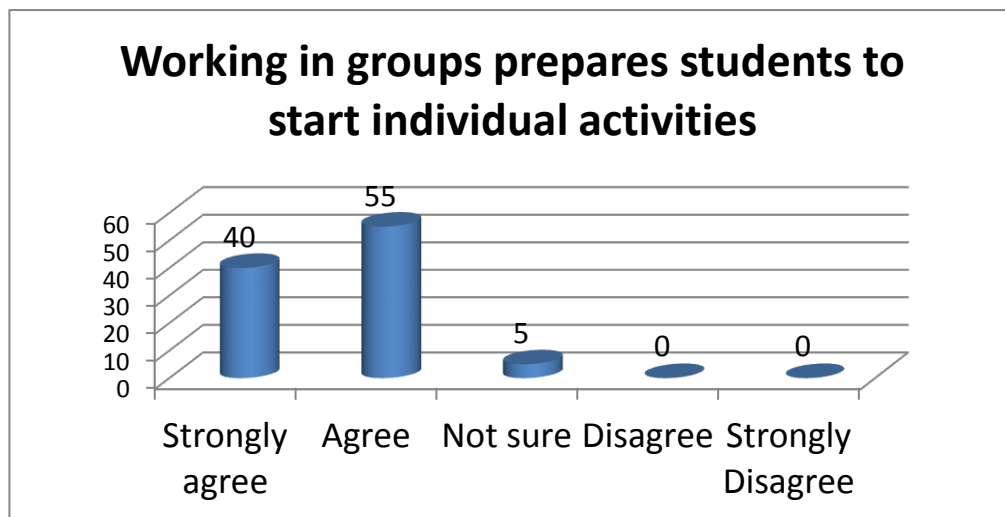
Statement 6 tries to find out how far does working in groups prepares students to start individual activities. Table (4.6) clearly demonstrates that 40 of the subjects questioned (40%) decided "strongly agree", and 55 of them (55%) decided "agree". whereas, only five students (5%) were "not sure". On the contrary, no one of the students chose "disagree" or "strongly disagree" that working in groups prepares students to start individual activities. To put it in another way, no one holds negative response to this idea.

Table 4.7- Students' involvement in discussion

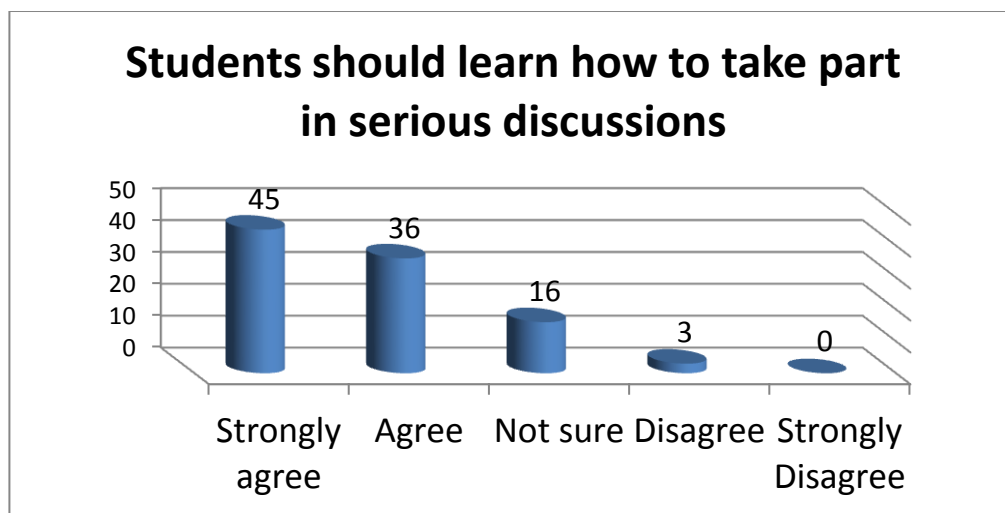| Valid	Frequency	Percent
Strongly agree	45	45%
Agree	36	36%
Not sure	16	16%
Disagree	3	3%
Strongly Disagree	0	0%
Total	100	%100

Chart No. (4.7)

Table (4.7) displays figures about 100 students response to a statement about taking part in serious discussions. 45 students (45%) were "strongly agree". 36 of them (36%) were "disagree". and16 students (16%) were "not sure" that Students should learn how to take part in serious discussions. On the other hand, only 3 students (3%) were "disagree", and no one rated "strongly disagree". That is to say, most of the students agree that they should learn how to take part in serious discussions.

Table 4.8- Students' Attitudes towards participation

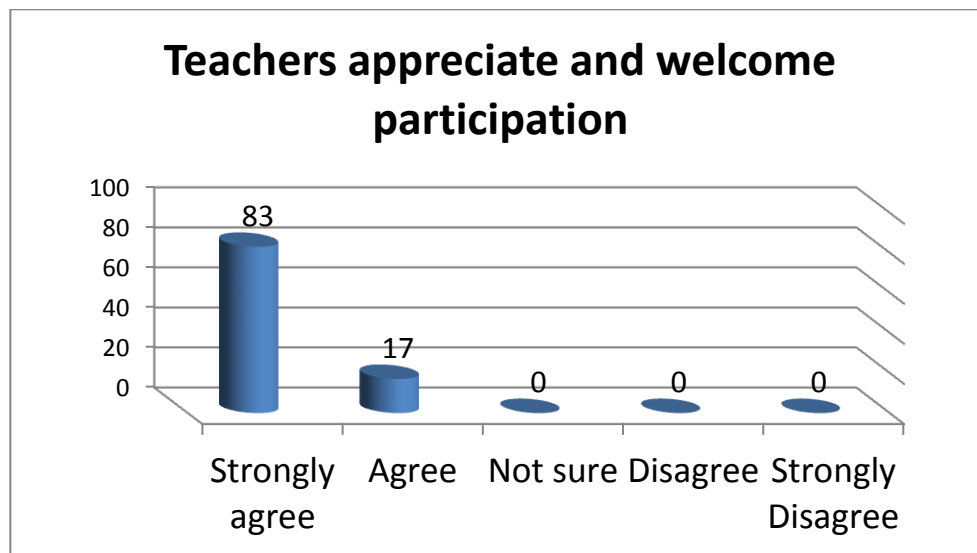| Valid	Frequency	Percent
Strongly agree	83	83%
Agree	17	17%
Not sure	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	100	%100

Chart No. (4.8)

Table (4.8) puts on show that 83 students (83%) elected "strongly agree", 17 of them (17%) elected "agree", which teachers appreciate and welcome participation. Nevertheless, no one selected "not sure", "disagree" or "strongly disagree". In other words, all the students agree that they should learn how to take part in serious discussions.

Table 4.9- Getting bothered from mistakes

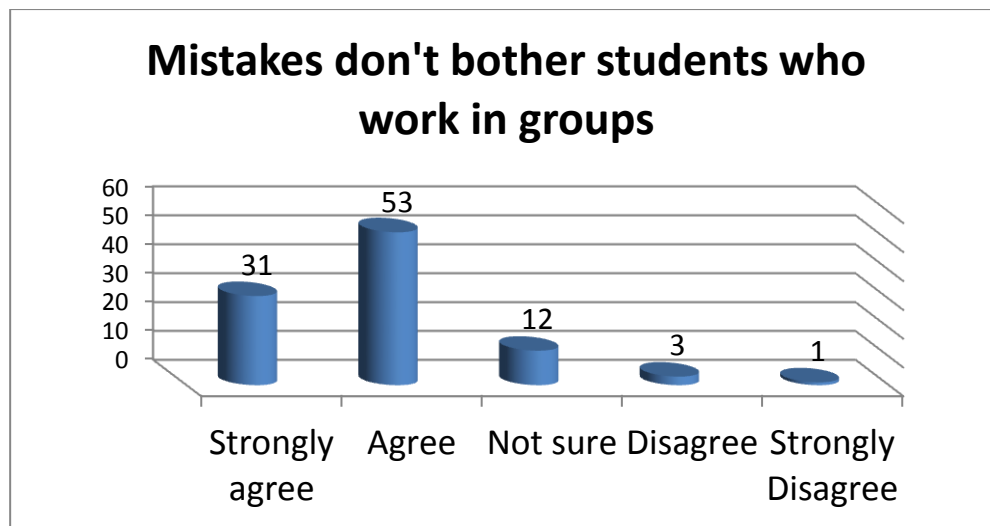| Valid	Frequency	Percent
Strongly agree	31	31%
Agree	53	53%
Not sure	22	12%
Disagree	3	3%
Strongly disagree	1	1%
Total	100	100%

Chart No. (4.9)

Table (4.9) puts in plain words that 31 students (31%) decided on, "strongly agree" and 53 of them (53%) decided "agree", but 12 students (12%) were "not sure" that mistakes don't bother students, who work in groups. On the other hand, three students (3%) came their decision on "disagree" and one student (1%) selected "strongly disagree" that mistakes don't bother students who work in groups. That is to say, almost all of the students never care about the mistakes that everyone makes, and a few of them bothered by committing mistakes.

Table 4.10- Students' self-confidence after being friends

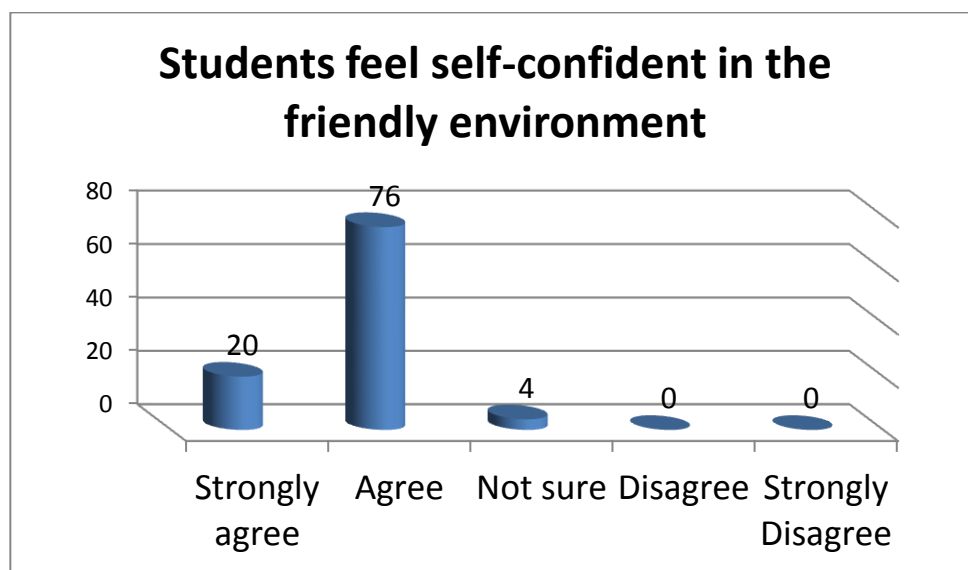| Valid	Frequency	Percent
Strongly agree	20	20%
Agree	76	76%
Not sure	4	4%
Disagree	0	0%
Strongly Disagree	0	0%
Total	100	100%

Chart No. (4.10)

Table (4.10) deals with the self-confidence in the friendly environment of learning. It is clear that 20 students (20%) chose the option "strongly agree" , 76 of them (76%) selected "agree", and four students (4%) were "not sure" that they feel self-confident when they learn in the friendly environment. However, none of the students chose the option "disagree" or " strongly disagree" with the way they feel when they work in a friendly atmosphere. It is clear that the majority of the students gain self- confidence, in case they learn in a friendly way. Whereas, the fewest number of students, feel that they are not certain or can't make a clear decision towards this idea.

Table 4.11- Students' feeling of enjoyment in group work

Valid	Frequency	Percent
Strongly agree	72	72%
Agree	21	21%
Not sure	6	6%
Disagree	1	1%
Strongly Disagree	0	0%
Total	100	100%

Chart No. (4.11)

Working in groups is enjoyable
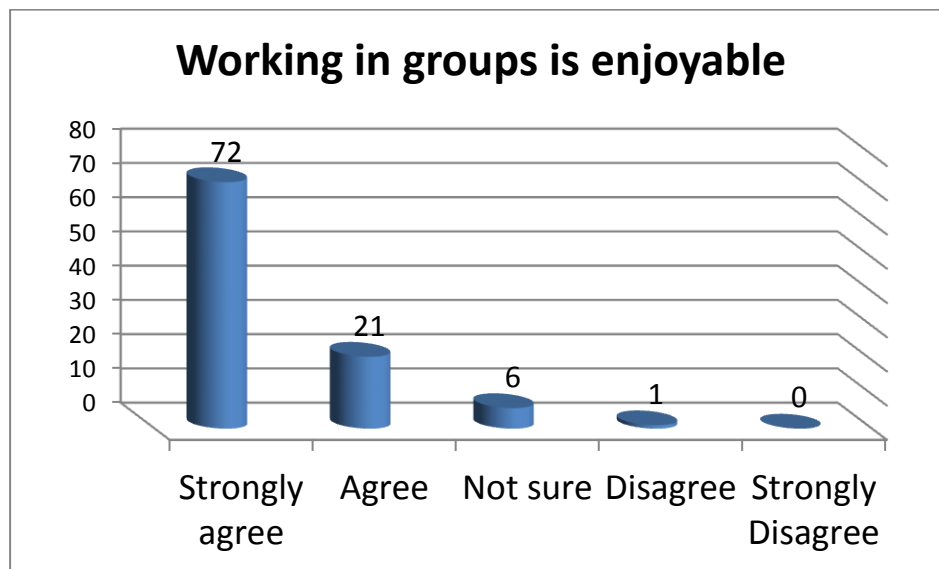
The result in table (4.11) illustrates that 72 of the students (72%) settled on "strongly agree", 21 of them (21%) picked "agree" and six students were "not sure" that working in groups is enjoyable. On the other hand, one student (1%) chose the option "disagree" and none of them (0%) selected the choice "strongly disagree" with the enjoyment created from working in groups. These facts denote that most of the students agree with the idea and few of them disagree with it.

Table 4.12- Improvement of students' social life

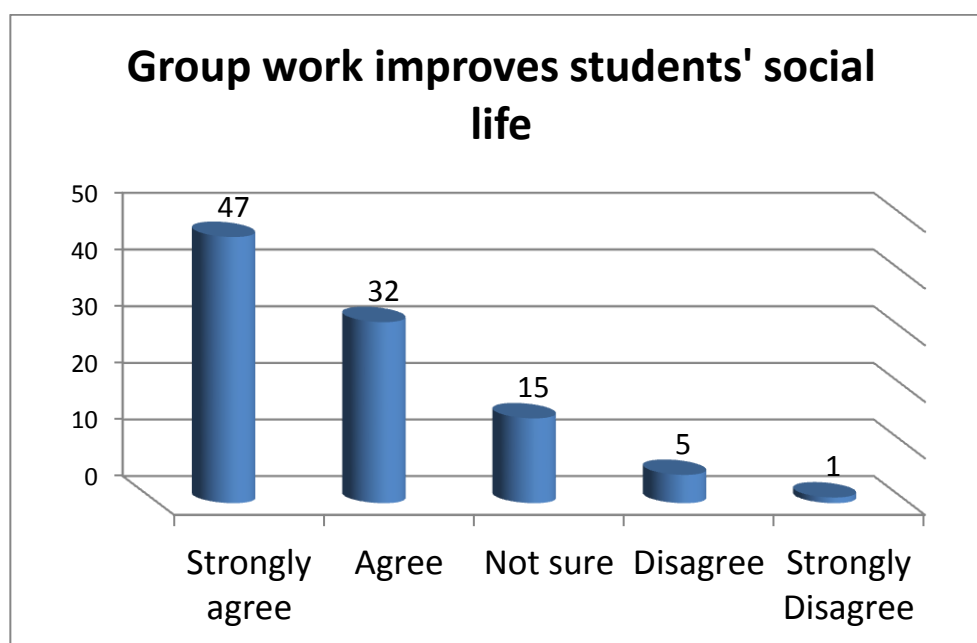| Valid	Frequency	Percent
Strongly agree	47	47%
Agree	32	32%
Not sure	15	15%
Disagree	5	5%
Strongly Disagree	1	1%
Total	100	100%

Chart No. (4.12)

Table (4.12) provides information about the influence of working in groups on the students' social life. The percentage shows that 47 students (47%) judged "strongly agree", 32 of them (32 %) moved to "agree", and 15 students (15%) were "not sure". At the same time, five students (5%) rated "disagree" and one student (1%) went for "strongly disagree" that students' social life becomes better within group work. As a result, the opinions of the students' vary from mostly agree to rarely disagree.

Table 4.13- Teachers' role in learning

Valid	Frequency	Percent
Strongly agree	30	30%
Agree	46	46%
Not sure	9	9%
Disagree	15	15%
Strongly Disagree	0	0%
Total	100	100%

Chart No. (4.13)
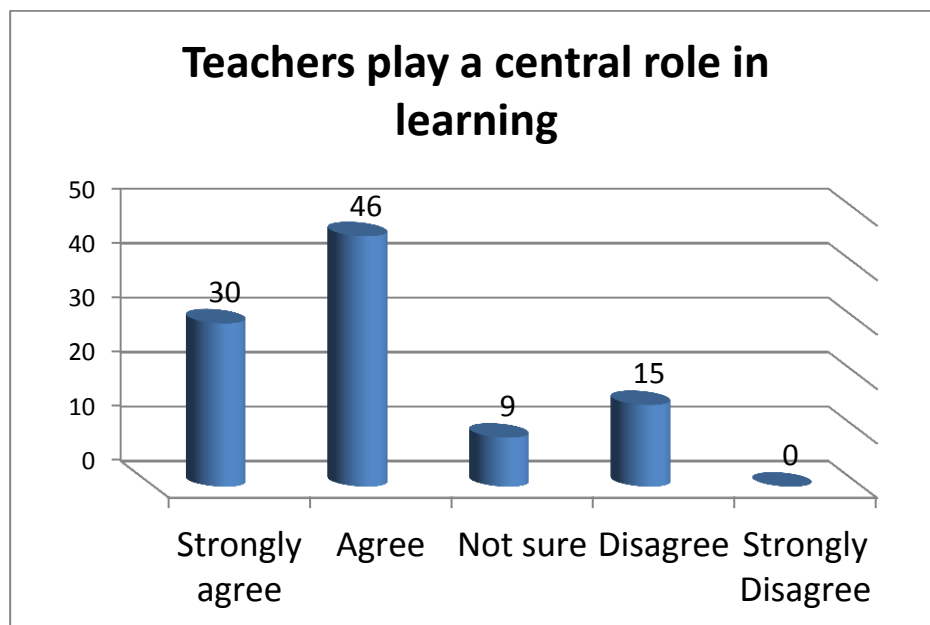
The numbers of table (4.13) convey that 30 students (30%) were "strongly agree", 46 of them (46 %) decided on "agree", and 9 students (9%) were "not sure" about the role of their teachers in the learning process. On the other hand, 15 students (15%) rated "disagree", and no one of the students (0%) rated "strongly disagree" with the above mentioned statement. To sum up, more than three quarters of the students believe in the important role which is played by the teachers in their learning.

Table 4.14- Easiness of making friends in group work

Valid	Frequency	Percent
Strongly agree	25	25%
Agree	39	39%
Not sure	13	13%
Disagree	23	23%
Strongly Disagree	0	0%
Total	100	100%

Chart No. (4.14)
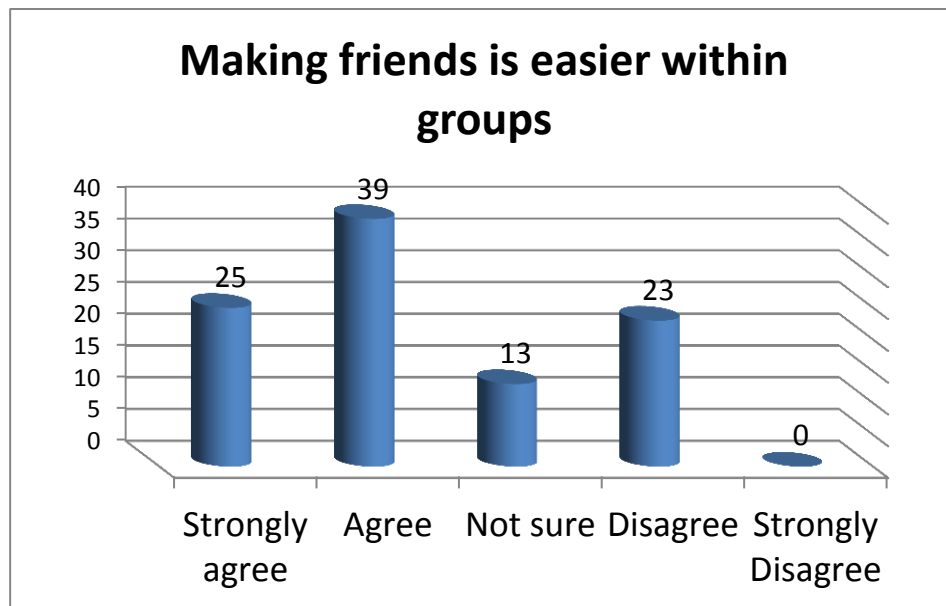
It is obvious that table (4.14) draws out that 25 students (25%) rated "strongly agree", 39 of them (39 %) took "agree", and13 students (13%) were "not sure" whether making friends is easier within groups or not. In contrast, 13 students (13%) selected "disagree" and no one of the students (0%) went for "strongly disagree" with the previously mentioned idea. This shows that nearly two-thirds of the students were in favor of this idea, whereas, nealy third of them were against it. It is noted from the above mentioned information that those who support the idea were more than those who rejected it.

Table 4.15- Students' liveliness in group work

Valid	Frequency	Percent
Strongly agree	73	73%
Agree	25	25%
Not sure	2	2%
Disagree	0	0%
Strongly Disagree	0	0%
Total	100	100%

Chart No. (4.15)
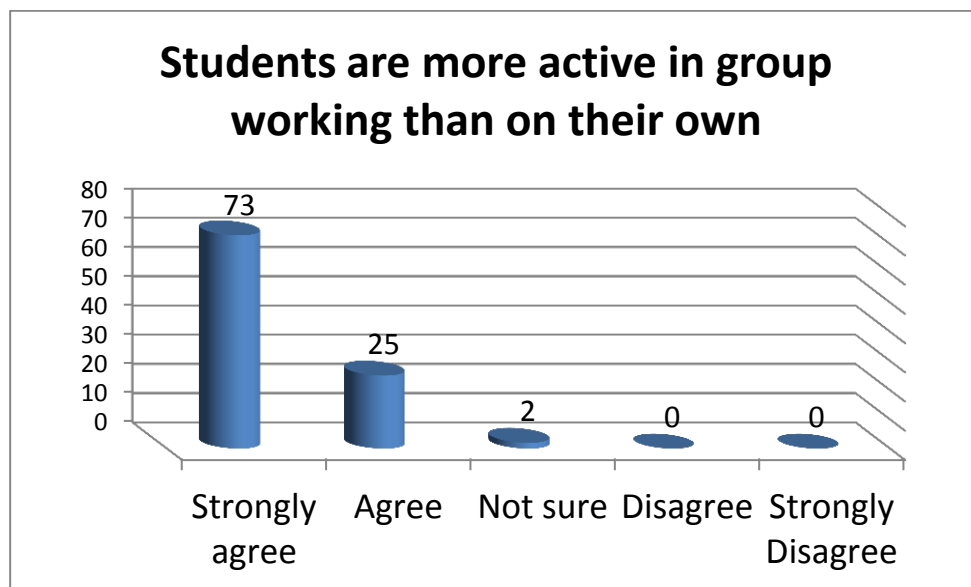
The information on table (4.15) demonstrates that 73 students (73%) had a preference for "strongly agree", 25 of them (25 %) had it for "agree", and 2 students (2%) were "not sure" that, they are more active in group working than on their own. On the other hand, no one was " disagree" or "strongly disagree" with this statement. It is taken for granted that from the statistics shown above, almost all of the students think they are more active in group working than on their own. However, none of them contradicted the idea of being more active in group working involvement.

Table 4.16- Increase of Students' learning in group work

Valid	Frequency	Percent
Strongly agree	19	19%
Agree	45	45%
Not sure	18	18%
Disagree	15	15%
Strongly disagree	3	3%
Total	100	100%

Chart No. (4.16)
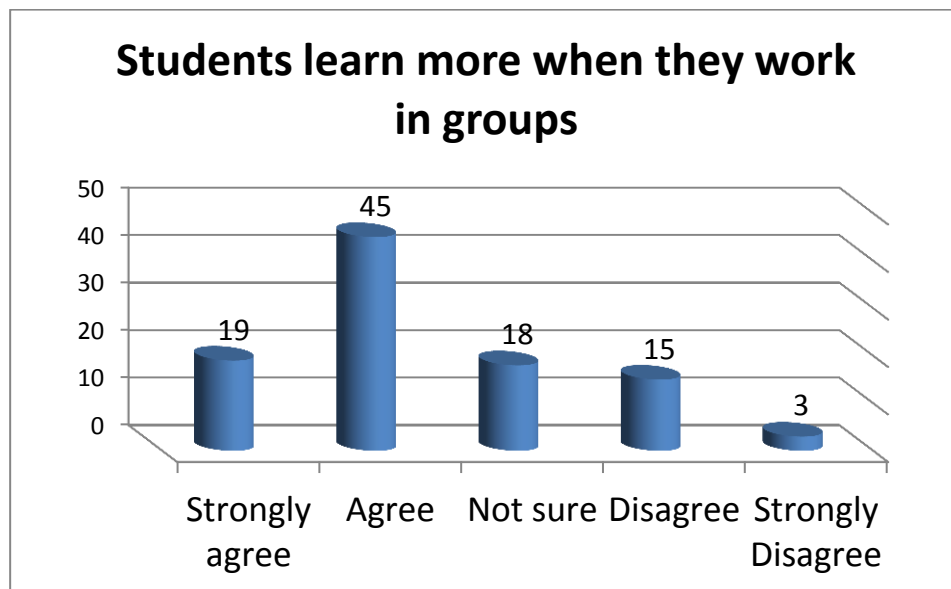
The figures of table (4.16) point out that 19 students (19%) picked out "strongly agree", 45 of them (45 %) moved to "agree", and 18 students (18%) were "not sure" that they learn more when they work in groups. On the other hand, 15 students (15%) chose "disagree" and only three students (3%) went for "strongly disagree" with this idea. In brief, the figures above show that the majority of the students consider themselves learn more when they work in groups. However, a few of them don't trust this anymore.   .

Table4.17-Students' feeling of security in group work

Valid	Frequency	Percent
Strongly agree	41	41%
Agree	42	42%
Not sure	3	3%
Disagree	14	14%
Strongly Disagree	0	0%
Total	100	100%
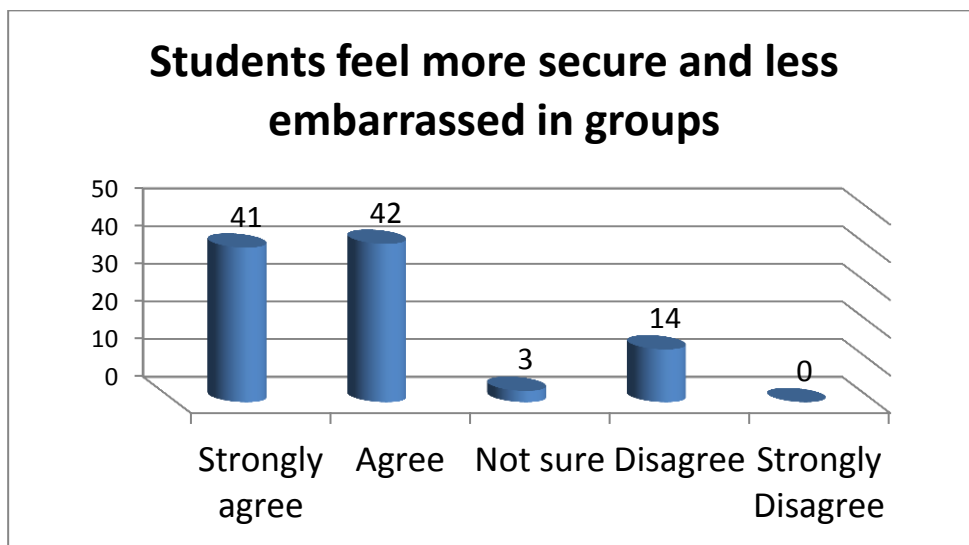
Table No. (4.17) records reveal that 19 students (41%) gave their decision to "strongly agree", 42 of them (42 %) put their opinion to "agree". and three students (3%) were "not sure" that, they feel more secure and less embarrassed in groups. On the other hand, 14 students (14%) said that they "disagree" and no student was "strongly disagree" with this idea. In a few words, the figures above show that the majority of the students consider themselves feel more secure and less embarrassed in groups. However, a few of them have faith in feeling less secure and more embarrassed when they work in groups.   .

Table 4.18- Students' enjoyment of telling their families about their roles

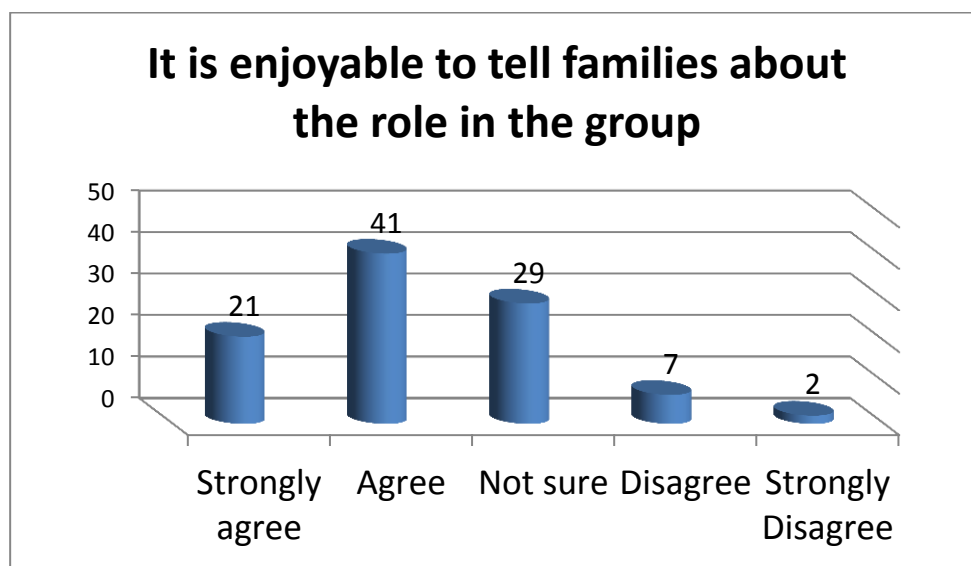| Valid	Frequency	Percent
Strongly agree	21	21%
Agree	41	41%
Not sure	29	29%
Disagree	7	7%
Strongly disagree	2	2%
Total	100	100%

Chart No. (4.18)

The result in table (4.18) illustrates that 21 students (21%) gave their decision to "strongly agree", 41 of them (41 %) put their opinion to "agree". and 29 students (29%) were "not sure" that, they have fun in telling thier families about the role they play in the group. On the other hand, seven students (7%) said that they "disagree" and 2 students (2%) were "strongly disagree" with this idea. In a few words, the figures above show that the majority of the students consider themselves feel

enjoyed when they tell explain their role in the group to their families. However, a few of them have faith in feeling bored to tell about their duties in the group.

Table 4.19- Students' lessons preparations at home

Valid	Frequency	Percent
Strongly agree	22	22%
Agree	60	60%
Not sure	4	4%
Disagree	14	14%
Strongly Disagree	0	0%
Total	100	100%

Chart No. (4.19)
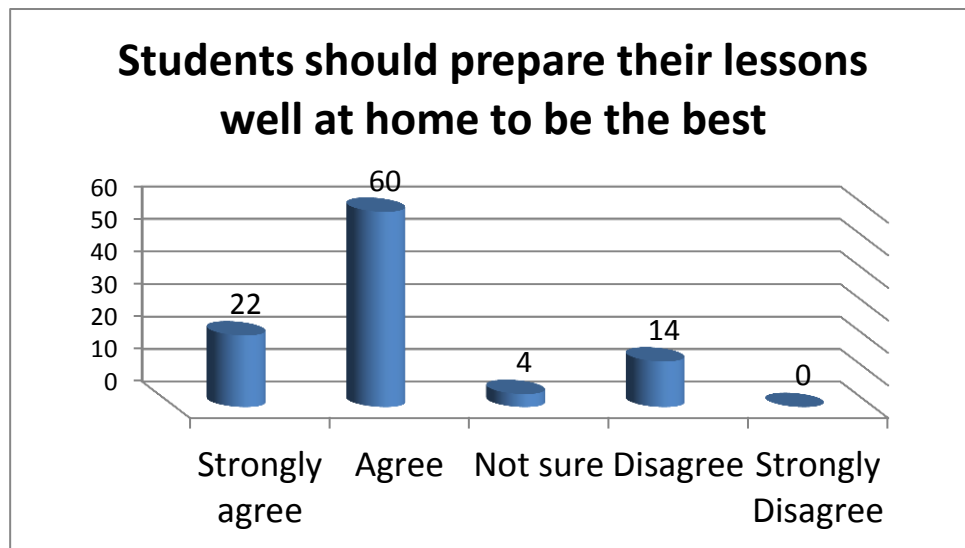
The percentages of table (4.19) make plain that 22 students (22%) gave their decision to "strongly agree", 60 of them (60 %) put their opinion to "agree", and four students (4%) were "not sure" that they feel more secure and less embarrassed in groups. On the other hand, 14 students (14%) said that they "disagree" and none of the students (0%) was "strongly disagree" with this idea. In a few words, the figures above show that the majority of the students consider themselves feel more secure and less embarrassed in groups. However, a few of them have faith in feeling less seure and more embrassed when they work in groups.

Table 4.20- Students' comparison of their answers

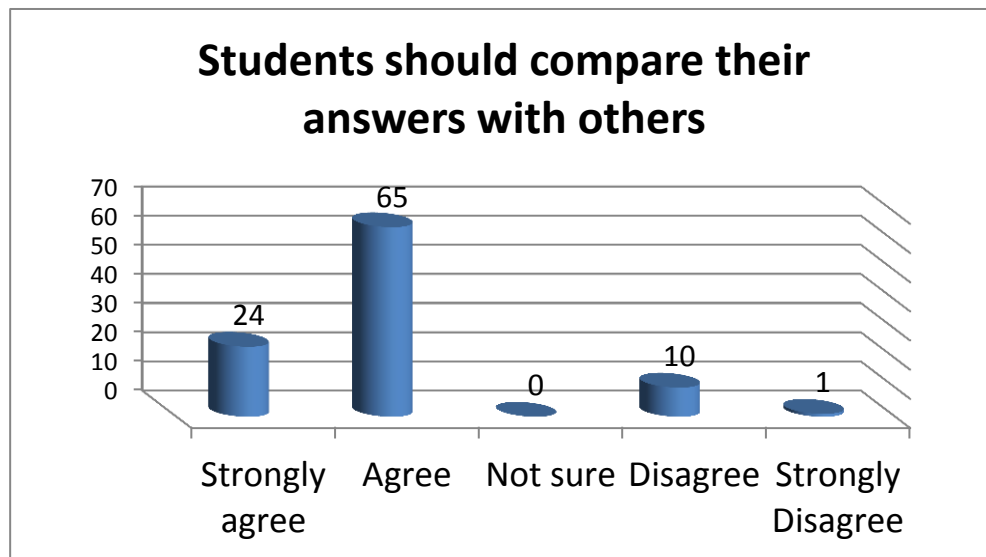| Valid	Frequency	Percent
Strongly agree	24	24%
Agree	65	65%
Not sure	0	0%
Disagree	10	10%
Strongly disagree	1	1%
Total	100	100%

Chart No. (20)

The result in table (4.20) illustrates that 24 students (24%) gave their decision to "strongly agree", 65 of them (65 %) put their opinion to "agree". and no student (0%) was "not sure" that, they have to check their answers with their classmates. On the other hand, 10 students (10%) said that they "disagree" and one student (1%) was "strongly disagree" with this idea. In a nutshell, the figures above show that the majority of the students consider comparing answers with others is important. After all, a few of them disbelieve in the importance of comparing their answers with others.

Table 4.21-Responses to the statements concerning the first hypotheses of the study

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%

It is vital to note that the initial hypothesis centered on two assumptions. Firstly, that Student-Centered Learning enriches the actual learning experience and secondly, that headmasters, supervisors and teachers did not hold positive attitudes towards Student-Centered Learning. After much rigorous questioning, analyzing and from the information gathered, we can deduce 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 students were asked about having 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 4.22-Responses to the statements concerning the second hypotheses of the study

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

The second hypothesis maintained that English language teachers held negative attitudes towards Student-Centered Learning. It is evident from Table. 22, contrary to the researcher's hypothesis, that 83% of 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 teachers 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 teachers who either disagreed or strongly disagreed. The researcher concludes here that English language teachers actually do not hold negative attitudes towards Student-Centered Learning.

Table 4.23-Responses to the statements concerning the third hypotheses of the study

No.	Valid	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
11.	Working in groups is enjoyable	72%	21%	6%	1%	0%
12.	Group work improves students' social life	47%	32%	15%	5%	1%
13.	Teachers play a central role in learning	30%	46%	9%	15%	0%
14.	Making friends is easier within groups	25%	39%	13%	23%	0%
15.	Students are more active in group working than on their own	73%	25%	2%	0%	0%
16.	Students learn more when they work in groups	19%	45%	18%	15%	3%

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

The third hypothesis is primarily concerned about surveying the general attitudes of teachers and students towards Student-Centered Learning. 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 researchers also highlights 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 tell families a significant 29% were not sure about feeling positive in sharing their experiences with their families. The overall trends 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.

4.3 Teachers' Questionnaire:

See Appendix. (2)

Table 4.24- Teachers' years of experience

Valid	Frequency	Percent
Lowest through 5 years	15	30%
5 Through 9 Years	26	52%
10 Through highest	9	18%
Total	**50**	**100%**

Chart No. (4.24)

72

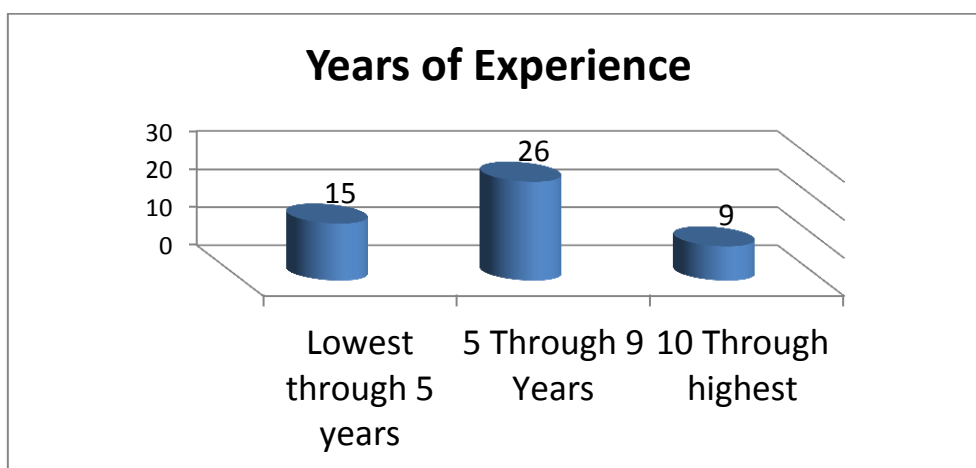Table (4.24) presents teachers' years of experience. Teachers were divided according to their years of experience. There were 15 teachers (30%), their experience was lowest through five years, 26 teachers (52%) whose experience was five through nine years, and nine teachers (18%) spent 10 years or more than in teaching ELF in the secondary schools. In conclusion, the questionnaire covered all the teachers who work.

Table 4.25- Students' attention throughout group work

| Valid	Frequency	Percent
Strongly agree	4	8%
Agree	10	20%
Not sure	4	8%
Disagree	26	52%
Strongly Disagree	6	12%
Total	**50**	**100%**

Chart No. (4.25)
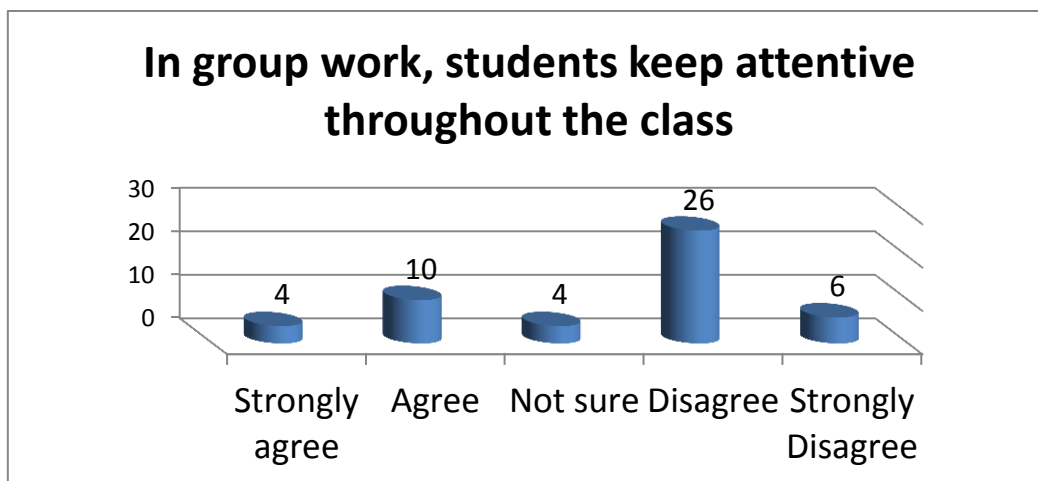
The result in table No. (4.25) shows that a majority of 64% (52 'disagree' + 12 'strongly disagree') with the fact that students keep attentive throughout the class. Only 28% agree with the idea, and 8% were unsure. Most of the teachers seem to be unfamiliar with group work. Accordingly, training courses are necessary before they start implementing the technique.

Table 4.26- Effort needed by the teacher in group work

Valid	Frequency	Percent
Strongly agree	5	10%
Agree	15	30%
Not sure	3	6%
Disagree	20	40%
Strongly Disagree	7	14%
Total	**50**	**100%**

Chart No. (4.26)
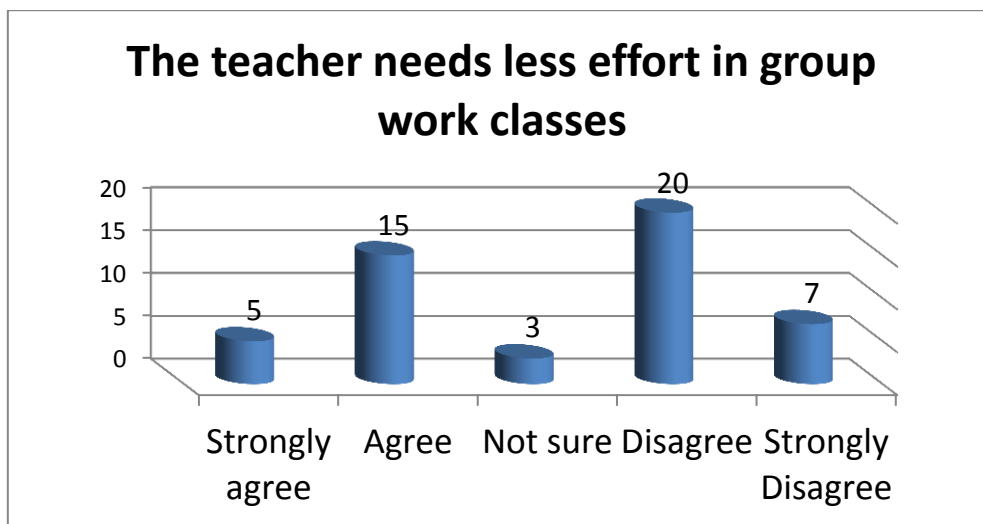
According to the table No. (4.26), out of 50, only 5 strongly agree and 15

respondents agree that the teacher needs less effort in group work classes. However,

except for the 3 who remained uncertain, a majority of (54%) thinks that the

opposite is true.

Table 4.27-Encouragement of students by rotating group leaders

Valid	Frequency	Percent
Strongly agree	6	12%
Agree	11	22%
Not sure	6	12%
Disagree	19	39%
Strongly Disagree	8	18%
Total	**50**	**100%**

Chart No. (4.27)
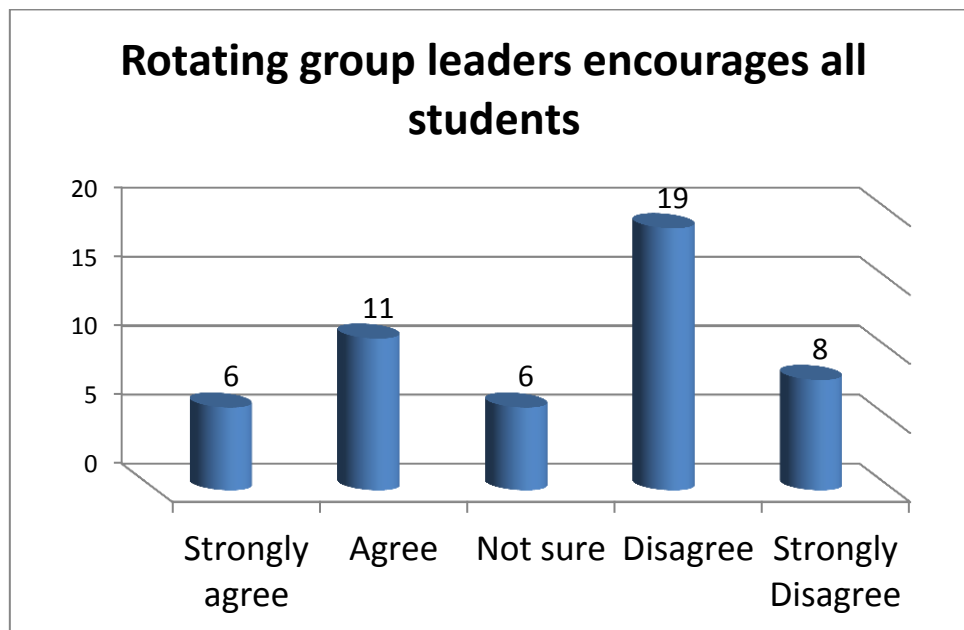
The item checked in the table No. (4.27) was whether or not rotating group leaders encourages all students. The resulting calculation shows that while 34% agrees with the opinion, 54% disagrees with it. 12% were unsure. This confirms that the majority of the teachers are unaware of this teaching approach.

Table 4.28- Teachers' opinion about lesson preparation

Valid	Frequency	Percent
Strongly agree	20	40%
Agree	12	24%
Not sure	8	16%
Disagree	5	10%
Strongly Disagree	5	10%
Total	**50**	**100%**

Chart No. (4.28)
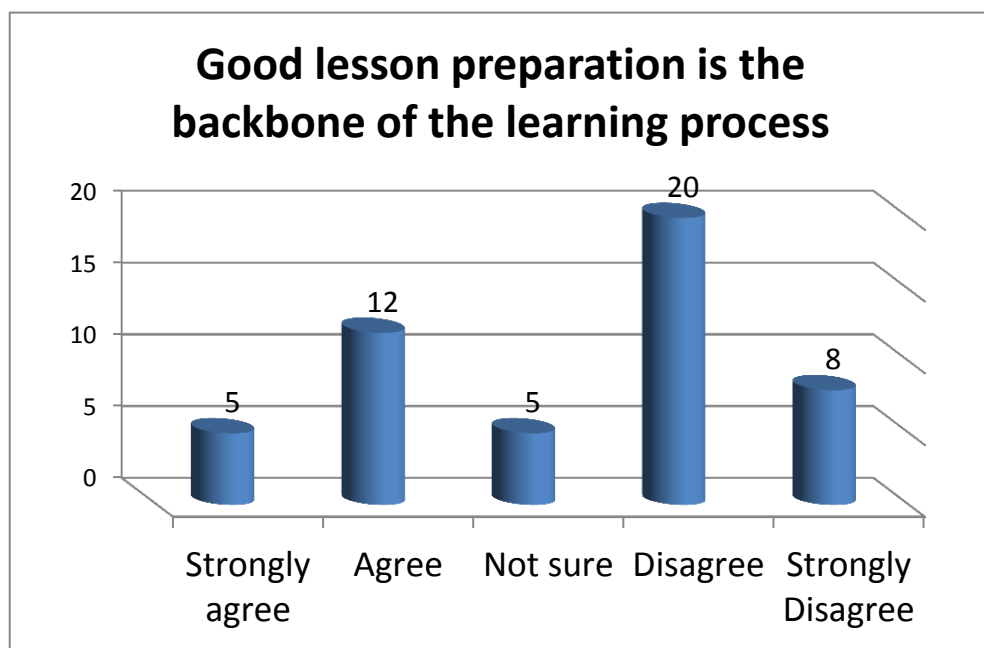
Unexpectedly a majority of 56% of the respondents expressed their disagreement with the fact that good lesson preparation is the backbone of the learning process. Table No. (4.28) shows that 10% of the teachers strongly agree, 24% only agree and 10% are uncertain. .

Table 4.29- Competition and enthusiasm of students

Valid	Frequency	Percent
Strongly agree	9	18%
Agree	25	50%
Not sure	3	6%
Disagree	13	26%
Strongly Disagree	0	0%
Total	**50**	**100%**

Chart No. (4.29)
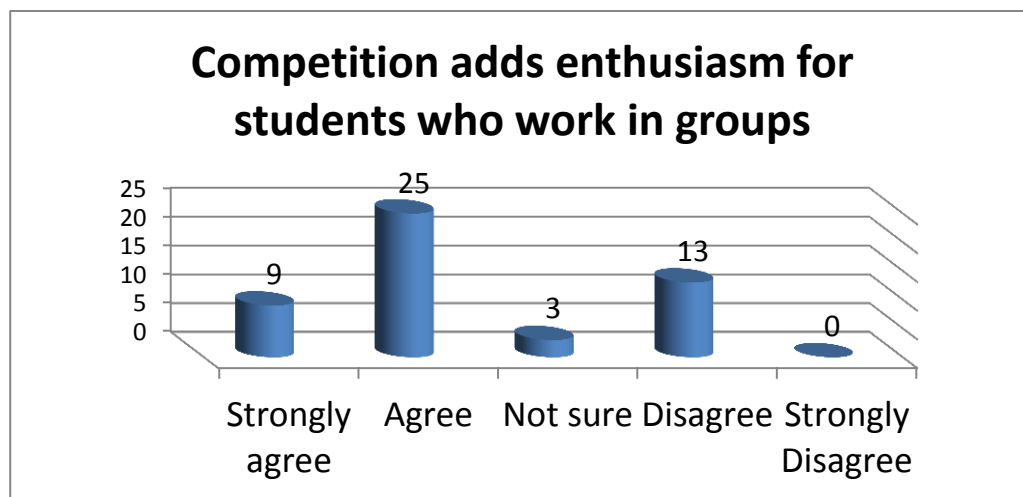
In table (4.29), most of the respondents agree that group work adds the students'
enthusiasm. A minority of 26% , however, disagreed with the idea and 6% remained
uncertain.

Table 4.30- Time required to make groups

Valid	Frequency	Percent
Strongly agree	11	22%
Agree	22	44%
Not sure	0	0%
Disagree	10	20%
Strongly Disagree	7	14%
Total	**50**	**100%**

Chart No. (4.30)
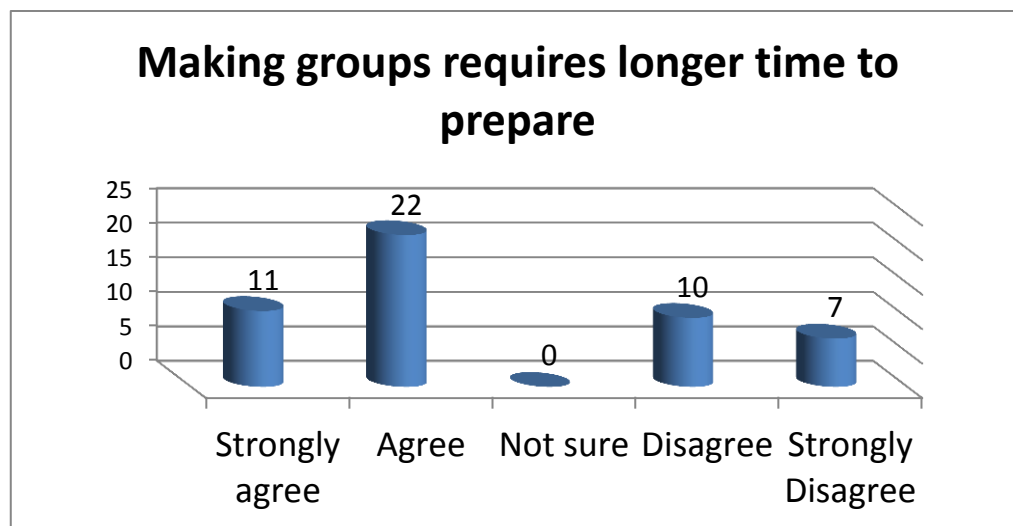
The table No. (4.30) provides information about the length of time making a group requires. The calculation shows that 44% of the respondents sees that making groups requires longer time to prepare. 22% strongly agrees with the fact while 20% and 14% disagrees and strongly disagrees respectively.

Table 4.31- Teachers viewpoint about students' roles

Valid	Frequency	Percent
Strongly agree	6	12%
Agree	3	6%
Not sure	0	0%
Disagree	18	36%
Strongly disagree	23	46%
Total	**50**	**100%**

Chart No. (4.31)
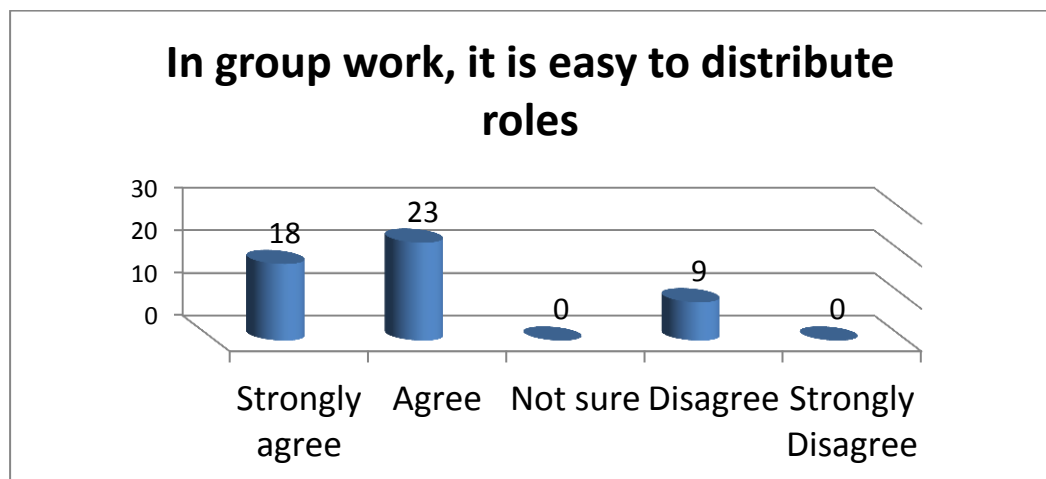
The table No. (4.31) confirms that the teacher respondents are not LCA-oriented. This is clearly apparent in the data. Only 18% of the population surveyed agrees with the fact that it is easy to distribute roles in group work while 82% disagrees with.

Table 4.32- Group work and realistic assessment

Valid	Frequency	Percent
Strongly agree	3	6%
Agree	16	32%
Not sure	4	8%
Disagree	10	20%
Strongly Disagree	17	34%
Total	**50**	**100%**

Chart No. (4.32)
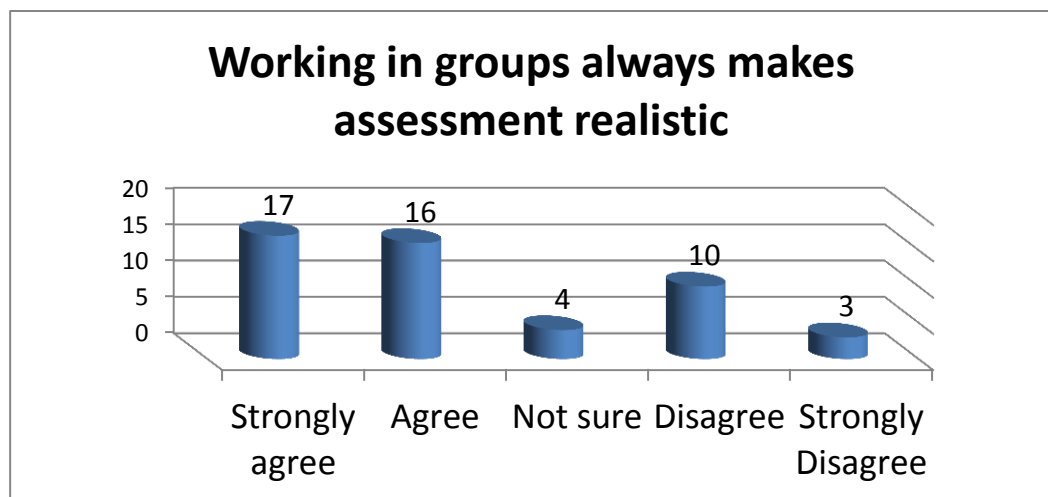
The information obtained and illustrated in the table No. (4.32) reveals that a total of 38% (6 %'strongly agree' , 32% 'agree') of the respondents agrees that realistic assessment can be made in group work. Those who are against this fact totaled 54% (20% 'disagree', 34% ' strongly disagree') while 8% were not sure.

Table 4.33-Learners' opportunity of working hard in groups

Valid	Frequency	Percent
Strongly agree	0	0%
Agree	6	12%
Not sure	3	6%
Disagree	10	20%
Strongly Disagree	31	62%
Total	**50**	**100%**

Chart No. (4.33)
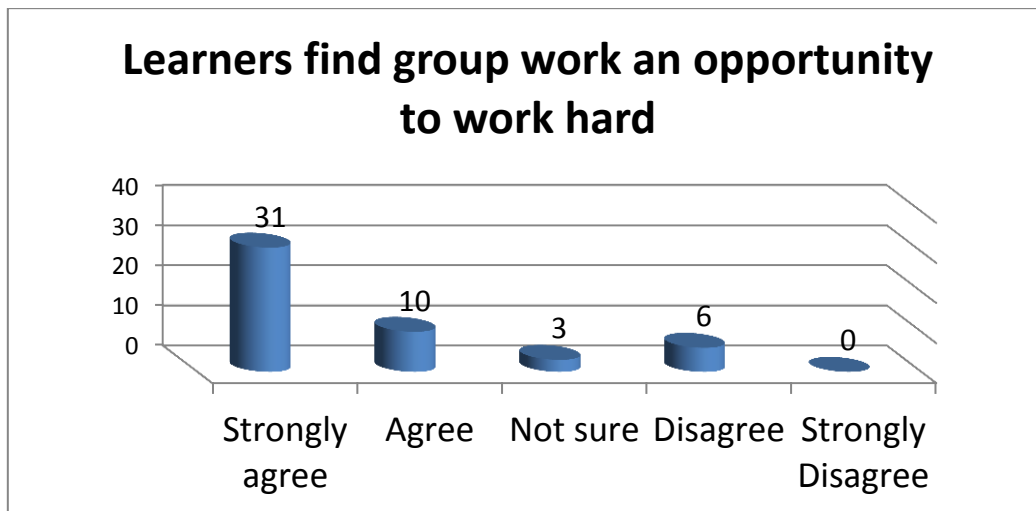
Respondents' consistent feeling toward LCA in general and group work in particular is reflected in table No.(4.33). Only 12% voted in favor of the fact that learners find group work an opportunity to work hard. 82% of the respondents , however, voted against the idea. 6% were neutral.

Table 4.34- Teachers' view about class discipline

Valid	Frequency	Percent
Strongly agree	3	6%
Agree	7	14%
Not sure	10	20%
Disagree	13	266%
Strongly Disagree	17	34%
Total	**50**	**100%**

Chart No. (4.34)
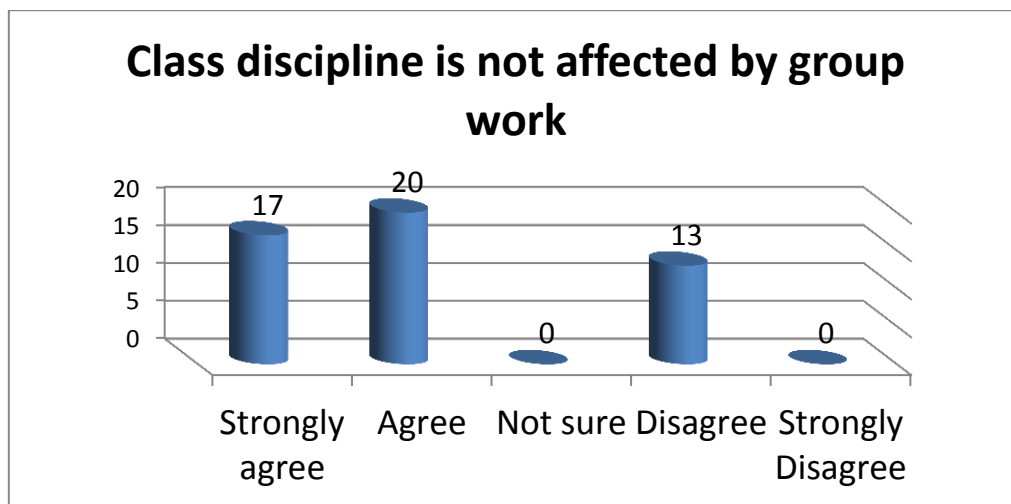
With reference to the table No. (4.34), it is noticeable that most of the responents reject the idea that class discipline is not affected by group work. They represented a majority of 60% while only 20% supports it. The percentage of those who were not sure of the idea rose to 20%.

Table 4.35- Domination of active learners

Valid	Frequency	Percent
Strongly agree	0	0%
Agree	5	10%
Not sure	7	14%
Disagree	18	36%
Strongly Disagree	20	40%
Total	**50**	**100%**

Resource: Prepared by the researcher from the questionnaire 2014.

Chart No. (4.35)
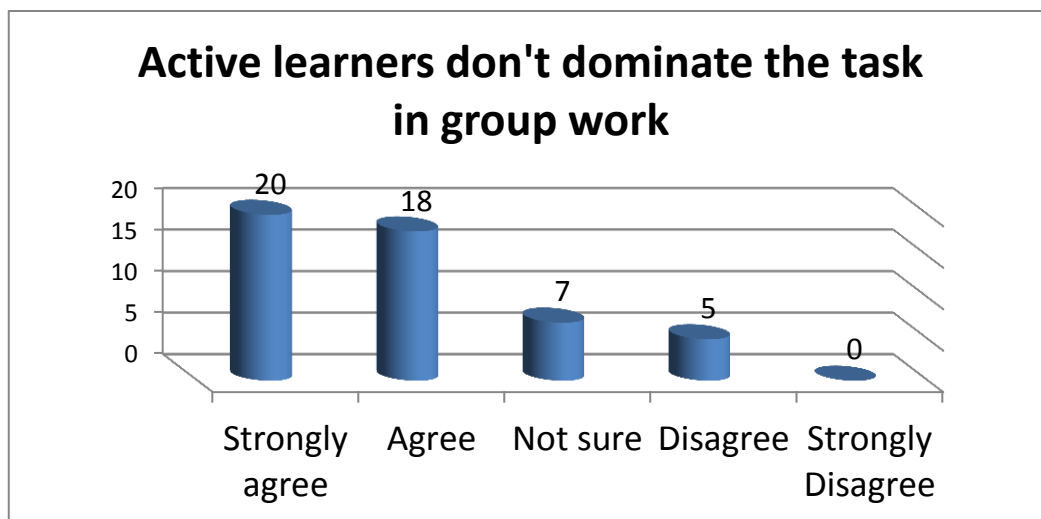
The gap between group work supporters and its opponents widened in the table No.(4.35). While only 5 teachers who represented 10% agree with the fact that active learners do not dominate the task in group work , 76% of the teachers disagrees with it. 14% of the targetted population remained uncertain.

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Table 4.36- Responses to the statements concerning the first hypotheses of the study

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

The first hypothesis centered on two basic assumptions. The Student-Centered Learning was an effective way of teaching that enriched the learning experience for students. Secondly, the assumption was also made that Sudanese headmasters, teachers and supervisors did not hold positive attitudes towards this teaching approach. The research finds 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 4.37-Responses to the statements concerning the second hypotheses of the study

No.	Valid	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
25.	Competition adds enthusiasm for students who work in groups	18%	50%	6%	26%	0%
26.	Making groups requires longer time to prepare	22%	44%	0%	20%	14%
27.	In group work, it is easy to distribute roles.	36%	26%	0%	18%	0%
28.	Working in groups always makes assessment realistic	34%	32%	8%	20%	6%

Hypothesis two is primary concerning the assumption that teachers hold a negative attitude towards Student-Centered Learning. The results of this study are rather mixed with teachers varying from strongly agreeing and an equal amount disagreeing with the same issue. The researchers note that regarding time preparation for making groups, 22% strongly agreed that it took 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 about competition and enthusiasm during group work. Slightly fewer teachers (62%) held positive attitudes about 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 about the positives effects of group work relating to competition, enthusiasm, distributing roles and assessment. However, it is crucial to point out that a majority of these teachers (66%) agreed or strongly agreed that it took 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 4.38-Responses to the statements concerning the third hypotheses of the study

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

The third hypothesis asserts that Student-Centered Learning is a practical approach that forges a partnership between student and teacher. The assumption is also made that this approach can be applied anywhere. From the study, 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 research still found that 26% of teachers disagreed about 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.

4.4 Benefits and drawbacks of LCA:

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, as shown in Tables (4.39-4.40-4.41-4.42). 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.

Table 4.39- Academic Benefits

No.	Valid	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 table No.(4.39), respondents unanimously agreed that working in groups makes students more creative. Moreover, 96% of population questioned went for the fact that working in groups gives the students more time to share ideas and to start individual activities. In addition, 89% of the respondents who took part in the data collection think that students compare their answers with others. Other 84% of them believe that mistakes do not bother students who work in groups. 82% of them agree that learner-centered approach makes the students prepare their lessons well at home to be the best in classroom activities. 81% of them feel 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 confirm that active learners do not dominate the task. 74% of the respondents think that class discipline is not

affected by group work. 67% of the participants think that working in groups improves students' communicative abilities.66% of them makes assessment realistic and 64% of them admit that students learn more in groups.

Table 4.40- Psychological benefits

No.	Valid	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%

The psychological benefit of this approach represents the second most important according to the questionnaire results of table No. (4.40). 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.

Table 4.41- Social benefits

No.	Valid	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.(4.41), 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.

Table 4.42- Drawbacks

No.	Valid	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.(4.42), 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.

4.5 Summary of the chapter:

To sum up, this chapter has analyzed the teacher's and students' questionnaire, and the collected data have been processed by using Likert scale. This chapter 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. The next chapter will be about summary, conclusions, recommendations and suggestions of the study.

Chapter Five

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5-1 Introduction:

This chapter is concerned with providing the conclusions arrived at by the study. It also gives recommendations for the teachers, learners and educators to improve the learning process. Moreover, it sheds light on the suggestions for further studies. Finally, comes the summary of the chapter.

5-2 Conclusions:

Through the study, the researcher has come out with the following conclusions:

1-The conclusions 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 about 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.

This part of the findings agrees with literature review about working together when Jones (2007, : 2), 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 empowers students' knowledge and broadens their minds. In the group work, students interact with the teacher and the whole class, ask questions or brainstorm ideas.

Moreover, the conclusions are related to the opinions of Brown (1994: 159) and Harmer (2007:.51) about group work in the literature review part. Both writers

point out 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. In the long run the findings are greatly connected with the literature review.

5-3 Recommendations:

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

1- Teachers should 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.

5-4 Suggestions for Further Studies:

According to the research conclusions, in further researches we need to select a larger population and sample size in order to get accurate findings. Further studies on the same topic should explore more factors that could make the implementation of the L.C.A. an important issue so as to obtain a more comprehensive understanding of its role and influence in improving English Language performance in the secondary schools in Sudan. Moreover, researchers are required to conduct more studies on gauging students' attitudes about the social aspects of group work. For further studies, other factors which have not been covered in this study can be identified to see how they lead to the improvement of the students' performance. All in all, researches could be conducted on this widely spread issue avoiding the shortcomings which appeared in previous studies.

5-5 Summary of the chapter:

To sum up, this chapter has analyzed the teachers' and students' questionnaire, and 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. Accordingly this chapter shows the results obtained in the light of the research questions and hypotheses set in chapter one.

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Appendix (1)

Questionnaire

The following statements are about group work and student-centered activities.
Tick the option that shows your attitude towards each statement.

No.	Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1-	Classmates play a central role in learning.					
2-	Working in groups gives students more time to share ideas.					
3-	Within groups, leadership is shared and rotates all the time.					
4-	Working in groups improves students' communicative abilities.					
5-	Working in groups makes students more creative.					
6-	Working in groups prepares students to start individual activities.					
7-	Students should learn how to take part in serious discussions.					
8-	Teachers appreciate and welcome participation.					
9-	Mistakes don't bother students who work in groups.					
10-	Students feel self-confident in the .friendly environment.					
11-	Working in groups is enjoyable.					
12	Group work improves students' social life.					
13	Teachers play a central role in learning.					
14-	Making friends is easier within groups.					

15-	Students are more active in group working than on their own.					
16-	Students learn more when they work in groups.					
17-	Students feel more secure and less embarrassed in groups.					
18-	It is enjoyable to tell families about the role in the group.					
19-	Students should prepare their lessons well at home to be the best.					
20-	Students should compare their answers with others.					

Appendix (2)

Dear colleagues,

This questionnaire is a part of M.A. study on the Learner Centered Approach. I would be most grateful if you could just spare some of your valuable time to fill out this questionnaire. Please, be assured that the information elicited will only be used for academic purposes.

    Thank you for your cooperation

Sulaiman Mohammed Nour

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Appendix (2)

Questionnaire to the Teachers
Name: - _____ (optional) Job Title: - _____
Years of Experience: _____
The following statements are about group work.
Tick the option that shows your attitude towards each statement.

No.	Statements	Strongly agree	Agree	not sure	disagree	Strongly disagree
1-	In group work, students keep attentive throughout the class.					
2-	The teacher needs less effort in group work classes.					
3-	Rotating group leaders encourages all students.					
4-	Good lessons preparation is the backbone of the learning process.					
5-	Competition adds enthusiasm for students who work in groups.					
6-	Making groups requires longer time to prepare.					
7-	In group work, it is easy to distribute roles.					
8-	In group work, it is easy to distribute roles.					
9-	Working in groups always makes assessment realistic.					
11-	Class discipline is not affected by group work.					
12-	Active learners don't dominate the task in group work.					

Appendix (3)

The Jury / Committee which checked the validity of the questionnaires:

The jury consisted of:

1-Dr./ Mohammed Al-Tayyib (Faculty of Languages-SUST)

2-Dr. / Rashid Abdul Halim Saeed (Deanship of Scientific Research-SUST)

3-Dr./ Hashim Abd Al-Gadir Abd Al-Rahman (Dammam University-K.S.A.)

4-Ustaz / Muntaser Hassan (Faculty of Education-SUST)