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Investigating Teachers and Learns' Attitudes towards Using Student-Centered Learning Approach to Develop Oral Performance

تقصي توجهات الاساتذة في استخدام نظرية التعلم المحوري لتطوير الاداء الشفهي

A Thesis Submitted in Fulfillment of the Requirements for Degree of MA in English Language (Applied Linguistics)

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Dedication

I dedicate this work to my parents, husband and to the rest of my family members and colleagues as well.

Acknowledgements

All praise and great thanks are due to Allah the Almighty who bestowed me with patience, perseverance and the means to make this study. First of all, my sincere gratitude and appreciation are due to Dr. Wigdan yaoub Mohammed Sheri Supervisor for his tireless efforts, guidance, great support and encouragement throughout the stages of this study.

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Abstract

This study aims at investigating teachers' attitudes towards using Student-Centered Learning Approach to develop oral performance. The researcher has adopted the descriptive analytical method. Two instruments have been used for collecting data relevant to the study, namely a questionnaire for teachers of English at some Sudanese Universities and observation checklist to the second year students of English at University of Holy Quran and Islamic Science, College of Languages. The study sample of questionnaire comprises (30) teachers whereas the sample of observation checklist consists of (24) students. The researcher applied SPSS (statistical package for social science) program to analyze and verify the results. The results have shown that SCL teaching techniques help teachers to enhance oral performance by involving students in class activities. Moreover, SCL teaching method can build a closer interpersonal relationship between teacher and student. Students are involved in group discussion to practice speaking activities. The study has recommended that SCL teaching method should be applicable so as to improve students' oral activities. Furthermore, classroom environment should be conducive for applying SCL. Classroom environment should be conducive for applying SCL. Some suggestions are also proposed for further studies.

Abstract

(Arabic Version)

هدفت هذه الدراسة إلى تقصي توجهات الاساتذة في استخدم التعلم المحوري لتطوير الاداء الشفهي. وقد اتبع الباحث المنهج التحليل الوصفي ، وتم استخدام اثنين من الادوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة في استبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية وايضاً وملاحظة لطلاب السنة الثانية بكلية اللغات جامعة القران الكريم والعلوم الاسلامية. قد تم اختيار عينه (30) بالنسبة لأداء الدراسة الأولى وعينه (24) طالبا للملاحظة الصفية. وطبق الباحث برامج الحزم الاحصائية للعلوم الاجتماعية لتحليل وتأكيد النتائج . واتضح جلياً من خلال نتائج الدراسة ان نظرية التعلم المحوري تساعد الاساتذة لتعزيز الاداء الشفهي بمشاركة الطلاب في الانشطة الصفية.بالإضافة الى ذلك بامكان نظرية التعلم المحوري ان تخلق علاقة وطيدة بين الاستاذ والطالب. وقدمت الدراسة عددا من التوصيات اهمها: يجب ان تطبق نظرية التعلم المحوري في اوساط الطلاب داخل الفصل لتطوير انشطة التخاطب و علاوة على ذلك يجب ان تكون البيئة الدراسية داخل الفصل ملاءمة لتطبيق هذه النظرية. وايضا قدمت بعض المقترحات للدارسات المستقبلية.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This introductory chapter is an overview of the research. It first specifies the researcher's motivation in conducting the research. It includes the background of the study, the statement of the study problem, objectives of study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limitation of the study and organization of the study.

1.0 Background of the Study

Student-Centered Learning takes its stem from a constructivism theory, in which students learn more by participating and experiencing rather than by noticing in other words all activities rely heavily on the students rather than teachers. In this theory, students are the initiators and architects of their own learning and knowledge making rather than passive "vessels" who receive knowledge from expert teachers Brown (2008).

This theory was first developed at the start of 20th century and was influenced by the writings of Dewey and psychologist Lev Vygotsky. Its focus was on social constructivism, which means how meaning, connection and comprehensions are all influenced by social events. Students have better performance when they are asked to think about the matters instead of doing the thinking for them. In the other words, focus is on the learner's thoughts rather than on their (teachers) own. In an ideal student-centered class, there is no impression from teacher on learners or any effort to persuade learners to what teachers sees. According to Nunan (2009), the choices of what and how to teach should be made with reference to learners and purpose of language teaching in order to get learners actively involved in the learning process: learning by doing

(Pham,2005) . Most of these studies, however, used only a modest number of classroom activities defined in very broad terms like “conversation”, “error correction” or “discussion” which may provoke different understanding among respondents and not reflect precisely the classroom activities in reality,(Peacock, 2007 :246].

Over the past century, society has demand schools to prepare students for an increasingly complex set of social economic realities (Christensen, 2008). In response to these changing, educational setting affects educators and researchers have developed new approaches to the systematic provisioning of learning. Inquiry and theory sought to develop an approach that provides an active, individualized and engaging learning experience: an experience which the teacher facilitates but does not dominate. One more of popular description of this approach is student-centered learning. The theory and practice of student-centered learning has been built over the past century. SCL was created as a concept within the field of educational pedagogy and has been a topic of discussion within many higher education institutions and within national policy-making for over the past few decades.

Guided by the learner-centered teaching philosophy, researchers around the world have developed various frameworks to facilitate the philosophy. As in Jones (2007) constructed a framework of twenty-six indicators in eight categories variables of engaged learning that included vision of learning tasks, assessment, instructional model, learning context, grouping, teacher roles and student roles.

1.1 Statement of the Study problem

There are many different reasons why instructors of English adopt SCL. First, it is an energizing and exciting teaching method. Instructors who adopted SCL reported that they are energized and excited. Second, the outcome is clear in the trainees’ performance, The results of this study may be useful in encouraging instructors who use TCL to change to SCL for better students' performance.

This study examined the significance of shifting from (TCL) teacher-centered learning to SCL and to what extent does SCL make the difference in teaching English language as a foreign language. The significance of SCL is that; it is the most modern trend in the field of teaching. Most of the educational institutions still use TCL in which the teacher is the center of the learning process and the students are passive just listen and write down what the teacher or instructor says. This study may suggest training the instructors more on SCL and providing them with useful activities that enrich the process of learning. For reasons mentioned above the researcher has conducted this study.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

1. It is an attempt to find out the instructors' views regarding applying Student-Centered Learning Approach in their classroom.

2. It is an attempt to high light Student-Centered Learning Approach effects on students' performance to facilitate teaching and learning processes.

3. It is an attempt to investigate the factors that influence implementing Student-Centered Learning Approach in teaching process.

1.3Questions of the Study

The study sets out to answer the following questions:

1. What are teachers' attitudes regarding applying Student-Centered Learning Approach in their classroom?

2. To what extent can Student-Centered Learning Approach effects on students' performance to facilitate teaching and learning processes?

3. What are the factors influence implementing Student-Centered Learning Approach in teaching process?

1.4 Hypotheses of the Study

The study sets out to test the following hypotheses:

1. There are teachers' have positive attitudes regarding applying Student-Centered Learning Approach in their classroom.

2. Student-Centered Learning Approach can positively effect on students' performance to facilitate teaching and learning processes.

3. There are some factors influences implementing Student-Centered Learning Approach in teaching process.

1.5 Significance of the Study

The significance of SCL is that; it is the most modern trend in the field of teaching. Most of the educational institutions still use TCL in which the teacher is the center of the learning process and the students are passive just listen and write down what the teacher or instructor says. There are many different reasons why instructors of English adopt SCL. First, it is an energizing and exciting teaching method. Instructors who adopted SCL reported that they are energized and excited. Second, the outcome is clear in the trainees' performance, which has improved since the day they joined to learning activities. The results of this study may be useful in encouraging instructors who use TCL to change to SCL for better students' performance. This study may suggest training the instructors more on SCL and providing them with useful activities that enrich the process of learning. Training programs can be held to instructors or trainers such as TTT (Train The Trainer) which is held by Aramco Training Center every three months to improve the trainers performance which will be reflected directly on the trainees' performance.

Lastly, there are some training centers which still adopt TCL in delivering education to Aramco apprentices. This study can be useful for these training

centers to adopt SCL in their programs for the welfare of the trainees and to qualify their trainers to be up-to-date in terms of pedagogy.

1.6 Limits of the Study

This study limited to investigate the Instructors' Attitudes in Using Student-Centered Learning Approach to develop oral performance.

That will tentatively cover the academic year (2017-2019). It will be conducted at Sudan University of Science and Technology, College of Languages, and study sample was exclusively drawn from teachers of English at some Sudanese Universities.

1.7 Methodology

The researcher adopted the descriptive analytical methods. Questionnaire and observation checklist are used as primary tools for data collection. A questionnaire is distributed to teachers of English language at some Sudanese Universities in checking their point of view in terms of this issue. Observation checklist is conducted to students of English at University of Holy Quran and Islamic Science- College of Languages.

1.9 Organization of the Study

This study consists of five chapters. Chapter one is known as the introduction of the study. It includes background of the study, the problem of the study, the objectives of the study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of study. Chapter two is about literature review and previous studies. Chapter three is the research methodology, which includes research design, population of the study, instruments of the study, validity and reliability, and data collection procedure. Chapter four is about data analysis and interpretation. Chapter five is the final chapter of the study which includes

summary of the main findings, conclusion, recommendation and suggestion for further studies.

1.10 Summary of the Chapter

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research.

CHAPTER TWO

LITERTURE REIEW AND PRVIOUS STUDIES

2.0 Introduction

This chapter shows the related literature review on investigating the teachers' attitudes towards Using Student-Centered Learning Approach to develop oral performance. It will be divided into two parts; the first part is called theoretical background and the second part is called previous related studies.

Part one: Theoretical Background

2.1 Definition of Student-Centered Learning

According to Aaronsohn (1996) defines that SCL is comprised of many potential benefits to students and lecturers including: students can be part of an academic community, increase their motivation to learn, lead student independent and responsibility in learning, and consider their needs in learning. Hence for lecturers, SCL also provides a more interesting role; solutions to tackling massification and diversity; positive impact on working conditions; continuous self-improvement; increased learner motivation; and engagement and professional development for academia. Indeed, SCL can be considered problem-based, problem-oriented, and project-based learning, which can produce competitive graduates who can perform in complex situations (Mojgan, Ghavifekr, Saedah & Ahmad Zabidi, 2013).

2.2 Why Student-Centered Learning?

Barr and Tagg,(1995) were among the researchers who discussed the benefits that could occur when implementing the SCL teaching method in flipped classrooms, online learning, and games in learning. According to Cannon (2000), SCL plays an important role in a flipped classroom for in-class active learning activities. Without the use of SCL philosophy, a flipped classroom would not be exist, because the theories provide the basis for in-class activities

that require human interaction between student needs and the lecturer's role of solving real-world problems (McCombs & Whistler, 1997).

With fully online setting delivery, students are more satisfied with student-content interaction, which suggests that lecturer should play their role in the discussion board by replying student questions as soon as possible to increase student-lecturer interaction for problem solving (Moffett & Wagner, 199. Moreover, based on Schifter (2013), who reviewed games in learning, one of the factors that arose with games in an educational setting was the shift from teacher-centered to student centered learning is through active learning interaction/experiences/activities, group work, multiple learning styles by using intelligent tutors, and complex problem solving that give benefit towards the development of student twenty first century skills. (Zainal, Abdullah, & Prabuwono, 2012).

Meaningful learning experiences/activities occur during the interaction time between student and lecturer, and that is most important. For these reasons, student and lecturer perspectives stand at the core of the discussion in implementing SCL as a teaching method.

2.3 The Benefit of Student-Centered Learning

The benefits of SCL are well documented within the education literature, and thus will only be discussed briefly. D'Souza (2013) and Hallinger (2013) point out that including carefully constructed SCL in the classroom can appeal to a wide range of students and perhaps increase student engagement between peers as part of an academic community. Another study on SCL has found that students who were taught with the SCL teaching method need to be responsible and independent in their own learning process (Enfield & State, 2013; Mcgee & Reis, 2012). Van Kan, Ponte, & Verloop (2013) arrived at a similar result, though the authors note that the efficacy of SCL focusing on student self-interest in class may depend upon the teacher's ability to implement this teaching strategy. Despite many reasons to incorporate SCL, a study on flipped

classrooms by Mclaughlin et al (2014) shows, student-centered learning exercises was designed for every in-class time period to assess their knowledge, promote critical thinking, and stimulate discussion.

There are common reasons such as limited time for preparation and planning in-class activities, class control, larger class sizes, and space for activities that SCL teaching techniques are not used in many higher education classrooms (Bihong 2014).

In fact, a study by Mintah (2014) claimed that some negative impacts of large class problems had limit student creativity; evaluation system becomes less valid; both teachers and students weaknesses and strengths are not revealed; and aims and goals of the school and education could not be achieved. The predominant reason why lectures are preferred to traditional lectures in class rather than using SCL tool such as an e-learning platform, were preparation, and time of management, and development of the material (Kee, Omar, & Mohamed, 2012), with 88% of lecturer mentioning time constraints as the main reason (Nurul, Mohamad, Salam, & Bakar, 2014).

Implementation of SCL at Universities, as it was used in this study, remedies the problem of using the teaching method in classes especially large class because it effectively adds extra class time per week that can be devoted to active learning (Bihong & Yu, 2014). Concerning the use of SCL teaching methods, Saavedra & Opfer (2012) note that, “As David Perkins points out, people do not learn to play baseball by themselves… [O]nly Superman could do it, and it wouldn’t be much fun” (2010, p. 191). “They should learn to play baseball from and with their peers and coach." (p.11). The authors also discuss 9 lessons for 21st century learning such as the following:

1. Make it relevant.
2. Teach through the disciplines.
3. Develop thinking skills.
4. Encourage learning transfer.

5. Teach students how to learn.

6. Address misunderstandings directly.

7. Treat teamwork like an outcome.

8. Exploit technology to support learning.

9. Foster creativity.

With full disclosure, SCL does require a fair amount of preparatory work on the front end, which could be as much of an obstruction. As the study by Nurul, Mohamad, Salam, & Bakar, (2014) and Loeb (2014) shows, instructors choose to primarily lecture because of the amount of preparation time available. A potential benefit of SCL is that students are able to increase motivation and be independent to conform to their needs. Student motivation and their needs in the learning process has been widely studied in the education literature, as well as the literature regarding student engagement and interaction in classes (Hughes, Im, & Wehrly, 2014; Reeve et al., 2013; Smit, Brabander, & Martens, 2013). Smit et al., (2013) find that students are motivated when in SCL environments because students can choose the task based on their needs and the lecturer will play their role depending on what students ask and need (Stefanou, 2013). However, results show that the SCL environment is motivating, but it is difficult for student to obtain high grades. Also, Mclaughlin et al. (2014) suggested that active learning exercises in teaching strategies to foster student motivation can facilitate student excellence and develop learning skill, such as group discussions, projects, peer assessments, and online quizzes. These teaching methods are significant in fostering student self-motivation for learning in taking any courses.

The notion of active learning activities involves helping students at the moment of confusion, with the presence of lecturer, while students are working on practice problems or group worksheets during class time (Li, Mai & Tse-Kian, 2013). Another benefit of using the SCL teaching method that had been noted by (Stanley & Marsden, 2012) is the use of SCL as in class activities to develop

student skill by learning experience. While a student may have poor prior experience on the subject matter, during class time, students are able to catch up on activities by having lectures facilitate and encourage them with their prior experience to solve the problem (Stone, 2012).

Because this study is geared more toward students' view on the use of SCL teaching method, and not the effect of the activities, actual benefits to student learning are measured by any other method and are not estimated here. Therefore, from an institutional perspective, it is natural to ask how SCL teaching method can help in terms of learning outcome. Since students have been used to teacher centered learning from their secondary and primary school, students see learning as a process of gaining information and knowledge, listening to the lecturers and taking note on needed information (Kahl, 2013). Indeed, these will be a partial explanation for the recent use of SCL teaching method in implementing active learning on courses offered at Universities. SCL, as it is advocated here, though, does not necessarily allow for using ICT across a greater amount of classes as online or hybrid classes offer. Instead, what SCL offers is a closer relationship between lecturer and student during class time -- a result normally only achieved with student engagement that motivates other students to learn (Abdullah, Bakar, & Mahbob, 2012 ; Mclaughlin et al., 2014; Roach, 2013).

The benefits from the SCL teaching method are not without potential drawbacks, which may include lecturer lack experience and training in using ICT with SCL teaching method, limited infrastructure, and greater student negative attitudes than would occur in a normal classroom (Danner & Pessu, 2013). There is no specific teaching method that a lecturer can use to make student learn on their own. Lecturers need to choose the right teaching method to meet students' needs guide and facilitate students to play their role in SCL environment (Bledsoe, 2014). For instance, instructional tools are used to

promote active learning strategies using the SCL teaching method (Baepler, 2011).

2.4Teacher-Centered and Student-Centered Classroom Management

Classroom management is a multi-faceted concept that includes the organization of the physical environment, the establishment of rules and routines, the development of effective relationships, and the prevention of and response to misbehavior. Some researchers suggest that it is helpful to view classroom management beliefs and practices on a continuum from teacher-centered to student-centered. For example, Willower (1975) found that educators vary along a continuum of beliefs about the way children learn to behave and conceptualized this as one's pupil-control ideology. At one end of the continuum is the custodial (teacher-centered) educator and at the other end is the humanistic (student-centered) educator. The extremes in the continuum of beliefs are described in the following way:

a) The educator with a custodial orientation is likely to be highly controlling, employing punitive sanctions, moralistic perceptions, highly impersonal relationships with students, attitudes of general mistrust and a major focus on the maintenance of order.

b) The educator with a more humanistic orientation is likely to maintain a classroom climate in which active interaction and communication, close personal relationships with students, mutual respect, positive attitudes, and flexibility of rules, as well as student self-discipline, self–determination and independence are fostered (Willower & Hoy, 1967).

Custodialism and humanism are measured by the Pupil Control Ideology form, comprised of 20 statements, each followed by a Likert scale ranging from 'strongly agree' (five points) to 'strongly disagree' (one point). A high score

signifies a custodial attitude toward pupil control and a low score indicates a humanistic attitude toward control of pupils.

Similarly, Wolfgang (2001) identifies three philosophical "faces" of discipline, which include relationship–listening, confronting–contracting and rules–consequences. These three philosophical "faces" of discipline may be placed on a power continuum from minimum (student-centered) to maximum (teacher-centered) use of power by the teacher. Finally, Rogers and Freiberg (1994) consider what classroom management would look like in teacher-centered and person-centered classrooms (see Table 1). It is important to note that although teacher-centered and student-centered classroom management can be seen as opposite ends of a continuum, it is highly unlikely that any teacher implements a teacher-centered or student-centered approach to classroom management in its purest form. Nonetheless, these lenses are useful ways of examining the dominant orientation of a classroom.

In teacher-centered classrooms, control is of primary importance and "authority is transmitted hierarchically" (Dollard & Christensen, 1996, p. 3), meaning the teacher exerts control over the students. Critics of teacher-centeredness argue that in these classrooms, compliance is valued over initiative and passive learners over active learners (Freiberg, 1999).

To help teachers maintain control over students, instructional methods that promote a focus on the teacher are frequently used, such as lectures, guided discussions, demonstrations and "cookbook" labs (Edwards, 2004). These forms of instruction lend themselves to having the teacher stand in the front of the classroom while all students work on the same task. Similarly, the physical design of the classroom often promotes a focus on the teacher and limits student activity that disrupts that focus. In other words, rooms are often organized so that desks face toward the primary focal point, the teacher (Boostrom, 1991).

In addition, teachers exert their control through a system of clearly defined rules, routines and punishments that are mandated rather than developed with the students (Freiberg, 1999). Generally, teachers identify the rules necessary for an orderly classroom and time is set aside for the teaching of these rules during the first several days of school. When students exhibit undesirable behavior, advocates of a teacher-centered approach often rely on punishments, such as reprimands, frowns, time outs and loss of special privileges (Lovitt, 1990).

Finally, in teacher-centered classrooms, teachers may rely on extrinsic motivation to influence student behavior. Here, completion of a task is seen as a prerequisite for obtaining something desirable (Chance, 1993) such as social rewards (e.g. praise), activity rewards (e.g. free time, computer time) and tangible rewards (e.g. candy and stickers).

In contrast, a constructivist teacher is interested primarily in helping the child engage problems and issues, search below the surface, try out various possible solutions or explanations and finally construct his or her own meaning (Ryan & Cooper, 2001). In these classrooms, teaching methods or strategies include reflective thinking, inquiry, exploratory discussions, role-playing, demonstrations, projects and simulation games (Edwards, 2004).

What kinds of management strategies support the instructional strategies and goals of a student-centered classroom? Since one of the primary goals is to empower students and strengthen their sense of responsibility, proponents of student-centered classroom management suggest relinquishing hierarchical power structures and sharing control, which they claim will result in a more manageable classroom (Nichols, 1992). One way teachers may share their control with their students is to elicit student participation when generating the classroom rules. Another suggestion is to share responsibility by having students complete classroom tasks such as taking attendance or lunch count, updating the calendar or caring for a class pet. Similarly, students can be given autonomy to decide when to use the bathroom, sharpen pencils and throw out garbage.

The development of interpersonal relationships is an essential component of a student-centered approach, since positive student-teacher relationships presumably lessen the need for control and become the foundation for all interaction in the classroom (Dollard & Christensen, 1996).

Supporters of student-centered management propose that children "see their acceptable, caring behavior as vital to the maintenance of the group because they have a vested interest in the health of the group as a whole" (Bloom, 1999, p. 134). However, even in a child-centered environment, behavior problems will arise. When this happens, student-centered teachers encourage students to take increased responsibility in regulating their own behavior through conflict resolution and peer mediation programs. Emphasis is also placed on the development of students' social skills through various strategies such as I-messages (Gordon, 1974), classroom meetings (Bloom, Perlmutter & Burrell, 1999), and community building activities.

Finally, advocates of a student-centered approach to classroom management propose that teachers minimize the use of extrinsic rewards because they may adversely affect student motivation, create reliance on the teacher and encourage appropriate behavior for the sake of a reward rather than for the good of the group (DeVries & Zan, 1994). Instead, teachers are encouraged to use strategies for enhancing a student's intrinsic motivation, including adapting activities to students' interests, calling attention to the instrumental value of academic activities, incorporating game-like features and providing opportunities to exercise autonomy and make choices (Brophy and Good, 2003).

2.5 Teacher-Centered vs. Learner-Centered Teaching Style

Learner centered" is the perspective which focuses on the learners' experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners (McCombs & Whisler,

1997, p. 9). Weimer (2002) proposed five areas that needed to change in order to achieve learner-centered teaching. These areas are: the choice of content, the instructor's role, responsibility for learning, the process of assessment, and the power relationship between teacher and learners. Students needed to have ownership of their own learning, contribute to the design of curriculum, and the responsibility for some levels for instruction. Similarly, Bain (2004) identified several traits of instructors who employ learner-centered instruction. Among these characteristics are that instructors touch the lives of theirs students, they place a strong emphasis on student learning and outcomes by using varied forms of assessment, and the effect on career goals.

Huba and Freed (2000) described teacher-centered learning as: students passively receive information, emphasis is on acquisition of knowledge, and teacher's role is to be primary information giver and primary and evaluator. There is no room for student's personal growth. Liu, Qiao and Liu (2006) reports that while learner-centered language teaching has been advocated in higher education in recent years, teacher-centered teaching styles may be still dominant in actual practice. Results of their study show that most instructors still use traditional, teacher-centered styles in university settings despite the call for a paradigm shift to learner-centered ones.

Brown (2008) claimed that student-centered learning approach gives students ownership over their learning and helps them make necessary decisions and value judgments about the relevance of the content and the methods of teaching to their own lives and interests. Wolk (2010) also reports that in student-centered learning, Students play a significant role in designing their own curriculums. The teacher plays the role of a facilitator or guide who helps students achieve their goals. In their article Ng and Lai (2012) presented an exploratory study that examined whether a wiki-based project could foster student-centered learning. They concluded that wiki can facilitate student-centered activities. The article by Hannum and McCombs (2008) describe how

Learner-Centered Psychological Principles (LCPs) can be used to define not only new design principles for distance learning but also a new educational paradigm. Saulnier and Wagner (2008) concluded in their study that learner-centered approach contributed to the construction of educational activities and provided for greater student learning and a more authentic student assessment.

2. 6Technology-Enhanced Student-Centered Learning Environments

The design and development of student centered activities have largely been left to the classroom teacher in the past, but the new focus on constructivism has led researchers in the field to exploit the emerging affordances of computers in order to develop programs designed to be student centered. Programs are pointed by (Brush & Saye, 2000) make use of the capabilities of technology to promote a variety of activities typical of student-centered learning, such as experimentation, research, design, and solution development. Such activities are also becoming part of commercially developed software, such as the Great Ocean Rescue (Tom Snyder Productions). Though programs such as these can vary widely in their structure and intended use, they generally provide several of the components Jonassen (2000) suggested are necessary in SCLEs:

• A problem space, in which the central question that provides the focus of learners' work is presented within a context that constrains it and makes it meaningful;

• Related cases, which provide learners with descriptions of experiences they have not had themselves that they can draw on to reflect on the issue or problem presented;

• Information resources, which provide learners with access to the information they need as they work within the SCLE

• Cognitive tools, which scaffold learners as they perform tasks within the SCLE; and,

• Collaboration tools, which support learners in constructing socially shared information.

Given the differences between student- centered learning and teacher-directed instruction, the implementation of these new technology-enhanced SCLEs will require that most teachers make substantial changes in their classroom practices if these programs are to be used in accordance with the designers' intentions. However, both the research on teacher resistance to pedagogical change (Richardson, 1990) and the history of progressive educational reform efforts suggest that such changes may be difficult to implement. Cuban (1983) noted that, though interest in student-centered learning spanned much of the 20th century, it largely failed to take root in schools. He found "a seemingly stubborn continuity in teacher-centered instruction despite intense reform efforts to move classroom practices toward instruction that was more learner centered" (p. 160), and speculated that school and classroom organizational structures as well as teachers' own experiences as students

create conditions that perpetuate traditional teacher-directed instruction (Cuban, 1982). More recently, Windschitl (2002) concluded that efforts to implement constructivist practices in schools are met with conceptual,

pedagogical, cultural, and political challenges that make the transformation from teacher directed instruction to student-centered learning practices difficult. Can technology help? Hannafin and Land (2000) argued that the impending ubiquity of powerful technologies makes the transition to student-centered learning inevitable, but the difficulties noted by Cuban and Windschitl may in fact be exacerbated by technology. Implementation of technology-enhanced student-centered programs requires that teachers integrate technology into their classes as they embrace pedagogical approaches that may be unfamiliar to them. The resistance to pedagogical change taken together with the barriers to technology integration (Ertmer, 1999) suggests that the double-barreled innovation that technology-enhanced SCLEs represent may prove intimidating for teachers.

2.7Three views on the Relationship between student-centered and teacher-centered learning environments

The literature reveals three views on the relationship between student-centered and teacher-centered learning environments and more specifically on the implications of an evolution towards student-centered learning on the role of the teacher (or, more generally, the instructional agent): a balance view, a transactional view and an independent view.

The balance view seems to dominate the practice-oriented literature that calls for a paradigm shift in education (Vermunt, 2006). Basically, the proponents of the balance view argue that a transition from a teacher-centered learning environment to a student-centered environment implies handing over responsibilities and tasks. Responsibilities and tasks previously assumed by the teacher are transmitted to the learner. In this balance view, students and teachers can have the same tasks and responsibilities, such as selecting the goals, designing the environment, do the assessment, but never at the same time or in the same instructional context. Either the student or the teacher assumes the responsibility and executes the task. At a particular moment or in a specific context, tasks and responsibilities are neatly distributed. The more responsibilities and tasks are handed over to the students, less responsibilities and tasks are left for the teachers. The balance view implies a clear-cut opposition between teacher-centered learning environments such as direct instruction (Creemers, 1994), and student-centered learning environments such as discovery learning (Bruner, 1961). Whereas in direct instruction knowledge is imparted by the teacher, in the latter knowledge is actively constructed by the learner. Similarly, whereas in teacher-centered learning environments goals are externally selected and imposed on the learner, in a student-centered learning environment goals are Balance view Transactional view Independent view.

Three views on the relationship between teacher-centeredness and student-centeredness negotiated and selected by the learners. Moreover, whereas direct instruction offers a designed environment to the learners, learners become the designers of their own learning environment in truly student-centered environments (Lea et al., 2003).

A second view, the transactional view, is more eclectic and hence less clear-cut or transparent (see Cooper & McIntyre 1994). Similar to the balance view, proponents of the transactional view claim that students and teachers may execute the same tasks and assume similar responsibilities (see Shuell, 1988). The transactional view also accepts that learning is an active and constructive process and hence puts students' learning at the core. However in contrast to the balance view, an evolution towards a student-centered learning environment does not result in radically handing over responsibilities. Rather, teachers and students are regarded to be jointly responsible for the success of the learning process while the teacher continuously compensates for problems learners might experience. From a transactional perspective a student centered learning environment entails a continuous interchange between students' and teachers' responsibilities and tasks. Who takes the lead and what kind of tasks are executed by whom, is decided interactively by monitoring the learning process itself and more specifically the capabilities and willingness of students to regulate their own learning. From this transactional view, students are expected to gradually assume more responsibilities (Vermunt & Verloop, 1999). The teacher continuously monitors and coaches the gradual growth of responsibilities. The teacher or instructional agent assesses the self-regulation skills and goal-directed motivation, acting as a metacognitive agent and offering the learner direct support wherever or whenever needed (Collins et al., 1989). More help might be needed when learners lack domain-specific prior knowledge or when previously learners' self-regulation capacities have been insufficiently called upon. The clearly interrelated notions of powerful learning environment,

cognitive apprenticeship and zone of proximal development all express this idea of interaction (see Brown et al., 1989). Each of these notions stresses the joint responsibility of teachers and students in view of achieving learning outcomes. From this transactional view and considering the findings of recent research, student-centeredness does not necessarily mean a reduction of teachers' responsibilities or tasks, but a continuous reassessment and reorientation of these responsibilities and tasks.

In alignment with the balance and the transactional view, the independent view acknowledges that students and teachers may have the same tasks and responsibilities. In contrast to these views, however, the independent view claims that in educational settings teachers and students have fundamentally different roles. Whereas it is the students' role to actively engage in learning processes, it is the teachers' role to actively engage in supporting that learning. This implies that changes in the tasks and students' responsibilities do not affect the nature of teachers' tasks and responsibilities but only alter the nature of their interventions. What teachers do in order to support learners to achieve particular learning outcomes, changes. For instance, as long as students remain in an educational or instructional setting, teachers assume the responsibility for monitoring students' activities and carefully adapting their interventions (Merrill, 2002).

Part Two: Related previous Studies

According to Elaine (2013) states that a traditional teacher-centered methods of lectures and PowerPoint presentations are commonly used when teaching secondary social studies, yet these methods continually prove to be boring for most high school students and neglect to teach critical thinking skills. Student centered methods are different than teacher-centered methods because these methods incorporate several learning styles, cooperative activities, and even technology in order to engage the student and promote critical thinking skills. Critical thinking is important for students to master because it gives them the

skills to move past the obvious and make individual connections with the text. The intent of this thesis was to explore the effectiveness of integrating student-centered methods in high school social studies classrooms as a means of promoting critical thinking skills. All students were given the same pretest and posttests. Students were divided into three groups:

One was taught using student-centered methods, one was taught using teacher-centered methods, and one was the control group and was not directly taught by anyone. Based on analyzing students' posttest scores compared to their pre-test scores, student-centered teaching produced a higher average score increase, though all methods had students who scored higher, and students whose scores remained constant. Evidence and student feedback showed that continued future research should be conducted to see if student-centered methods should be used throughout all secondary social studies classrooms to promote critical thinking.

Relatedly, Zoltan (2007) points out that the typical Korean classroom is teacher centered, whereby the teacher is respected and is considered to be the bearer of 'all information'. A 'more western' teaching approach is at direct odds with the Korean-teacher expectations and the usual teacher-student relationships in that learners are expected to assume responsibility for their educational development by taking a center-stage role in their own learning process. I am inclined to propose that the 'more western' approach is well suited for improving learner 'communicative competence', however, it may, in effect, be responsible for 'imposing' foreign cultural values on the students. 'Linguistic/Cultural Imperialism' may be at play here. This paper aims to gauge learner attitudes toward English as a foreign language, and toward the learner centered approach that the author uses to teach the language. Because attaining at least four elementary English credits are a mandatory requirement for graduating from any Korean university, learners may feel learner-centered education is externally imposed, strengthening the view that English is imperialist. It is the intention of this dissertation to determine if such attitudes exist in Korea. Furthermore the

author aims to evaluate the potential of a learner centered class for the development of his learners' communicative competence.

Relevantly, Jan (2007) explores that relationship between teacher -centered learning environments from a student's perspective. Three different views with respect to this relationship can be retrieved. The balance view suggests that the more teacher-centered a learning environment is, the less student-centered it is and vice versa. The transactional view stresses the continuous renegotiation of teacher- and student-roles. The independent view argues that teacher- and student centeredness are independent features of learning environments. Results from three survey studies of higher education students' conceptions of quality education are discussed. While the practice oriented literature regularly seems to adopt a balance view, factor analyses did not reveal evidence for the balance view in any of these studies. In students' minds student-centeredness and teacher centeredness seem to be mutually reinforcing features of high quality education. From a curricular point of view, and especially with regard to teacher training, the results warrant to argue for the development of so-called powerful learning environments rather than for the transition from teacher-centered towards student-centered learning environments.

Stephanie (2014) confirms this study examined the effects of implementing student-centered learning (SCL) in a college at-risk mathematical classroom, and how this teaching strategy affected students' self-efficacy. A triangulation of methods and data was used to examine these effects in two cohorts of students at a large urban college's Academic Upgrading program.

The evidence from the study suggests implementing SCL in classrooms for at-risk students is beneficial. The major findings were as followed: (1) both students and teachers experience some level of resistance when SCL is initially implemented; (2) increased levels of self-efficacy lead to better mathematical performance; (3) SCL did not appear to raise achievement; (4) SCL activities improved students' confidence levels.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted the descriptive analytical method. Two instruments have been used as primary tools for data collection in this study (a questionnaire to teachers of English, and an observation checklist to second year students of English at University of Holy Quran and Islamic Science, College of Languages).

3.1 Tools of the Study

The researcher adopted two tools to collect the information of this study. The first tool is the questionnaire which was distributed to 30 teachers of English language at some Sudanese Universities whom will be selected randomly. The second tool comprises the observation checklist which was distributed to second year students of English at University of Holy Quran and Islamic Science, College of Languages.

3.1.1 The First Tool (Questionnaire)

The first tool is a questionnaire which was distributed to the teachers' university from both genders. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses likert 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). The questionnaire is designed based on the questions of the study. The questions of the study were turn to statements that provide suggested answers from the teachers at university level were supposed to select the options which correspond to their responses.

3.1.2 The Second Tool and (Observation Checklist)

The second tool is an observation checklist which contains questions. The items correspond directly to the hypotheses of the study. The observation checklist is conducted to second year students of English at University of Holy Quran and Islamic Science, College of Languages. The answers of the responses are treated statistically for the purpose of findings. The aim of observation checklist is to diagnose the responses of students towards using student- centered Learning Approach.

3.2. Population of the First Tool (Questionnaire)

Populations for this study were university staff members at some Sudanese universities. The researcher is used the simple random sampling to select the sample of the study.

3.3The Sample of the First Tool (Questionnaire)

The study sample respondents will differ according to the following characteristics:

- The respondents according to their age:
  (Less than 25 - {26 – 35} – {36- 45} – {46- 60} above 60)
- The respondents according to gender:
  (Male, Female).
- The respondents according to Academic qualifications:
  (PhD, M.A, B.A, Dip)
- The respondents according to their experience years:
  ({1-5 years} - {6-10 years} {11-15 years} - {above 15 years}).

3.4 Population of Second Tool (Observation Checklist)

The subject for this study was second year students of English at University of Holy Quran and Islamic Science, College of Languages; the researcher is used

the simple random sampling to the select the population of the study.

3.5 The Sample of the Second Tool (Observation Checklist)

The sample of the second instruments was students of English at University of Holy Quran and Islamic Science, College of Languages. Who were given the test; they were ten items which it were measure students' responses.

3.6 Validity and Reliability of the Research Tools

3 .6.1Validity of the Questionnaire

The questionnaire was judged by three Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire is reasonable in terms of items . In this case , the researcher will revise all amendments, and some of typing mistakes on his questionnaire were corrected.

3.6.2 Statistical Reliability and Validity of Questionnaire

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures.

Reliability Statistics

	Cronbach's Alpha	Number of Items
	79	12

3.6.3 Validity of Diagnostic Test

In order to check the apparent validity for the study test and validation of its statements according to the formulation and explanation, the questionnaire will be checked by three Ph.D. holding referees who are specialists in the study field. Some of the referees will make some suggestions. In any way, the researcher will be studied all suggestions.

3.6.4 Reliability of Diagnostic Test

The observation check list is reliable when it gives consistent result if it is reapplied in the same conditions Brown and Rogers (2002: 241). The researcher piloted the tools to calculate the reliability of the diagnostic test.

Reliability Statistics

	Cronbach's Alpha	Number of Items
	74	12

3.7 Summary

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the stepts and procedures followed in each tools, including population, sample, validitiy and reliability of each instruments.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese Universities and observation checklist is conducted to second year students at Universities of Holy Quran and Islamic Science - College of Languages.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire

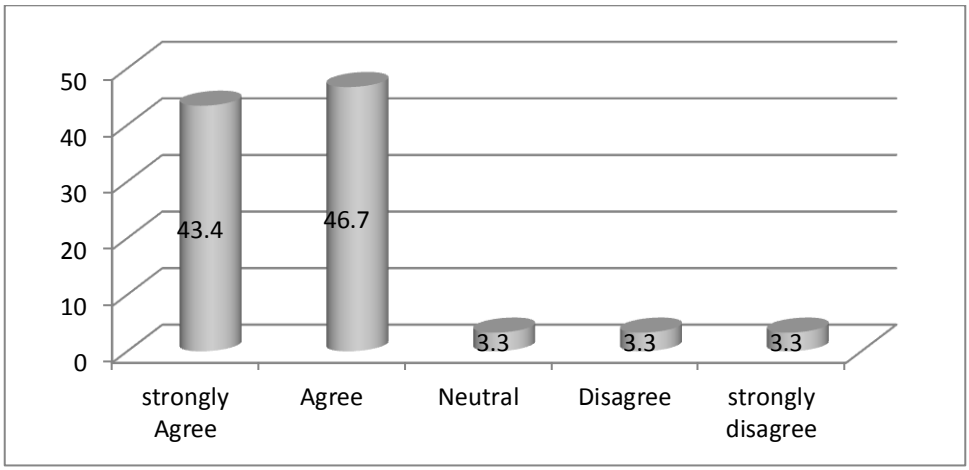
The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

> **Statement No.(1):** Implementing SCL in the classroom can help me engage students among peers as part of academic community.

Table No (4.1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.4	43.3	43.3
Agree	14	46.7	46.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Fig (4.1)



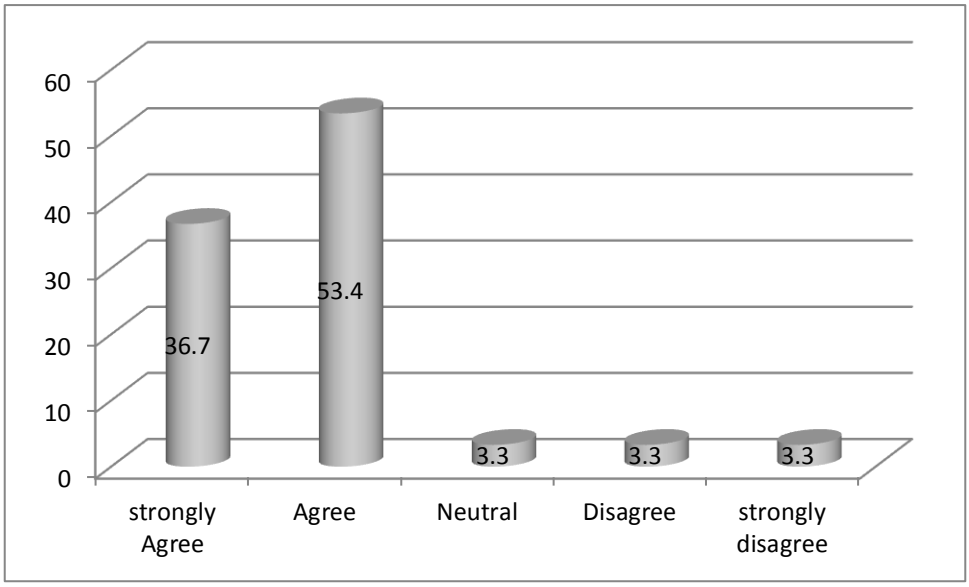
With reference to table (4.1) and figure (4.1) regarding the statement "Implementing SCL in the classroom can help me engage students among peers as part of academic community". It's clear that participants' responses to strongly agree is 43.4%, agree turned out to be 46.7% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that students should be well- trained in developing speaking performance.

Statement No.(2): SCL teaching method encourages me to expose students' oral activities.

Table No (4.2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent	
	strongly Agree	11	36.7	36.7	36.7
	Agree	16	53.4	53.3	90.0
	Neutral	1	3.3	3.3	93.3
	Disagree	1	3.3	3.3	96.7
	strongly disagree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Fig (4.2)

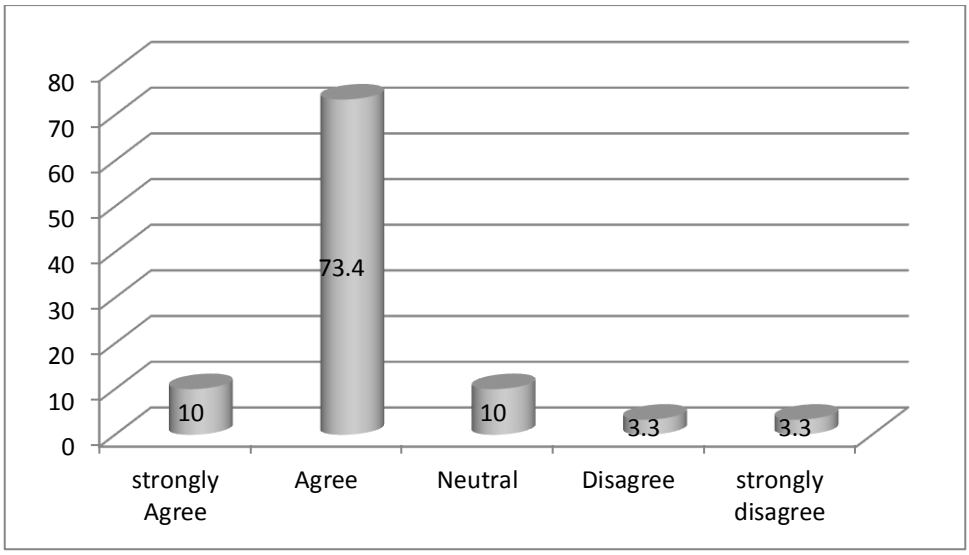


With reference to table (4.2) and figure (4.2) concerning the statement "SCL teaching method encourages me to expose students' oral activities". It's clear that participants' responses to strongly agree is 36.7%, agree turned out to be 53.4% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that teachers should be well- trained in developing speaking activities.

Statement No.(3): SCL exercises can be designed for everyone in class to assess my students' knowledge, promoting critical thinking and stimulates discussion. **Table No (4.3)**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	3	10.0	10.0	10.0
Agree	22	73.4	73.3	83.3
Neutral	3	10.0	10.0	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Fig (4.3)



With regard to table (4.3) and figure (4.3) concerning the statement "SCL exercises can be designed for everyone in class to assess my students' knowledge, promoting critical thinking and stimulates discussion." It's observed that participants' responses to strongly agree is 10.0%, agree turned out to be 73.4%, neutral is 10.0%, disagree is 3.3%, while strongly disagree is only 3.3%.

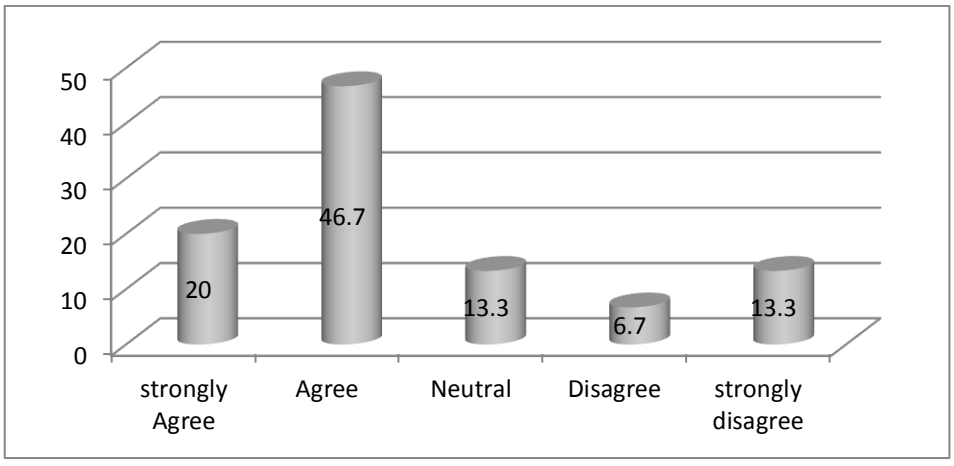
This justifies the idea that, teachers should be well- trained in using of SCL method to develop speaking skill.

Statement No.(4): SCL teaching techniques help me to enhance oral performance by involving my students in class activities..

Table No (4.4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	20.0	20.0	20.0
Agree	14	46.7	46.7	66.7
Neutral	4	13.3	13.3	80.0
Disagree	2	6.7	6.7	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Fig (4.4)



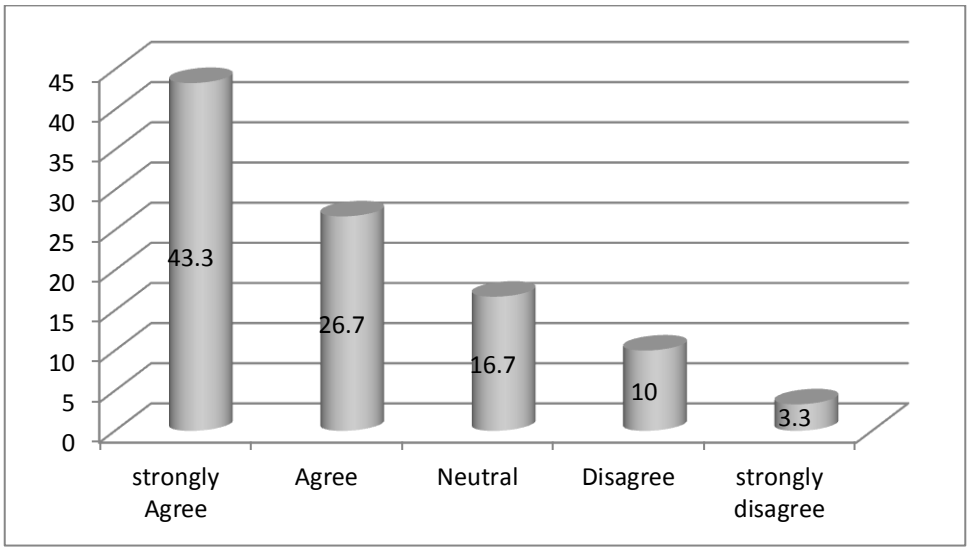
With regard to table (4.4) and figure (4.4) focusing on the statement "SCL teaching techniques help me to enhance oral performance by involving my students in class activities ". It's noticed that participants' responses to strongly agree is 20%, agree turned out to be 46.4%, neutral is 13.3%, disagree is 6.7%, whereas strongly disagree is only 13.3%. This strengthens the view of that; students should be motivated to speak English fluently.

Statement No.(5): A potential benefit of SCL, students are able to increase motivation and be independent to confirm their needs.

Table No (4.5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.3	43.3	43.3
Agree	8	26.7	26.7	70.0
Neutral	5	16.7	16.7	86.7
Disagree	3	10.0	10.0	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Fig (4.5)



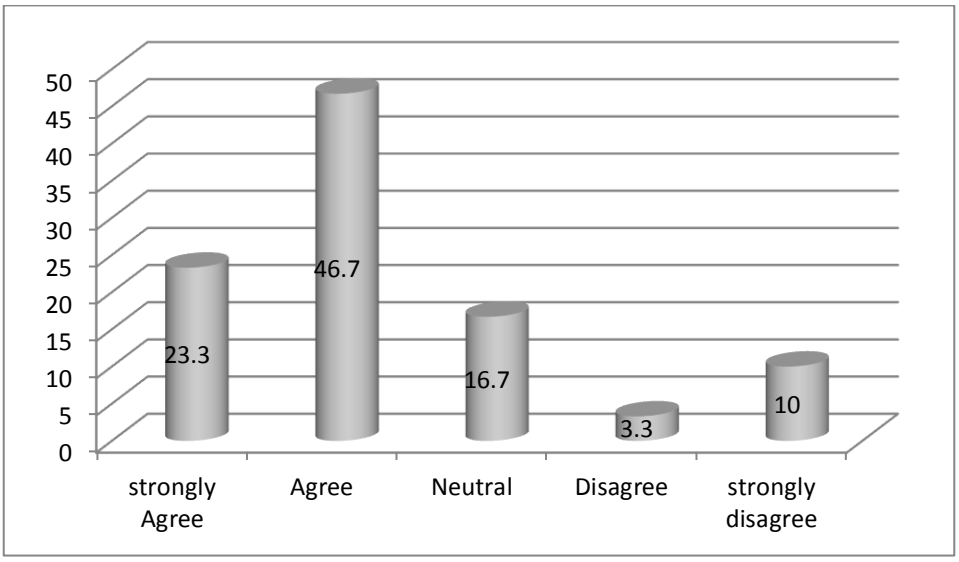
With reference to table (4.5) and figure (4.5) concentrating on the statement " A potential benefit of SCL, students are able to increase motivation and be independent to confirm their needs". It's clear that participants' responses to strongly agree is 43.3%, agree turned out to be 26.7%, neutral is 16.7%, disagree is 10.0%, whereas strongly disagree is only 13.3%. This indicates that students should be encouraged to speak confidently.

Statement No.(6): SCL teaching method can build a closer interpersonal relationship between teacher and student.

Table No (4.6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	7	23.3	23.3	23.3
Agree	14	46.7	46.7	70.0
Neutral	5	16.7	16.7	86.7
Disagree	1	3.3	3.3	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Fig (4. 6)



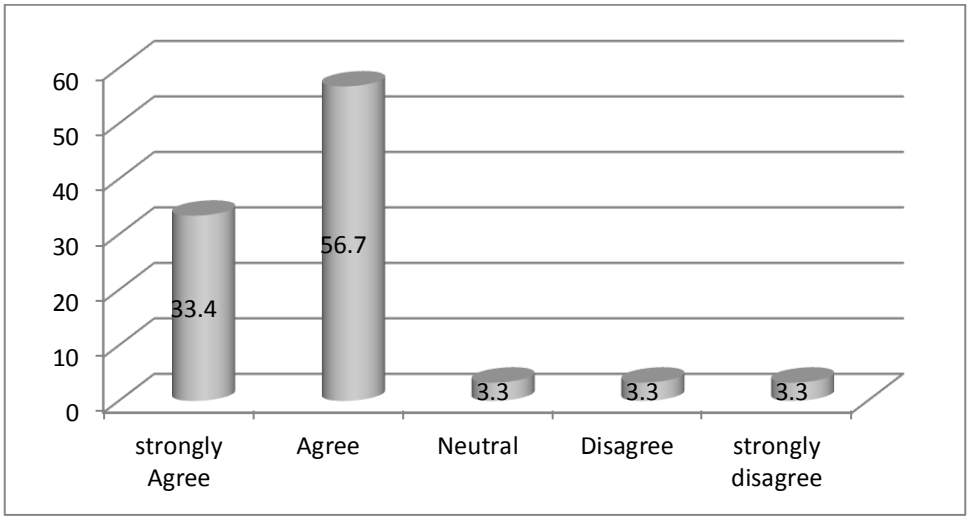
Concerning the table (4.6) and figure (4.6) referring to the statement "SCL teaching method can build a closer interpersonal relationship between teacher and student". It's illustrated that participants' responses to strongly agree is 23.3%, agree turned out to be 46.7%, neutral is 16.7%, disagree is 10%, whereas strongly disagree is only 10 %. This demonstrates that applying SCL can develop interaction between students and teachers.

Statement No.(7): Students' self interest depends upon teachers' ability to apply SCL teaching strategies.

Table No (4. 7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	10	33.4	33.3	33.3
Agree	17	56.7	56.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Fig (4.7)



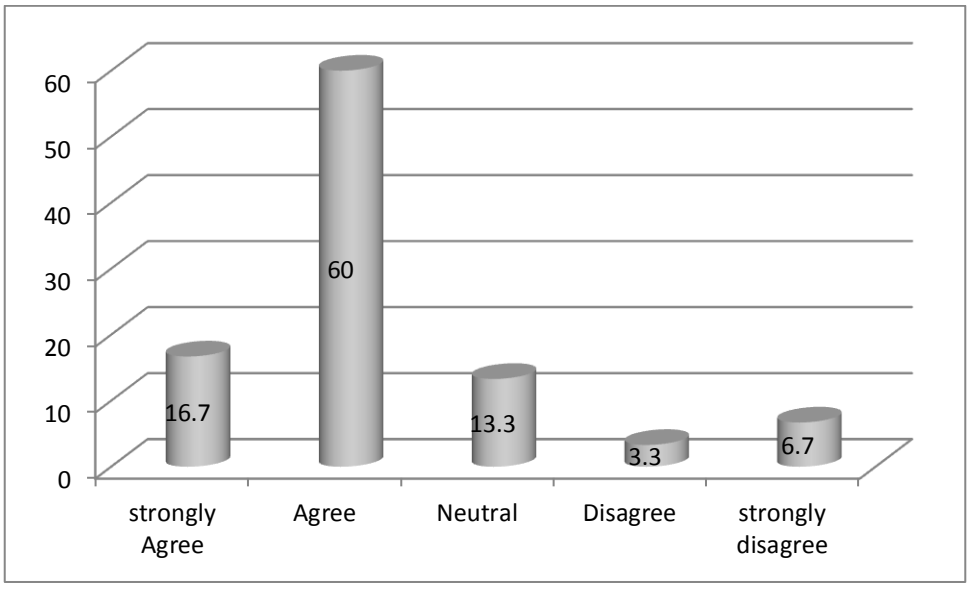
With regard to the table (4.7) and figure (4.7) referring to the statement "Students' self interest depends upon teachers' ability to apply SCL teaching strategies". It's showed that participants' responses to strongly agree is 33.4%, agree turned out to be 56. 7%, neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This proves that teachers should be well-trained in developing the method of teaching.

Statement No. (8): SCL teaching method needs to be applicable so as to improve my students in learning process.

Table No (4.8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	5	16.7	16.7	16.7
Agree	18	60.0	60.0	76.7
Neutral	4	13.3	13.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Fig (4. 8)



Regarding to the table (4.8) and figure (4.8) relating to the SCL teaching method needs to be applicable so as to improve my students in learning process ". It is clear that participants' responses to strongly agree is 16.7%, agree turned out to be 60.0%, neutral is 13.3%, disagree is 3.3%, while strongly disagree is only

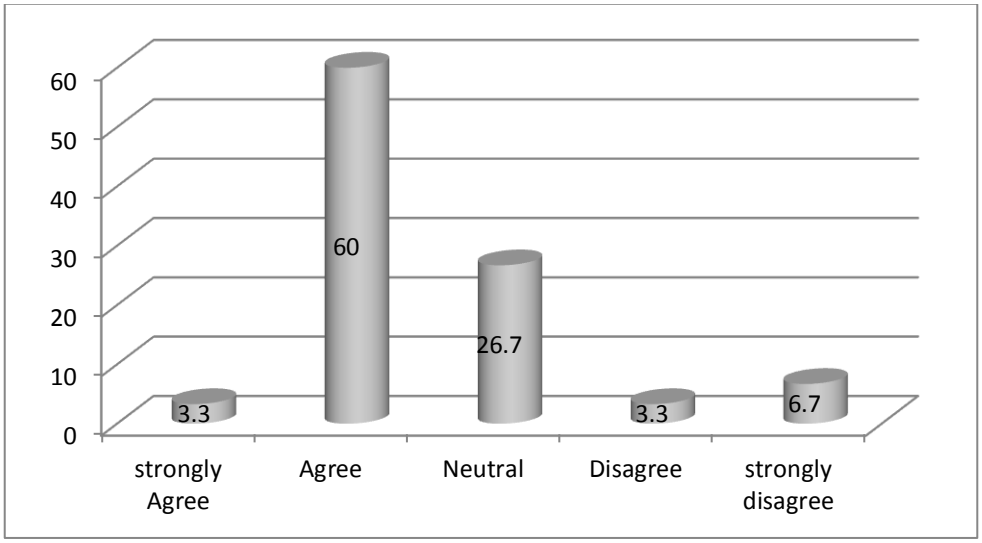
6.3%. This illustrates that teachers should give students chance to practice speaking activities.

Statement No.(9): Classroom environment is not conducive for applying SCL.

Table No (4.9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	1	3.3	3.3	3.3
Agree	18	60.0	60.0	63.3
Neutral	8	26.7	26.7	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Fig (4. 9)



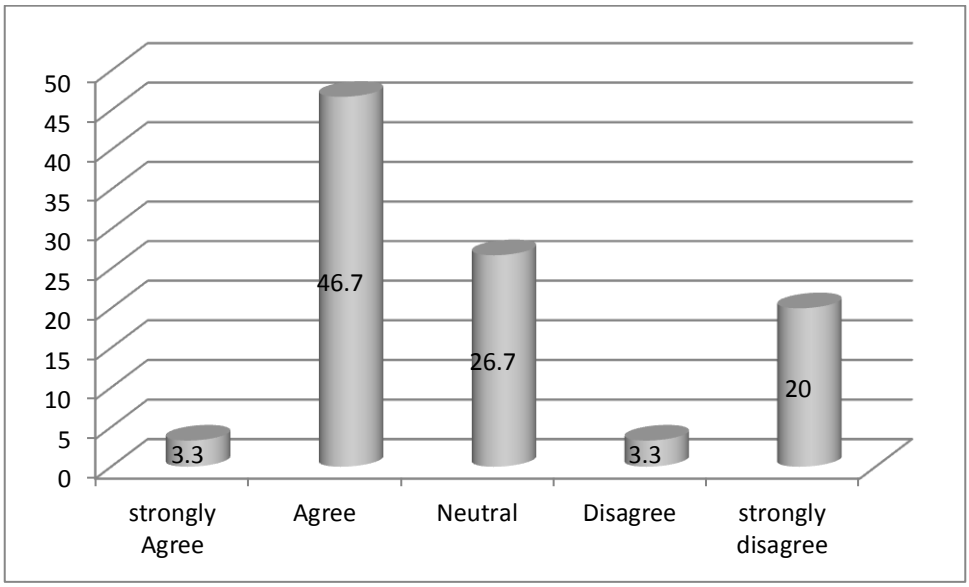
With regard to the table (4.9) and figure (4.9) relating to the statement "Classroom environment is not conducive for applying SCL ". It is obvious that participants' responses to strongly agree is 3.3%, agree turned out to be 60.0%, neutral 26.7%, disagree is 3.3%, while strongly disagree is only 6.3%. This emphasizes that classroom should be well- prepared in developing oral communication.

Statement No.(10): Lack of technical tools in advanced language lab negatively affects the implementation of SCL.

Table No (4.10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	1	3.3	3.3	3.3
Agree	14	46.7	46.7	50.0
Neutral	8	26.7	26.7	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20	20	100
Total	30	100.0	100.0	

Fig (4. 10)



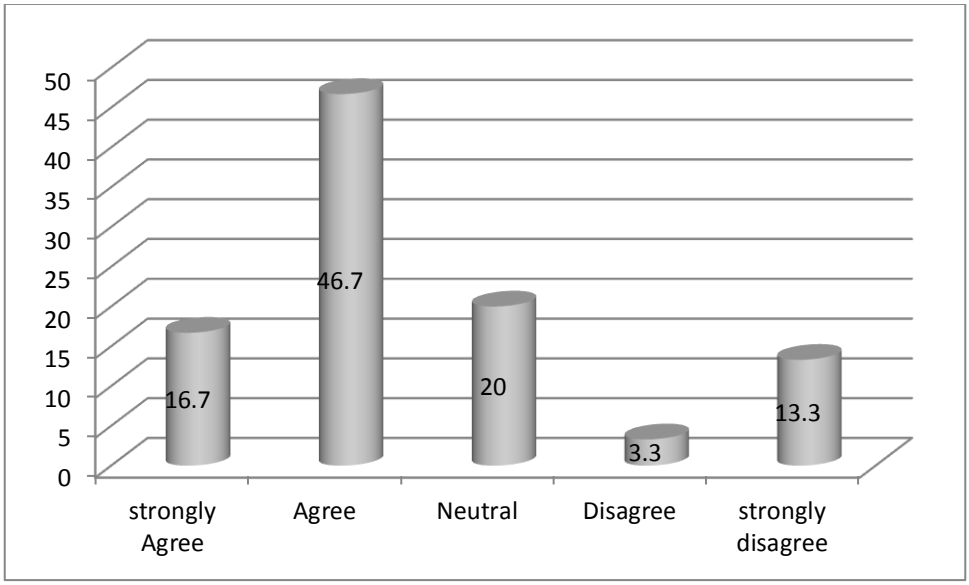
With regard to the table (4.10) and figure (4.10) relating to the statement "Lack of technical tools in advanced language lab negatively affects the implementation of SCL ". It is obvious that participants' responses to strongly agree are 3.3%, agree turned out to be 46.7%, neutral is 26.7%, disagree is 3.3%, while strongly disagree is only 20%. This emphasizes that teachers should create discussion by utilizing SCL.

Statement No. (11): SCL teaching method can negatively help students in conducting misbehavior.

Table No (4.11)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	**5**	**16.7**	**16.7**	**16.7**
Agree	**14**	**46.7**	**46.7**	**63.3**
Neutral	**6**	**20.0**	**20.0**	**83.3**
Disagree	**1**	**3.3**	**3.3**	**86.7**
strongly disagree	**4**	**13.3**	**13.3**	**100.0**
Total	**30**	**100.0**	**100.0**	

Fig (4. 11)



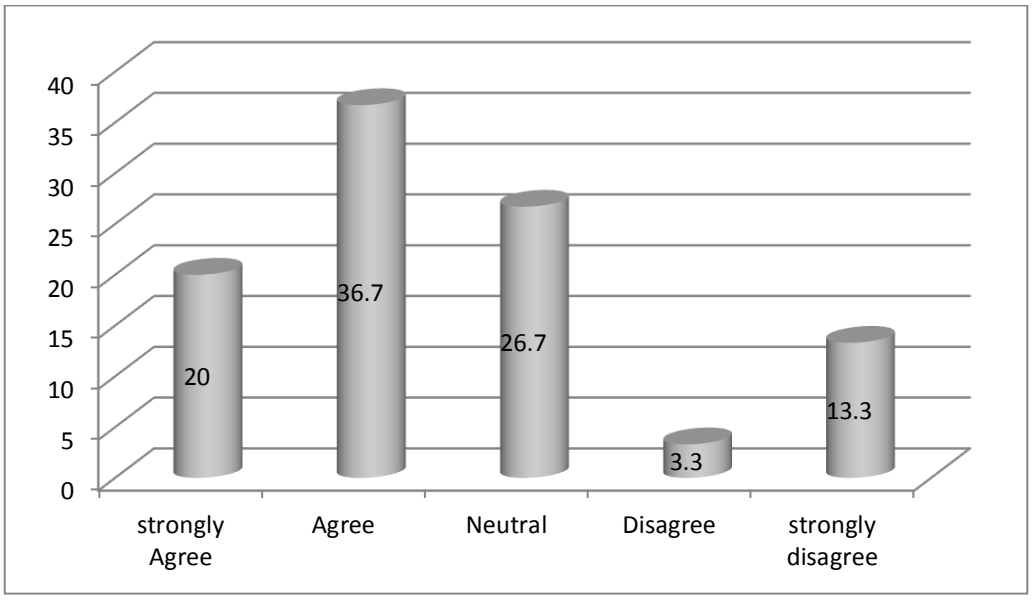
With referring to the table (4.11) and figure (4.11) relating to the statement " SCL teaching method can negatively help students in conducting misbehavior". It is obvious that participants' responses to strongly agree is 16.7%, agree turned out to be 46.7%, neutral is 20.0%, disagree is 3.3%, meanwhile strongly disagree is only 13.3%. This shows that SCL can help students in conducting misbehavior.

Statement No.(12): Syllabus design is not well- prepared to apply SCL.

Table No (4.12)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	20.0	20.0	20.0
Agree	11	36.7	36.7	56.7
Neutral	8	26.7	26.7	83.3
Disagree	1	3.3	3.3	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Fig (4. 12)



With referring to the table (4.12) and figure (4.12) relating to the statement " Syllabus design is not well- prepared to apply SCL " It is obvious that participants' responses to strongly agree is 20.0%, agree turned out to be 36.7%%, neutral is 26.7%, disagree is 33.3%, meanwhile strongly disagree is only 13.3%. This indicates that syllabus should be well- developed so as to apply SCL.

4.3 Test of the Hypotheses of the Study :Table No.(4.13)

Chi-Square Test Results for Respondents' Answers of the Questions

No.	Statement	mean	SD	Chi square	p-value
1	Implementing SCL in the classroom can help me engage students among peers as part of academic community.	2.5	1.3	24	0.00
2	SCL teaching method encourages me to expose students' oral activities.	3.5	0.6	24	0.00
3	SCL exercises can be designed for everyone in class to assess my students' knowledge, promoting critical thinking and stimulates discussion.	2.6	2.4	13	0.00
4	SCL teaching techniques help me to enhance oral performance by involving my students in class activities.	2.4	0.8	25	0.03
5	A potential benefit of SCL, students are able to increase motivation and be independent to confirm their needs.	3.3	0.6	21	0.00
6	SCL teaching method can build a closer interpersonal relationship between teacher and student.	2.3	1.0	14	0.00
7	Students' self interest depends upon teachers' ability to apply SCL teaching strategies.	2.5	0.6	16	0.00
8	SCL teaching method needs to be applicable so as to improve my students in learning process.	2.4	0.8	24	0.001
9	Classroom environment is not conducive for applying SCL.	4.3	0.7	21	0.008
10	Lack of technical tools in advanced language lab negatively affects the	4.2	2.4	34	0.00

	implementation of SCL.				
11	SCL teaching method can negatively help students in conducting misbehavior	3.5	0.7	21	0.00
12	Syllabus design is not well-prepared to apply SCL.	2.0	1.7	32	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Implementing SCL in the classroom can help me engage students among peers as part of academic community.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "SCL teaching method encourages me to expose students' oral activities.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (SCL exercises can be designed for everyone in class to assess my students' knowledge, promoting critical thinking and stimulates discussion.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "SCL teaching techniques help me to enhance oral performance by involving my students in class activities.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "A potential benefit of SCL, students are able to increase motivation and be independent to confirm their needs.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement" SCL teaching method can build a closer interpersonal relationship between teacher and student. (The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement

"Students' self interest depends upon teachers' ability to apply SCL teaching strategies.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "SCL teaching method needs to be applicable so as to improve my students in learning process.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Classroom environment is not conducive for applying SCL.

  The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Lack of technical tools in advanced language lab negatively affects the implementation of SCL.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically

significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "SCL teaching method can negatively help students in conducting misbehavior.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (Syllabus design is not well- prepared to apply SCL.

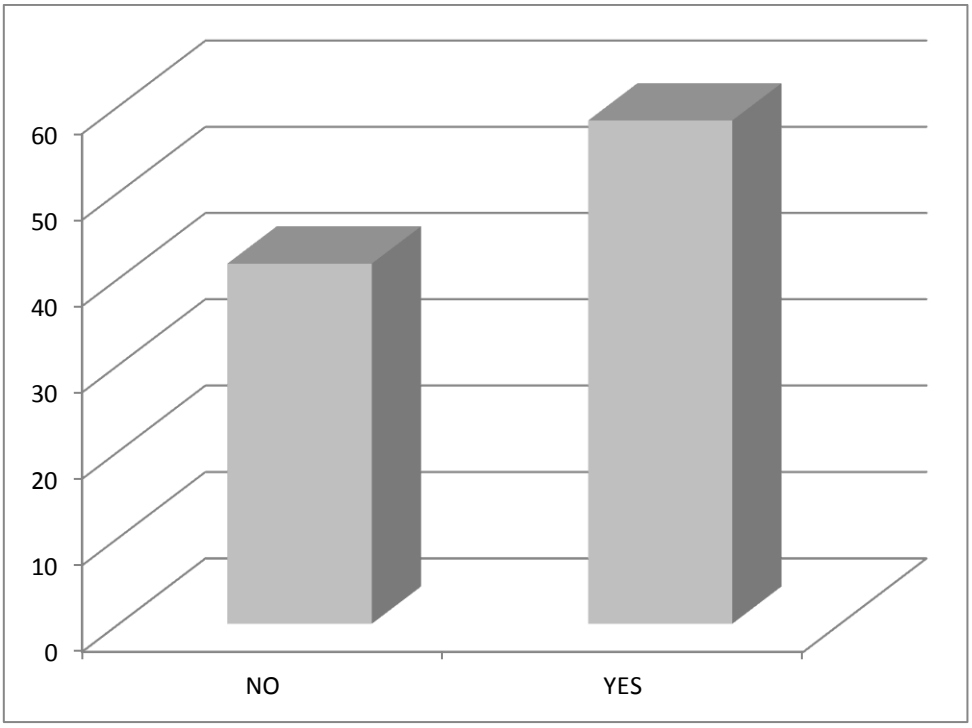
4.4 Analysis of Students' Observation

Item (1): Students are given ample of time to perform speaking task.

Table (4.14) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	10	41.7	41.7	41.7
YES	14	58.3	58.3	100.0
Total	24	100.0	100.0	

(4.13)



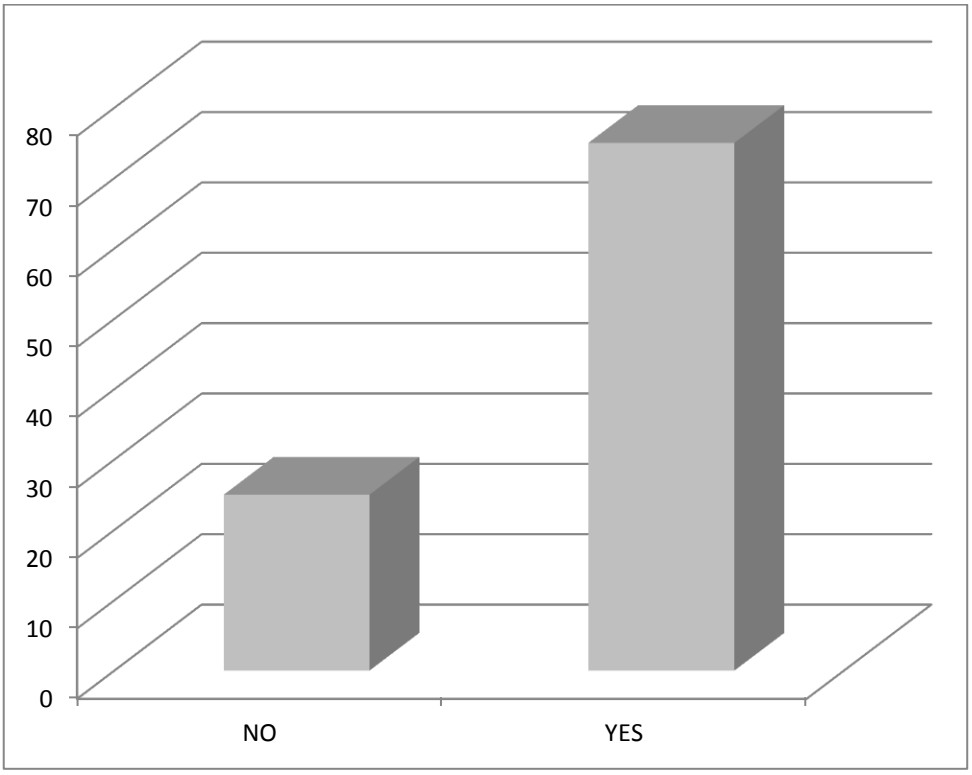
It clear from the above table and figure display that (14) participants in the study sample with percentage (58.3%) who answer yes. Whereas, (10) participants with percentage (41.7) who answer no. This demonstrates that should be given ample of time so as to practice oral task.

Item (2): Students are involved in group discussion to practice speaking activities

Table (4.15) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	6	25.0	25.0	25.0
YES	18	75.0	75.0	100.0
Total	24	100.0	100.0	

(4.14)



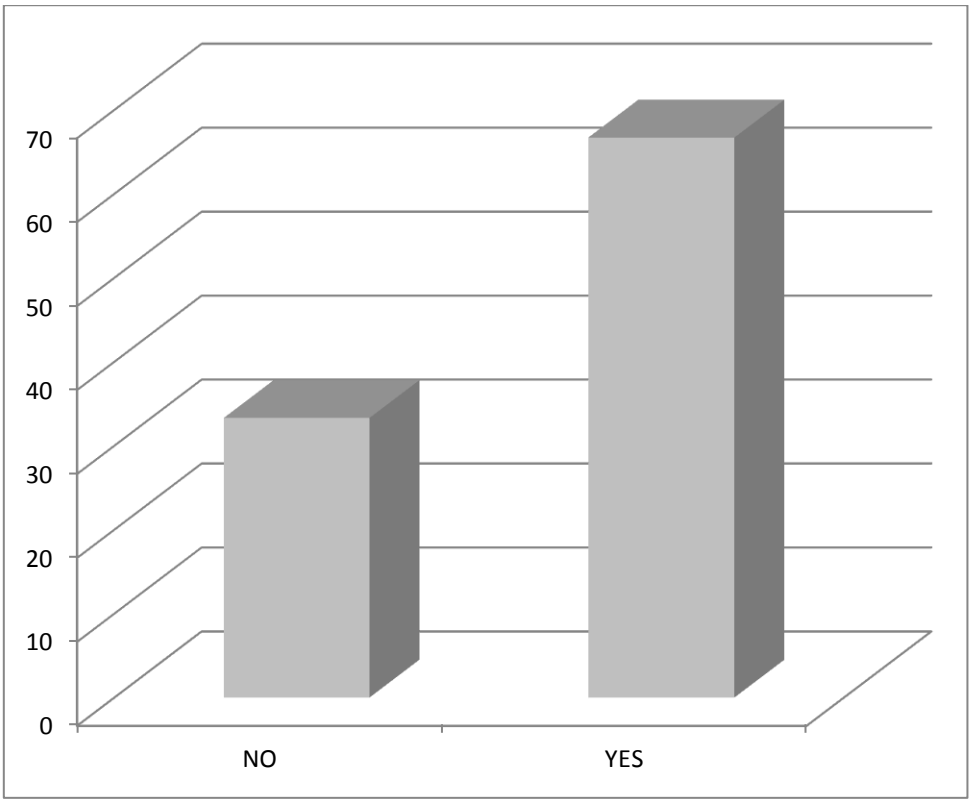
It is noticed from the above table and figure display that (18) participants in the study sample with percentage (75.0%) who answer yes according to that (Students are involved in group discussion to practice speaking activities). Whereas, (6) participants with percentage (25.0%) who answer no. This justifies that students should be well-trained and developed in involving in group discussion to practice speaking fluency.

Item (3): Students are encouraged to participate in pair work..

Table (4.16) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	8	33.3	33.3	33.3
YES	16	66.7	66.7	100.0
Total	24	100.0	100.0	

(4.15)



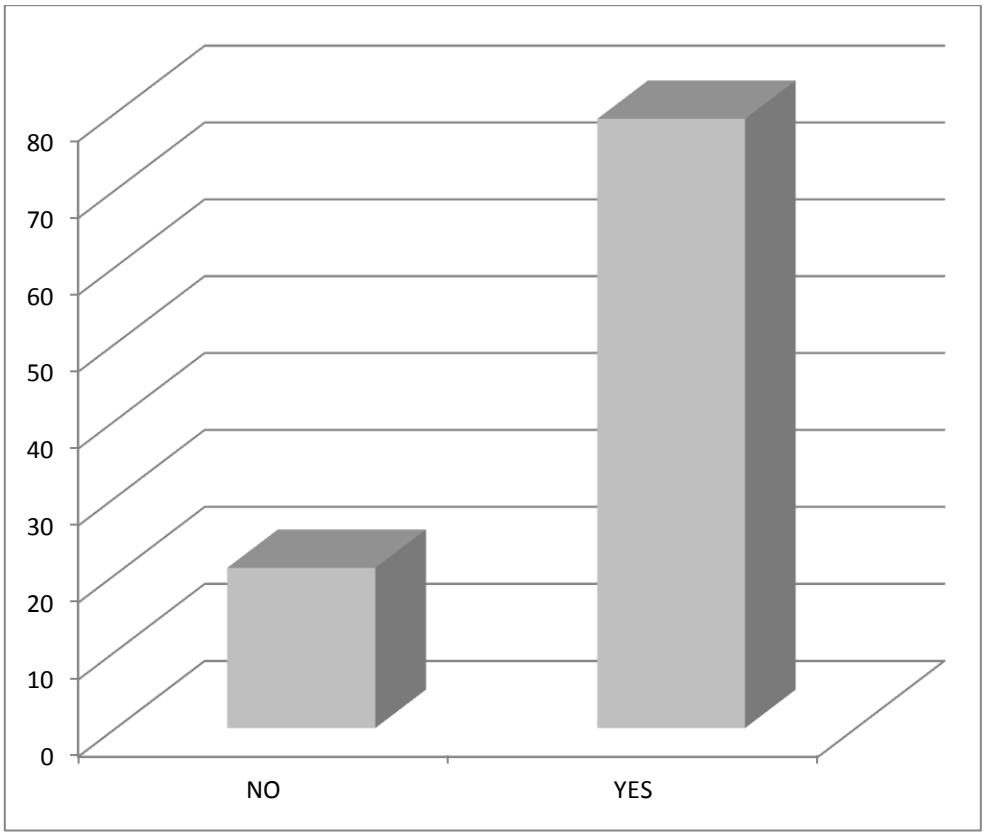
It is obvious from the above table and figure show that (16) participants in the study sample with percentage (66.7%) who answer yes according to that (Students are encouraged to participate in pair work). Whereas, (8) participants with percentage (33.3%) who answer no. This indicates that students should be well-trained and developed in involving to pair work.

Item (4): Students are motivated to express about themselves.

Table (4.17) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	5	20.8	20.8	20.8
YES	19	79.2	79.2	100.0
Total	24	100.0	100.0	

(4. 16)



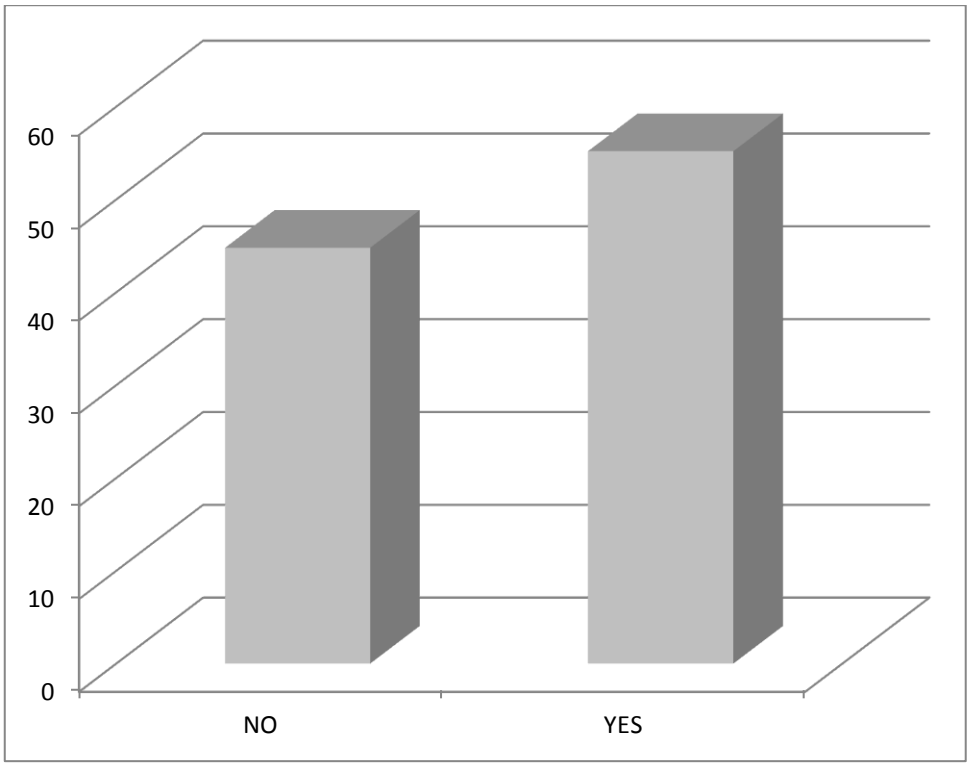
It is observed from the above table and figure show that (19) participants in the study sample with percentage (79.2%) who answer yes according to the factor that (Students are demotivating to express themselves). Whereas, (5) participants with percentage (20.8%) who answer no. This proves that students should be motivated so as to well performed in speaking.

Item (5): Students have self-confidence to speak in English.

Table (4.18) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	11	44.8	54.2	54.2
YES	13	55.2	45.8	100.0
Total	24	100.0	100.0	

(4. 17)



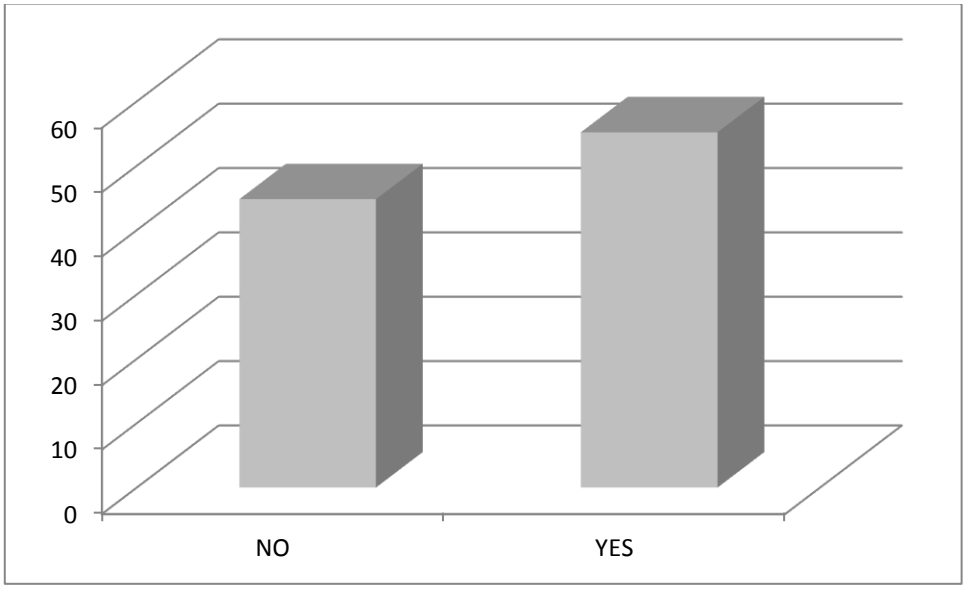
It is clear from the above table and figure show that (13) participants in the study sample with percentage (55.2%) who answer yes according to the factor that (Students speak very little or not at all). Whereas, (11) participants with percentage (44.8%) who answer no. This demonstrates that students should have self confidence in performing speaking tasks.

Item (6): Students have abilities to think critically by applying Student Centered Learning approach**.**

Table (4.19) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	11	44.8	54.2	54.2
YES	13	55.2	45.8	100.0
Total	24	100.0	100.0	

(4.18)



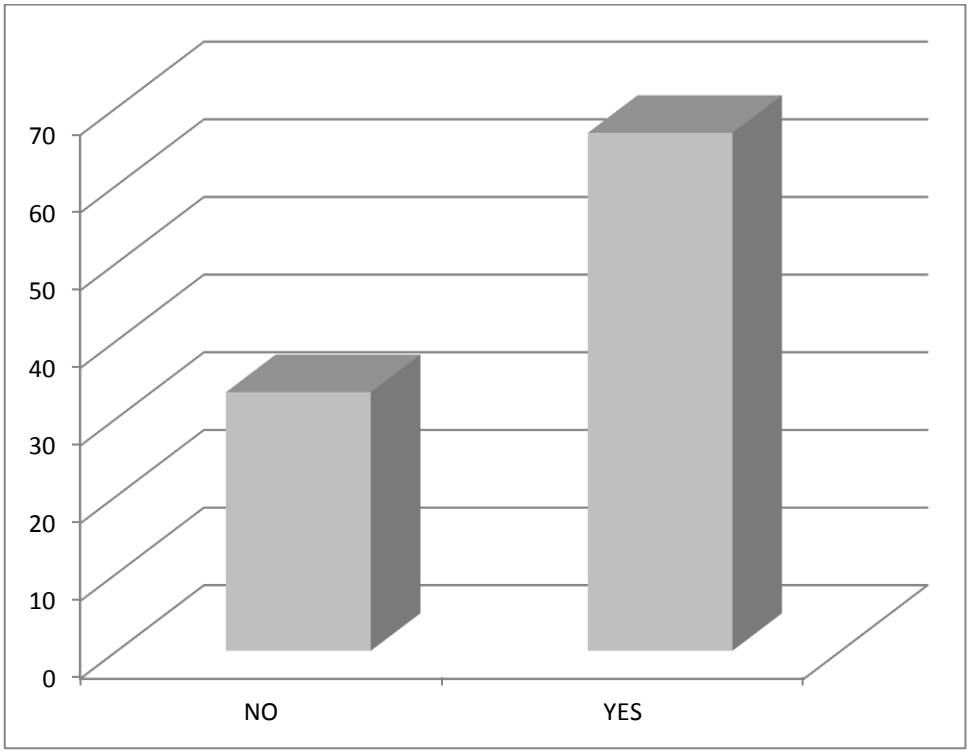
It is noticed from the above table and figure display that (13) participants in the study sample with percentage (55.2%) who answer yes according to that (Students have abilities to think critically by applying Student Centered Learning approach). Whereas, (11) participants with percentage (44.8%) who answer no. This demonstrates that students should be well-trained in developing their critical thinking.

Item (7): Students are engaged in mingling activities to increase vocabulary knowledge

Table (4.20) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	8	33.3	33.3	33.3
YES	16	66.7	66.7	100.0
Total	24	100.0	100.0	

(4.19)



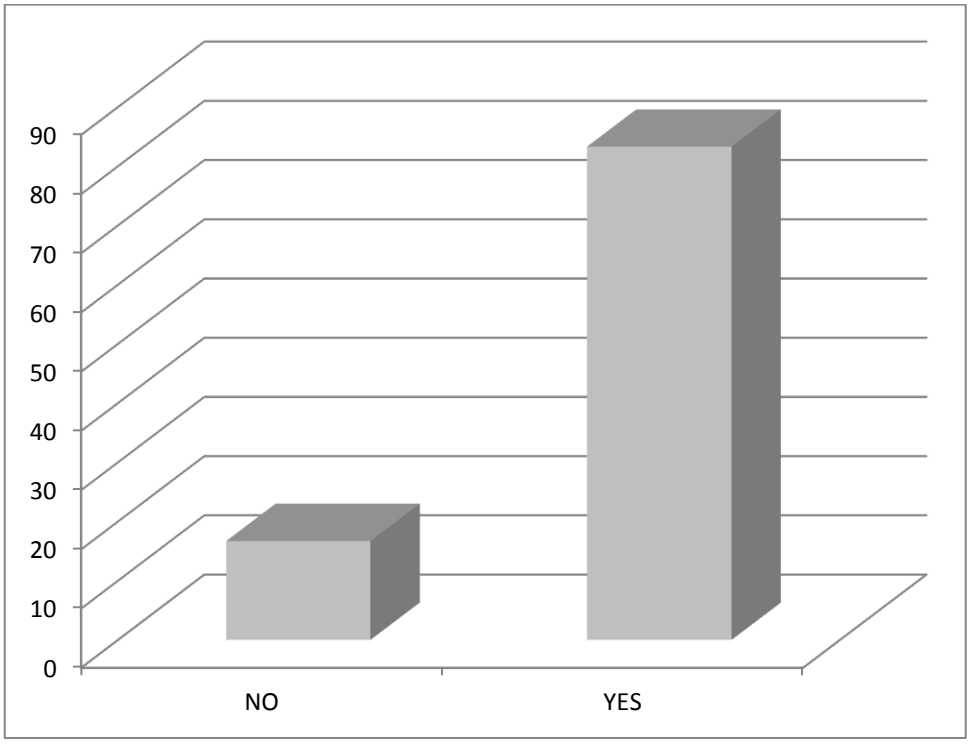
It is clear from the above table and figure show that (16) participants in the study sample with percentage (66.7%) who answer yes according to that (Students are engaged in mingling activities to increase vocabulary knowledge). Whereas, (8) participants with percentage (33.3%) who answer no. This demonstrates that teachers should involve students in speaking activities.

Item (8): In classroom setting, students are more satisfied with student-content interaction for problem solving.

Table (4.21) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	4	16.7	16.7	16.7
YES	20	83.3	83.3	100.0
Total	24	100.0	100.0	

(4.20)



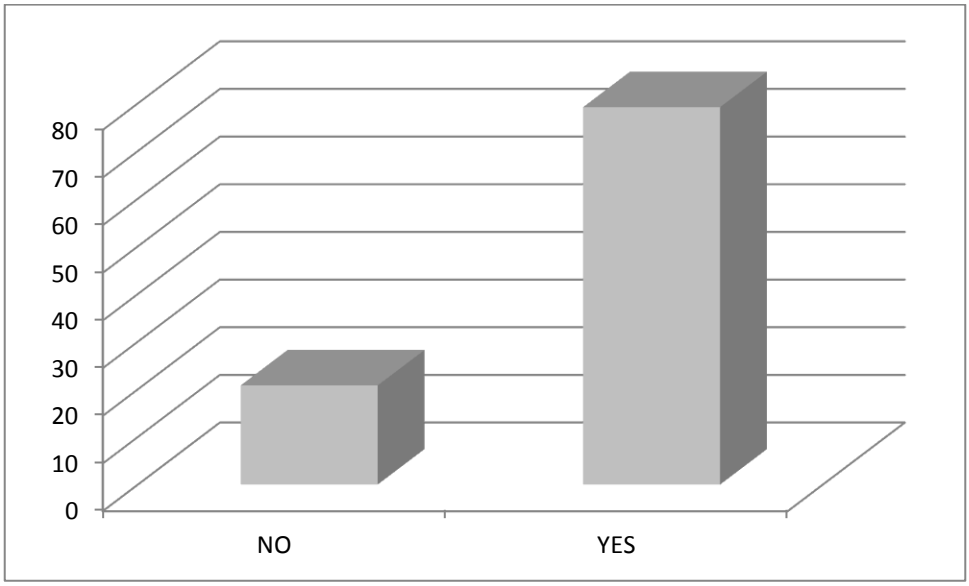
It is obvious from the above table and figure display that (20) participants in the study sample with percentage (83.3%) who answer yes according to that (In classroom setting, students are more satisfied with student-content interaction for problem solving). Whereas, (4) participants with percentage (16.7%) who answer no. This demonstrates that students should be well-trained and developed in performing speaking tasks.

Item (9): Student self-interest in class is depended more upon the teacher's ability to implement this teaching strategy.

Table (4.22) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	5	20.8	20.8	20.8
YES	19	79.2	79.2	100.0
Total	24	100.0	100.0	

(4.21)



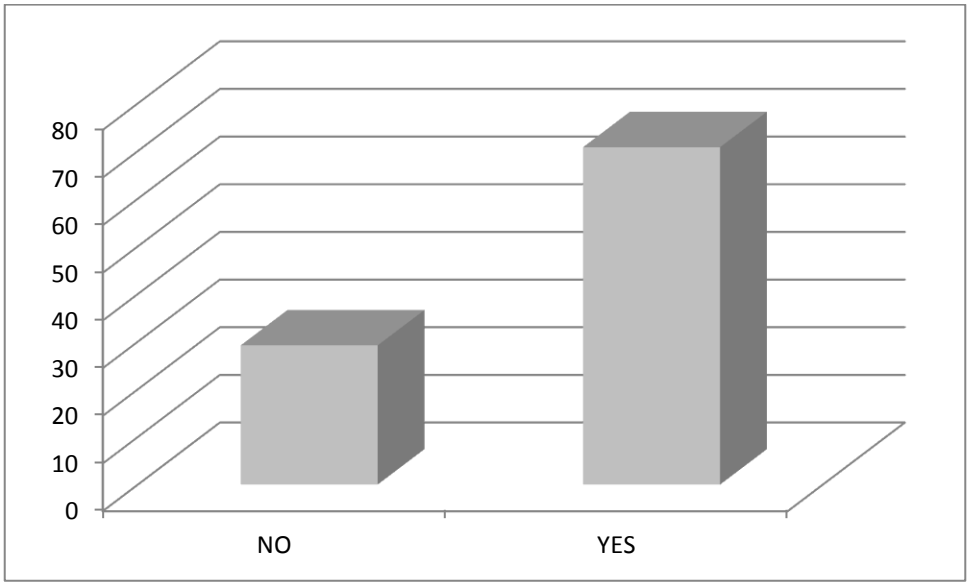
It is obvious from the above table and figure display that (19) participants in the study sample with percentage (79.2%) who answer yes according to that (Student self-interest in class is depended more upon the teacher's ability to implement this teaching strategy). Whereas, (5) participants with percentage (20.8%) who answer no. This demonstrates that students should be well-trained and developed in performing speaking activities.

Item (10): A potential benefit of SCL, students could increase motivation and be independent to conform to their needs**.**

Table (4.23) the frequency distribution for the respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
NO	7	29.2	29.2	29.2
YES	17	70.8	70.8	100.0
Total	24	100.0	100.0	

(4.22)



It is noticed from the above table and figure display that (17) participants in the study sample with percentage (70.8%) who answer yes according to the factor that (A potential benefit of SCL, students could increase motivation and be independent to conform to their needs). Whereas, (7) participants with percentage (29.2%) who answer no. This demonstrates that students should be well-trained and developed in performing.

4.5 Discussion

This study has discussed the teachers' attitudes in using Student-Centered Learning Approach to develop oral performance. The first the statement "Implementing SCL in the classroom can help me engage students among peers as part of academic community". It's clear that participants' responses to strongly agree is 43.4%, agree turned out to be 46.7% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that students should be well- trained in developing speaking performance. The second statement "Students are unable to participate in speaking fluency actively". With reference to table (4.2) and figure (4.2) concerning the statement "SCL teaching method encourages me to expose students' oral activities". It's clear that participants' responses to strongly agree is 36.7%, agree turned out to be 53.4% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that teachers should be well- trained in developing speaking activities. With regard to table (4.3) and figure (4.3) concerning the statement "SCL exercises can be designed for everyone in class to assess my students' knowledge, promoting critical thinking and stimulates discussion." It's observed that participants' responses to strongly agree is 10.0%, agree turned out to be 73.4%, neutral is 10.0%, disagree is 3.3%, while strongly disagree is only 3.3%. This justifies the idea that, teachers should be well- trained in using of SCL method to develop speaking skill. With regard to table (4.4) and figure (4.4) focusing on the statement "SCL teaching techniques help me to enhance oral performance by involving my students in class activities ". It's noticed that participants' responses to strongly agree is 20%, agree turned out to be 46.4%, neutral is 13.3%, disagree is 6.7%, whereas strongly disagree is only 13.3%. This strengthens the view of that; students should be motivated to speak English fluently. Regarding observation checklist has discussed the first statements "Students are given ample of time to perform speaking task. It clear from the

above table and figure display that (14) participants in the study sample with percentage (58.3%) who answer yes. Whereas, (10) participants with percentage (41.7) who answer no. This demonstrates that should be given ample of time so as to practice oral task. It is noticed from the above table and figure display that (18) participants in the study sample with percentage (75.0%) who answer yes according to that (Students are involved in group discussion to practice speaking activities). Whereas, (6) participants with percentage (25.0%) who answer no. This justifies that students should be well-trained and developed in involving in group discussion to practice speaking fluency It is observed from the above table and figure show that (19) participants in the study sample with percentage (79.2%) who answer yes according to the factor that (Students are demotivating to express themselves). Whereas, (5) participants with percentage (20.8%) who answer no. This proves that students should be motivated so as to be well performed in speaking. It is clear from the above table and figure show that (13) participants in the study sample with percentage (55.2%) who answer yes according to the factor that (Students speak very little or not at all). Whereas, (11) participants with percentage (44.8%) who answer no. This demonstrates that students should have self confidence in performing speaking tasks.

Summary of the Chapter

This chapter has covered the data analysis of the study which is about investigating t teachers' attitudes in using Student-Centered Learning Approach to develop oral performance. This is done through a questionnaire to the teachers of English at some Sudanese Universities and observation checklist to students of English. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1 Findings

The results of this study investigate difficulties encountered by secondary school students in writing English composition**.**

Researcher has summarized following findings:

- Implementing SCL in the classroom can help teachers engage students among peers as part of academic community.

- SCL teaching method encourages me to expose students' oral activities.

- SCL exercises can be designed for everyone in class to assess students' knowledge, promoting critical thinking and stimulates discussion.

- SCL teaching techniques help teachers to enhance oral performance by involving their students in class activities.

- A potential benefit of SCL, students are able to increase motivation and be independent to confirm their needs.

- SCL teaching method can build a closer interpersonal relationship between teacher and student.

- Students' self interest depends upon teachers' ability to apply SCL teaching strategies.

- SCL teaching method can negatively help students in conducting misbehavior.

- Lack of technical tools in advanced language lab negatively affects the implementation of SCL.

5.2 Conclusion

This study pointed out that, majority of teachers at Universities level is unable to apply SCL in their teaching .And the reasons for that are many and varied. According to Attard (2011) defines that SCL is comprised of many potential benefits to students and lecturers including: students can be part of an academic community, increase their motivation to learn, lead student independent and responsibility in learning, and consider their needs in learning. Hence for lecturers, SCL also provides a more interesting role; solutions to tackling massification and diversity; positive impact on working conditions; continuous self-improvement; increased learner motivation; and engagement and professional development for academia.

To sum up, meaningful learning experiences/activities occur during the interaction time between student and lecturer, and that is most important. For these reasons, student and lecturer perspectives stand at the core of the discussion in implementing SCL as a teaching method.

5.3 Recommendations

In the light of the results of the study, the followings are recommended:

- SCL teaching method should be applicable so as to improve my students in learning process.

- Classroom environment should be conducive for applying SCL.

- Syllabus design should be well- prepared to apply SCL.

5.4 Suggestions for Further Studies

Oral skill is still an inviting area in the field of languages learning. Thus, the researcher would like to suggest teaching of oral skill should be graded; teachers must adopt the appropriate techniques for teaching via SCLA. Thus, teacher should play a relatively more active role in giving directions and teaching, students' improvements are mainly in the academic areas.

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