Sudan University of Science & Technology
College of Graduate Studies

College of Languages

The Effect of Using Learner-Centered Approach (LCA) on Improving Secondary School Students' Performance in English Language

أثر إستخدام طريقة التدريس المرتكزة على الطالب في تحسين الأداء لطلاب

المرحلة الثانوية في اللغة الانجليزية .

A Case Study of Some Secondary Schools in Khartoum Locality

A Thesis Submitted in fulfillment for the Requirements of the
Degree of Ph.D. in English Language (Applied linguistics)
Submitted By:

Sulaiman Mohammed Nour Alsiddiq

Supervised By:

Dr. Abdulla Yassin Abdulla

Dedication

To the souls of my parents, to my wife and children, to my dear friends, I

dedicate this work.

Acknowledgements

All praise is due to Allah the Almighty for enabling me to achieve this Academic task. Gratitude and appreciation are to my supervisor Dr. Abdullah Yassin Abdullah, for his terse continuous guidance. Thanks are extended to Dr. Fawzy el-Taayb for providing me with valuable references.

Abstract

  This study aims at investigating the effect of using learner-centered approach (LCA) on improving secondary school students' performance in English Language at some schools in Khartoum Locality. The objectives of this study are to analyze, identify and assess this method of teaching. The researcher uses two questionnaires addressed to students at secondary schools in Khartoum Locality (150 male and female students) and (50 teachers of English language .The data was statistically analyzed by the SPSS program. The findings of the study indicate that teachers agree that classroom activities lead too growth in self-awareness and in understanding of others. Furthermore, they hold positive attitude towards implementing group work which encourages students to participate effectively. The overall trend is that both students and teachers generally feel positive about student-centered learning. The study provides some recommendations to tackle the problems of implementing this method. These are concerned with training teachers to implement this approach and to deal with the problems that may arise. The study is concluded with some suggestions for further studies.

Keywords: learner-centered, pair work, participation - group work- student-centered

Abstract

(Arabic Version)

المستخلص

تهدف هذه الدراسة إلى تتفصى أثر أستخدام طريقة التدريس المرتكزة علي الطالب في تحسين الأداء لطلاب المدارس الثانوية في اللغة الإنجليزية لبعض المدارس الثانوية بمحلية الخرطوم. و فيما هدفت الدراسة إلى تحليل، تعريف وتقييم هذه الطريقة من التدريس ، فقد إعتمد الباحث على نحوٍ أساسي على استبانتين جمعت من خلالهما البيانات المطلوبة من مائة وخمسين طالب وطالبة من المدارس الثانوية بمحلية الخرطوم وخمسين مدرساً للغة الانجليزية. و قد قام الباحث بتحليل البيانات إحصائياً باستخدام برنامج الحزمة الإحصائية للدراسات الإجتماعية (SPSS) . و أشارت النتائج إلى أن المعلمين يتفقون على أن أنشطة الفصل تؤدي إلى الوعي الذاتي وفهم الطلاب لبعضهم البعض. علاوة على ذلك، فهم يحملون موقف إيجابي تجاه تطبيق العمل في شكل مجموعات والذي يشجع الطلاب على المشاركة بفاعلية. الاتجاه العام هو أن كلا من الطلاب والمعلمين يشعرون بشكل عام بالإيجايبة تجاه التعلم في شكل مجموعات. و قد تقدمت الدراسة ببعض التوصيات لمعالجة مشكلات تطبيق هذه الطريقة. يتعلق الأمر بتدريب المعلمين على كيفية تطبيق هذا النهج والتعامل مع المشكلات التي قد تطرأ ، و ختمت الدراسة ببعض المقترحات بدراسات لاحقة .

Correspondence email sulimannour@diretenglish.com.sa

Telephone # 0119555200

Table of Contents

List of Abbreviations

The words	The Abbreviation
Learner-centered Approach	L.C.A.
Learner-centered Teaching	L.C.T.
Student Centered Learning	S.C.L.
Teacher Time Talk	T.T.T.
Student Time Talk	S.T.T.

Definitions of Terms

The Terms	The Definition
Learner-centered Approach	A learner-centered approach starts from the belief that the learner is at the center of the learning process
Student-centered Teaching	Student-centered teaching methods shift the focus of activity from the teacher to the learners

student-centered learning	It is a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.
Learning-centered teaching	Learning-centered teaching focuses on the process of learning.
Learner-centered education	It refers to environments that pay careful attention to the knowledge, skills, and ttitudes

Chapter One

Introduction

1-0 Introduction

This chapter includes statement of the problem. It also involves objectives, questions, hypotheses and the methodology of the study. Learner-centered approach (LCA) is widely used in teaching and learning and many terms have been associated with this approach. For example, Taylor (2000) described it as flexible learning, and according to Burnard (1999), it is an experimental learning. It describes the shift in power from the expert teacher to the student learner, driven by a need for a change in the traditional environment.

1-1 Overview Background of the Study

L.C.A. allows students to actively participate in discovery learning processes from an autonomous viewpoint. Students consume the entire class time constructing a new understanding of the material being learned without being passive, but rather proactive. A variety of hands-on activities are administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a student-centered classroom. With the use of valuable learning skills, students are capable of achieving life-long learning goals, which can further enhance student motivation in the classroom.

L.C.A. gives students the opportunity to gauge their learning. Therefore, learning becomes an incentive. Because learning can be seen as a form of personal growth, students are encouraged to utilize self-regulation practices in order to reflect on his or her work. For that reason, learning can also be constructive in the sense that the student is in full control of his or her learning. Such emphasis on learning has enabled students to take a self-

directed alternative to learning. In the teacher-centered classroom, teachers are the primary source for knowledge. Therefore, the focus of learning is to gain information as it is proctored to the student. Also, rote learning or memorization of teacher notes or lectures was the norm a few decades ago. On the other hand, student-centered classrooms are now the norm where active learning is strongly encouraged. Students are now researching material pertinent to the success of their academia and knowledge production is seen as a standard because of their effective and vital roles both for teachers and learners as well as syllabus designers who are interested in educational process.

1-2 Statement of the Study Problem:

(LCA) is neglected by many teachers and they neglect its effecton improving secondary school students' performance in English language. Therefore, the researcher will take the problem to assess the effect of using LCA on improving secondary school students. From this point comes the main title of the study "The Effect of Using Learner-Centered Approach (LCA) on Improving Secondary School Students' Performance in English Language". Using this method improves English language performance of students at secondary schools and universities in Sudan. As well as the students' benefits from the use of this method of teaching and its effect academically and socially.

1-3 Questions of the Study:

This study addresses the following questions:

1. What is the effect of applying (LCA) on the performance of secondary school students in English language?
2. Why there should be a shift from teacher-centered to student-centered classroom?

3. What attitude do English language teachers, supervisors and school administrators hold about adopting group work in classes?
4. What are the problems that might hinder teachers from applying(LCA)?

1-4 Hypotheses of the Study:

Based on the questions, the study hypothesizes that:

- A- Using (LCA) improves the students' performance greatly.

- B- (LCA) can contribute in developing the school environment, reinforcing the students' performance.

- C- English language teachers, headmasters and supervisors in Sudan do not hold positive attitudes towards the student-centered learning approach**.**

- **D-** Big classes. Lack of teachers' training and the type of curriculum might obstruct the implementation of applying LCA.

1-5 Objectives of the Study:

This study aims at :

2 To show the effect of using (LCA) on improving the performance of secondary school students in English language at secondary schools in Sudan.
3 To investigate the reasons behind using (LCA).
4 To find out the attitude of English teachers towards using (LCA) and how it can possibly affect students learning outcomes.

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 these of the learner-centered 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 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 learner-centered approach inside the classroom. They have to remind and encourage teachers about the importance of this approach.

1.7 Limits of the Study:

The study is limited to:

1- Location limits: It is limited to 100 secondary schools teachers in Khartoum 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- Time limits: It is limited to the school year 2016-2017. More time has to be devoted to classroom observation to achieve accurate attitudes of both students and teachers.

3- The research is limited to the effects of using (LCA). It has to include self-study learning.

1.8 Methodology:

The aim of the study is to investigate the effect of using the (LCA) on improving secondary school students' in English language. In this research,

the researcher is trying to reveal the effect of using group work through a questionnaire. Teachers' questionnaire will be distributed to 100 secondary school teachers of English language at secondary schools in Khartoum Locality. This study will be conducted in a manner that protects the confidentiality of the participants. The instrument used in this study will be a questionnaire administered in paper and pencil form. Survey items will be developed based on an extensive literature review as well as querying participants using an exploratory questionnaire. The study will gather quantitative data to answer the research questions.

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

Chapter Two

Literature Review & Related Previous Studies

2-0   Introduction:

This chapter involves some the traditional sub-titles which are extensive literature review and previous related studies. It is divided into two parts. Part one deals with the theoretical framework of the effectiveness of the L.C.A. while the second part deals with the previous related 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 effectiveness of using L.C.A. in improving English language in secondary schools in Sudan. It also clarifies the meaning and function of L.C.A. and highlights the theoretical issues and the practical consideration involved in using it as a method of teaching. It then proceeds to highlight some of the main techniques that are employed in the classroom, such as group work and its benefits and shortcomings.

2-1 Overview

In the traditional way of teaching teachers concentrate on what they do rather than what the students are learning. This is an obvious indication that students are passive learners. In contrast, (LCA) occurs when instructions address students learning. The roles of the content in the (LCA) involve setting strong knowledge foundation, learning skills and learner's self-awareness. Moving to the process and purposes of the assessment, we find them transfer from only assigning grades to include constructive feedback and to help with the improvement.

(LCA) uses assessment as part of 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 strategies and procedures. 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

"L.C.A. is defined in a recent study (Rodolfo et al, 2001:2), as a system of instruction that makes the student in the heart of the learning process. It helps students in their learning by facilitating active participation and independent inquiry, and attempts to establish the joy of learning among the students constantly."L.C.A. 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.

Bian carried on saying that L.C.A. can be applied largely to almost any type of learning activity. It refers particularly to those teaching methodologies that will help our students develop the behavior, the resourcefulness, and the skills necessary for them to become lifelong strategic and motivated learners, keen and able to learn outside the classroom, with the ability to become independent and responsible for their own learning achievements.

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. "Shooley (2012:7)believes that the implications of both observations and analyses run on "student-centered learning "show the ways this method can be realized into classroom and the components that make it successful, not only for the student, but for the teacher and the entirety of the school.

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).

The seating arrangements, the role of the instructor and the activities that take place are the main differences between a traditional language classroom and an LCA classroom. In traditional language classrooms, the students sit in rows, the instructor is the sole authority in the class, there is little oral communication, little or no group activities and affective needs are not taken into account. In LCA classroom, students sit in groups, the instructor is a facilitator and guide, there is an emphasis on oral communication within a cooperative group setting and affective needs are always taken into account (Crook all in Horwitz and Young 1991:143). LCA techniques refer to classroom activities which lead to:

- The development of human values
- A growth in self-awareness and in the understanding of others
- A greater sensitivity to human feelings and emotions
- Active student involvement in learning and in the way that learning takes place
- An emphasis on the whole-person as a composite of cognitive and emotional behavior
- A view of education as a life-long process
- Self-empowerment and self- actualization

As Scrivener (2005:13) says:

> *"An aware and sensitive teacher, who respects and listens to her students, and who concentrates on finding ways of enabling learning rather than performing as a teacher, goes a long way to*

creating conditions in which a great deal of learning is likely to take place."

Here the researcher couldn't agree more with Scrivener on the fact that learners have to depend on themselves rather than on their teachers.

2-2 Theoretical Framework:

Group work is one of the most important techniques to apply L.C.A. This is as well as pair work. As a researcher, it is obvious to observe that the most crucial about group work is to bear in mind five main areas: group formation, group development, group characteristics, the physical environment and the role of the teacher as a group leader. When students work in groups they will have the ability to reflect on and regulate one's thoughts and behaviors which is an essential aspect of learning. Successful students are actively involved in their own learning.

The researcher is in agreement with McCollum (1990b) that the process of group formation is not easy. As the participants first meet, there is an element of tension in the interaction. People normally have unpleasant feeling of anxiety, uncertainty and lack of confidence. They have to deal with people they hardly know. There will be some kind of uncertainty about what will the membership in the group involve and if they are going to deal with the tasks.

Brown (1994:173) claims that when students work together, they feel psychologically comfortable and secure. Therefore, they have more opportunity for interactions, for face to face give and take for practice in negotiation of meanings and for building social relationship. While learning, direct communication helps students collaborate with their peers.

According to Kinsella (1993:22-27) students are exposed to new ideas and information, to different perspectives and approaches. They are in the practicability of discussing, questioning and organizing, which enables the comprehension and internalizing of critical concepts and new information. Since students are learning to justify and clarify their own ideas, when exploring an issue or solving a problem, they are improving their linguistic competence as well as their overall communicative language performance.

According to Jones(2007: 2)," An LCA 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 role 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, every form suits a certain situation in the learning process".

There are different stages of conducting a lesson. Jones (2007:2) explains them as follow,

"*First, 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. Then, students work together in pairs or groups. Finally, they work together in discussions or in role-plays, sharing ideas, opinions, and experiences which 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*".

Jones (2007:3) concludes that the teacher will be helpful 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 in a meaningful, realistic way and enjoying using English to communicate with each other.

2-3 Definitions of Peer Work:

Tell me and I forget. Show me and I remember. Involve me and I understand.

—Chinese proverb

Doyle (2008:107) mentions that the teacher's job is to help students develop the basic skills and confidence to teach their peers. Although students have watched teachers for thousands of hours, they have little familiarity with the planning and delivery processes of teaching. If teaching others is to be meaningful learning experience, teachers must do an effective job of teaching their students how to teach.

When teachers ask their students to teach, they set them in a learning situation that requires doing the teaching thoroughly and understands the knowledge or skill set being taught. As students teach one another, they promote deep learning. Moreover, allowing students to teach each other is that they try to study well and consider all the assigned or chosen topic. Doyle (2008:108) believes that having students teach encourages independent learning and the willingness, ability, and confidence to accept increased responsibility for their own learning.

2-4 Views and Types of Poor Fork

Doyle (2008:108) observes that having students teach one another is that the students will gain an increased appreciation of the effort and skills required for effective teaching. They will have to confront issues such as how to get students participate in learning and what examples, stories, or analogies will best connect their topic to the background of their peers. Students should prepare the topic they are asked to teach well to help them learn. Finally, when students teach their peers, it will have a positive effect of improving their public speaking skills. They will be obliged to communicate the material to their peers in a clear, concise, and meaningful manner. Students will be in front of their peers in a public environment that motivates the kind of professional setting many of them will experience in their future professions. Communication is one of the most important career and lifelong learning skills for our students to develop. Peer correction is another possibility how to correct mistakes in pair work If students can get used to correcting each other in a positive way, this can be very helpful during pair and group work If the students aren't sure what is correct, they can make a note of their difficulty, carry on with the exercise, and ask the teacher later. There is a question what happens if the partner doesn't notice a mistake and the students continue with their work. I agree with Edge(1989:42) when he claims that at this stage of learning, it is much more important that the students get lots of practice in the language than that everything is absolutely correct.

2-5 Types of Poor Fork

According to Edge (1989:43) in fluency activities, no need for the learners to interrupt each other. They should concentrate on what their partner is saying. Occasionally, however, it is useful to have someone concentrating on how things are said. In addition to the teacher walking

round the class and making notes, it is possible to turn some of the students into observers.

The researcher couldn't agree with Doyle more that when students stand in front of their peers to teach and present their assignments, they will gain confidence, motivation to participate effectively and have a great and considerable improvement in their speaking skills. This will give them an opportunity to deepen their understanding and help prepare them for delivering the lesson.

2-6 Benefits of Pair Work:

Watcyn-Jones (2002:9) indicates that teachers have to explain the advantages of pair work to students and encourage them to take full advantages by participating as much as they can and use English all the time. When students participate effectively, this will lead to more fluency and students will feel more confident. The researcher is in agreement with Harmer's view (1995:206) when he shows that pair work seems to be a good idea because it immediately increases the amount of student practice. Harmer (1995:206) uses an example of imaginary class of forty students. Similar example was also mentioned by Lewis and Hill. If we have forty students in class we can immediately see that at any one time (in an oral pair work exercise) twenty students are talking instead of one. Pair work allows the students to use language (depending of course on the task set by the teacher) and also encourages student co-operation which is itself important for the atmosphere of the class and for the motivation it gives to learning with others.

The researcher believes that there are some obvious advantages of using pair work. First, in large classes it gives more time and opportunity for students to participate. This might lead to cooperative learning as they can learn from each other. Using pair work allows student to learn from

each other by seeing and doing. Finally, pair work gives students a degree of privacy and allows them to try things out that they might not attempt in the more public forum of a class discussion or a teacher-fronted activity. When students speak with a partner only one other person can hear their mistakes (and, of course, the teacher can hear them if he or she is monitoring). This help gives shy and reserved students more confidence in their ability to use the language.

According to Watcyn-Jones (2002:9) the advantages of pair work are summarized in the points below:

- Pair work gives everyone a chance to speak in non-threatening environment, i.e. with a fellow-student rather than in front of the teacher and the whole class. Students will learn from one another in a natural way that approximates more to the world outside and gets away from someone of the constraints of the classroom.

- •Pair-work activities are students-centered rather than teacher centered. Once an activity has been explained (and perhaps demonstrated), the students work independently of the teacher and at their own pace. This means the students really have an opportunity to see how well they can communicate in English. Byrne (1989:31) adds that. "It teaches them how to lead and be led by someone other than the teacher."

- The language produced during pair work is generally more natural and authentic than in teacher-led sessions. It is also more $_{personalized}$ and, subsequently, more memorable for the students. Byrne (1989:31) says that students can face and talk directly to one another, so it is much closer to the way we use language outside the classroom.

- Pair work activities encourage co-operation between students since, in order to complete a task successfully, they have to work together

and help create a very positive learning atmosphere in class – one where they genuinely want to work with others. It also normally leads to students being less afraid of making mistakes. In addition, most students grow in confidence as they discover that they can complete a task successfully without constant help from the teacher.

- Many pair work activities (especially of the ice-breaker type) lead to greater personalization and students begin to express their own personalities in a more natural and less inhibited way. This again contributes to creating a better learning atmosphere in class plus a positive group feeling. Byrne (1989:31) adds that pair work allows students to mix with everyone in group.

- Many pair work activities are a lot more fun to do than more traditional exercises Students who enjoy what they are doing are more likely to learn than those who find the work boring.

- Pair work is dynamic and active. Learning cannot really take place unless the students are actively involved in the process. Pair work keeps them active which increases their ability and desire to learn. Byrne (1989:31) believes that pair work provides some variety during the lesson.

- Finally, PW Watcyn-Jones (2002:9) states that pair work gives teachers a break from being the center of attention, from having to 'perform', be dynamic, interesting, and so on. Instead, the teacher can stand back, listen more actively and think up strategies for helping the students increase their knowledge and confidence.

- It allows you to monitor, move around the class and really listen to the language they are producing. It takes the spotlight off you and puts it onto the students.

- Byrne (1989:31 notes that pair work gives students a sense of achievement when reaching a team goal

- It allows you to monitor, move around the class and really listen to the language they are producing.

2-7 Classroom Instructions:

After the group formation, comes into mind the language teachers should use to give instructions to the students. The objectives of instructions in a S.C.L. environment are problem -solving, reasoning, critical thinking and the active use of knowledge. Harmer (2007:4) notes that it is very important for teachers to give 5clear classroom instructions. Before giving instruction, teachers must think of the two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. It is crucial for teachers to check whether students understand what they are asked to do or not. This can be achieved by either asking one student to explain the activity after the teacher has given the instruction or by getting someone to show the other students in the class how the exercise works. The researcher thinks that classroom instructions are considered as a trigger incident towards the achievement of the lesson objectives. The clearer and easier they are, the faster the objectives are identified. Therefore, 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.

There is a persistent argument about the amount of time teachers should spend. The criticism is that there is too much teacher talking time (TTT) while there is not enough student talking time (STT). Hadfield (1992:45) suggests some strategies that have to be developed for maximizing the amount of student talking time. Well-prepared and arranged pair work is considered to be one of the most remarkable ways of realizing this. In addition to this, Lewis and Hill (1992:23)indicate that teachers who identify language as communication will see the importance for genuinely

interesting texts, individualized teaching, pair work, free practices, listening practices and many other classroom activities. Lewis and Hill (1992:13-14) also say that most language teachers talk too much. However, sometimes the teacher won't be able to avoid unnecessary talk. If the main classroom activity consists of the teacher asking questions which are then answered by individual students, it still means that half of all classroom language is coming from the teacher. The general attitude in the LCA classroom is to increase the STT and reduce the TTT. Scrivener (1994:16) states that the more a teacher talks – the less opportunity there is for learners. They need time to think, to prepare what they are going to say and how they are going to say it. He suggests the teachers to allow the time, and the quiet students need. Teachers must not feel the need to fill every gap in a lesson. Explore the possibilities of silence. However, sometimes a teacher should interfere to summarize something or tell a story. Teachers who have good experience use their common sense to make balance in dividing time throughout the lesson. When some of the classroom time becomes unpredictable, students feel bored. This boredom leads to unsuccessful lesson. Furthermore, students often know what is going to happen in the class, and this is because it will be the same as happened in the class before that. Something has to be done to break the routine. It is essential to make surprise a variety within the fifty-minute lesson. For example, if students spend all the time writing sentences, they will get bored. On the other hand, if in that fifty minutes, there are a number of different tasks with a selection of different topics, the students are much more likely to remain interested. This can be seen most obviously with students at lower levels, but even adults need variety to make them motivated, participant and more involved (Harmer, 2007:4/5).

Kostas (2006:78) believes that learner-centered engages individuals in the learning experience in their own way, by understanding and applying how they best learn through their natural dispositions, talents and frames of

reference. He positions the teacher as facilitator, rather than controller of what learners need to know and how they will learn. Lee (2006:22) identifies two important features of learner-centered instruction

"A focus on individual learners (their heredity, experiences, perspective, backgrounds, talents, interests, capacities and needs) and a focus on learning (the best available knowledge about learning, how it occurs and what teaching practices are most effective in promoting the highest levels of motivation, learning and achievement for all learners".

Rodolfo et al (2001:38) note that classroom instructions aim for the

Development of information proceeding skills such as accessing, organizing, interpreting and communicating. They also recommend that students have the opportunity to work with teachers in selecting learning goals and objectives based on the students' prior knowledge and experience. As for the teacher role in this in this aspect, they have to work with students to determine the appropriate instructional strategies.

The researcher believes that learner-center instruction is very useful for language learning, especially speaking, however, a teacher has to have insight to understand it. Moreover, teachers should be aware of a learner-centered approach whenever they start to prepare lesson plans, activities and materials because it might affect the outcomes of students' language learning.

2-8 Principles of Developing LCA:

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 classroom environment for learning and students will embrace instruction in the optimal way. Otherwise, the classroom will be teacher-centered resulting

in the passiveness of students and severely limits their potential to learn.

2-9 Classroom Management:

Different people learn through different learning ways, and so do teachers, they teach their lessons through different approaches. Some classes have students with different learning abilities and interests. These kinds of classes spread all over the world. Therefore, a successful teacher should learn his/her students' abilities and background culture well. Some scientists want other people to believe in their own theories. They exert great efforts to experiment and get results. Then, they apply these theories and want others to try them, too. Learning strategies are cognitive plans intended to facilitate the acquisition of the language. Nunan (1991:168) defined learning strategies as "mental processes which learners employ to learn and use the target language". A learner then has to choose the way to accomplish his/her learning task. Here, obviously, appears the influence of the learner's cultural background, thinking style, personality, and educational experience. Kolb (1984:20) introduced his learning styles theory, which, is based on the Experimental Learning theory. His model is aimed at helping teachers and educators to identify and address the learning style of each learner within the classroom. The Experimental

learning theory basically states that people grasp and transform knowledge through experience.

Kolb's model, in this regard, builds on the Experimental learning theory and identifies two main approaches for grasping knowledge: concrete experience and reflective conceptualization. Concrete experience according to Kolb is a way of grasping knowledge through action where individuals learn by active involvement rather than watching or reading. Reflective conceptualization, on the other hand, is another way of knowledge through watching and observing. To transform this knowledge, Kolb (1984:20) introduces two other approaches reflective observation (where learners draw upon what they have already learned including theories, textbook or observation of the others) and active experimentation (where learners transform knowledge by doing). Teachers have to spend time with learners on pre-writing phases, editing, redrafting and finally producing a finished version of their work. Although for learners this can be a laborious task, to avoid mistakes and produce a coherent piece of writing, it is better to adopt a process approach to writing.

Each style of learning of Kolb's model requires a teacher to design his/her classroom method to address each learner's needs. For example, teamwork and discussion are the best ways through which a concrete experience learner can be involved. A reflective conceptualization learner learns better through observations and reporting briefly on what happened, whereas, a learner with a reflective observation style is good at giving theories and facts. Finally, an active experimentation learner can be involved through activities such as role plays.

There are three types of learners. The first type is auditory individuals, those who learn by listening such as reading aloud in order to hear and make sense of knowledge. For instance, a song can develop the

students' listening, speaking and writing skills. The teacher could ask his/her students to listen attentively, and then write the words of the song, work in groups to check and probably correct mistakes. In doing so, they are learning to repeat, words by heart, taking notes, re-writing, reading and re-reading, testing themselves and many more strategies. When the teacher succeeds in motivating the students to listen to songs and try to do the activities, they will try other songs in their free time. While listening to the song, the students are encouraged to take notes. The next type is the visual learners, those who may leaner through watching or looking at a printed material. Thus when reading a passage they can draw diagrams or maps to help in visualizing their learning task. The third one is the kinesthetic type of learners, those who learn better by doing. Therefore, when reading a passage they may move around in order to process what they are reading (Kolb, 1984:20).

The song as it was in the written form served the visual function, and on the tape it served the audio function. Furthermore, when the students are asked to act it out by using facial expressions and gestures, it certainly served the kinetic function.

Brown (2007:63-70) provided his principles as followed

1. Automaticity where learning is subject to subconscious processing. This cannot be clearer than it is in a song.

2. Meaningful learning takes place when the students hear, move, comprehend, repeat and sing the words. The students can retain the words longer than by just reading a text.

3. Anticipation of reward displays enthusiasm and gives the teacher satisfaction as it gives the students self-confidence and extra motivation.

4. The students will have strategic investment by developing personal investment of time and effort.

5. The students are given opportunities to continue their journey through the development of autonomy.

6. The role of the teacher is that of facilitator and guide who can plant the seeds of willingness to communicate with others.

Therefore, the learner in L2 should play an effective role in designing his/her own strategies without being burdened by the endless grammar rules that have many exceptions. Nunan (1991:76) states that students should feel free to acquire meaningful learning because this will help them retain the language they wanted to learn. The teacher must encourage the students to set their own goals for learning beyond the classroom. They should be able to assess their achievement and have their language skills developed

There searcher believes that a teacher can reach the heart of the students by encouraging them to role play, act, sing, tell jokes, laugh, solve puzzles, and play games….etc. Furthermore, a teacher should praise the students for making progress or trying out language in the class and out of the class with native speakers. Moreover, encouraging the students to state their weaknesses and strengths is very helpful in this regard. Thus, they will eventually build their self-confidence thorough team work which, can help the students learn more by competing and showing their commands of L2. If a teacher tape-records the students' voices, they will realize their mistakes in pronunciation, intonation and pitch compared

with native speakers. They will gradually correct themselves. When the students get a firm grip of the words of a song, they can express themselves more fluently because they can construct numerous sentences based on the pattern they have learned from that song. The patterns are easy to follow. When the applications go smoothly, the students will feel satisfied and gain more self-confidence. If the applications go wrong, they go back to the patterns.

In conclusion, a song can help the students retain vocabulary, grammatical patterns as well as having good enjoyable time. They can act out the words to entertain audience and gain satisfaction. It turned out to be more than successful with L2 learners. This is also applicable to teenagers and children. However, a teacher can use the eclectic approach to address the varied learning needs of the learners.

2-10 How to Address Various Learners:

Mixed-ability classes are found in almost all educational organizations throughout the world. These classes accommodate students of different learning styles. Providing the same environment of learning for all those students in a class is a real challenge. To successfully face this challenge, teachers should take many considerations into account: the learners, the learning environment and the best way to plan and deliver instructions which meet their needs. Freeman (2000, p. 182) states, "Different methods are suitable for different teachers and learners in different contexts."

First, teachers should know what kind of learners they are dealing with. Using techniques like questionnaires or tests, they can easily

determine their learners' strengths, weaknesses and their learning preferences. Other important things to know about the learners are their cultural backgrounds, personalities, ages and attitudes towards learning. Second, once the learners' styles have been identified, the teacher can design teaching aids accordingly and choose the approach which suits them. Moreover, teachers can put the learners in balanced groups when doing cooperative activities. In this way, they can provide the right atmosphere which makes learning occur. Strict pacing schedules and the limited class time are real obstacles in the way. To minimize the effects of this problem, some organizations include 'Review' classes, remedial classes (Remac) and self-directed learning classes (SDL) in their teaching schedules. Such classes make the pacing schedule more flexible so that teachers can spend more time with the learners and provide additional learning opportunities for them. Third, teachers should not stick to one teaching method as they have to address learners of diverse learning styles. Instead, they can select principles from each method and shape their own approach which works with the dominant learning style. Freeman (2000:182) states, "Indeed, learners are very versatile and can learn well sometimes despite a given method rather than because of it."

For example, contemporary methods of teaching consider guessing words from the context as the best way of teaching vocabulary. However, not all the students have the ability to do so. Teachers, then, should prepare other ways to help struggling learners. Acting, showing pictures or tangible objects, displaying words on flashcards, dividing words into smaller components, and using words in sentences are other ways of teaching vocabulary. Translating is another way of learning new words, but it should be the last resort. Brown (2007:436) states referring to translation, "It rarely helps the students to internalize the word for later call or use. "Some teachers prefer teaching grammar implicitly through the other skills of learning a language. This way, however, does not apply

to all kinds of learners. Teachers may need to teach grammar explicitly from time to time. They need to explain rules and exceptions to meet the needs of slow learners. Another way of teaching grammar is having the students listen to a grammar item in a song, provided that it does not contradict with the learners' culture. Harmer (2007:87) stated, "Different cultures value different learning behaviors…When we espouse some of the techniques…we risk imposing a methodology on our students that is inimical to their culture." Games with cards sometimes work in teaching grammar, especially in matching columns or unscrambling words to form correct sentences. A balanced approach should, then, be taken into consideration to address all kinds of learners.

The time factor should be considered when teaching reading. While some students have the ability of 'photographic' reading, others have to read more than once before solving the related exercises. Teachers can, then, help the students do the pre-reading activities during the class and assign the reading as homework. To make sure the students do the reading assignment, teachers can ask them to make notes of what they read or summarize the reading passage. Harmer (2007:87) believes that oral reading is appreciated by some learners, but involving all students in such an activity is time consuming. Therefore, the teacher can be selective and chooses samples each time.

The researcher observes many classes and concludes that auditory learners achieve a lot in listening classes. They can hear a long aural activity only once and summarize the main points. Yet, teachers should not forget those who need to hear more than once. To set the scene, a pre-listening stage which includes oral, aural or visual activities is necessary. Moreover, the listening material can be played twice and the students can be allowed to take notes while listening. When teaching speaking, teachers should take into consideration that although some learners can

improvise a speech, others may need pre-task rehearsal. They may need to listen to a recorded topic or read a passage beforehand. Physical style learners can be asked to describe processes using tangible objects (e.g. the steps of making a cup of tea for oneself). They can present and demonstrate at the same time.

Writing teachers should not always deal with abstract concepts in their classes. It is too difficult for some students to write on abstract topics. Involving the other senses in the learning process may be of great help to them. Teachers can sometimes display pictures, photos or even real objects (realia) to be described. Also, they can tell stories and have the students repeat them but in writing. Students who like hands-on activities can be brought to the front, allowed to interview other colleagues (or the teacher) and write on the board. Most students benefit from cooperative activities. However, some of them are of the solitary learning style. Instead of participating in group and pair work, they like to work alone. For the sake of such learners, students can be allowed to spend time in SDL classes in labs equipped with computers. Teachers should assign tasks to be done individually. In a quiet place with computers which have internet access, students are expected to learn better.

In conclusion, being knowledgeable about the principles of teaching methods and approaches is not enough. The question is how to properly put them into practice, and how to keep abreast of the new findings that pour in. Moreover, teachers should not cling to a particular method. Instead, a flexible approach which changes to suit the learners' needs and individual differences can be more effective.

Brown (2007:58) stated, "By now, you may be able to 'profess' at least some of a personal approach to learning and teaching and have a beginning of an understanding of how that approach enlightens –or will enlighten your classroom practices".

2-11 How Should Teachers Correct Students? :

Julian Edge in his book Mistakes and Correction (1989:38) underlines three main principles for correction and fluency in spoken English. Firstly, students need the experience of uninterrupted, meaningful communication if they are to use the language. Secondly, if students are to say anything meaningful, they need to feel that people are listening to what they are saying, not to how they are saying it. Finally, making mistakes in language use is not only normal, but necessary to language learning. Foursome of the time, then, it is important that students are not corrected but simply encouraged.

A lot of teachers believe that allowing students to make mistakes, will result in reinforcing the errors that students are making. Many teachers claim that if they do not correct mistakes immediately, they will help students use incorrect language production. This viewpoint is also supported by students who often expect teachers to regularly correct them during classes. In contrast, there is a group of teachers who think that not allowing students to make mistakes, will affect the natural learning process which is required to achieve competence and, eventually, fluency in a negative way.

Much has been written about correcting students' mistakes. Harmer (2007:62/63), for example, points out that:

Correction helps students to clarify their understanding

Of the meaning and construction of language. It is a vital

Part of the teacher's role, and something which the teacher is uniquely able to provide, but precisely because it involves

pointing out people's mistakes, we have to be careful when correcting since, if we do it in an insensitive way, we can upset our students and dent their confidence (see page 2).What is appropriate for one student may be quite wrong for another one.

Students make different kinds of mistakes, Edge (1989) divides them into three types: slips, errors and attempts. He states that "slips" are mistakes that students can correct themselves; "errors "are mistakes which students cannot correct themselves; "attempts" are student's intentions of using the language without knowing the right way. In addition, Brown (1994:215) asserts that by gradual process of trial and error and hypothesis testing, learners slowly and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language.

An interesting view was expressed by Brown (1994:217) that "a mistake refers to a performance error that is either a random guess or "slip", in that it is a failure to utilize a known system correctly". He emphasizes that all people make mistakes, in both native and second language situations. However, native speakers are able to recognize and correct such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of temporary breakdown or imperfection of in the process of producing speech. On the other hand, it is obvious that hesitations, slips of tongue and other performance lapses in native-speaker production happen also in second language speech. If people pay attention to these mistakes, they can be self-corrected.

There is a slight difference between an error and a mistake. There is some overlap in these terms, which both refer to a "wrong" action. According to James (1998:83), an error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker. Pawlak (2002: 296), indicates that error correction puts learners into the

defensive position, and as a result, they tend to avoid using difficult structure and so, they tend to focus on form rather than on meaning. . It is the teacher's role to use correction in a way that students can truly benefit from it, not hindering their oral performance in terms of focus and motivation.

The researcher observes that correcting students through speaking classes make them shy, less confident and discouraged. Therefore, this may result in the decrease of their participation. It is recommended to minimize correction in the speaking classes to allow the flow of fluency and neglect the accuracy since communication is available.

2-12 Assessment of LCA lesson:

(Rodolfo et al, 2001:27) ask whether teachers know that they realize their objective of making LCA the essence of their teaching effort. How do they know that they have moved from a teacher-centered or discipline-centered learning to the LCA approach? The following checklist could help teachers assess their actions. The first part looks at how successful we are in making and attaining LCA environment. The second part looks at the quality of classroom instruction that teachers perform.

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

The following questions are to check the teachers' role in applying CA:

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).

The following questions are to check the academic benefits of applying LCA

- Do the students show a greater responsibility for independent 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?(Rodolfo et al, 2001:37)

2-13 Student-Teacher Interaction:

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

1.   Do students participate actively in class discussions and activities?

2.   Are the students motivated to learn?

3.   Do the students ask meaningful questions?

4.   Do they get involved in discussion by arguing, proposing, suggesting, or defending ideas?

5.   Are the students motivated to learn?(ibid)

Scrivener (2005:53) believes that if teachers want to work well with different roles, they have to develop a good learning environment in the classroom and to establish an appropriate relationship with their students. In this way, they need to spend time making sure that teacher-student rapport is positive and helpful. Successful rapport comes from the students' perception as a good leader and a successful professional. Teachers who come class well-organized and well-prepared, gain the students' confidence. Such confidence is an essential component in the successful relationship between students and their teachers. It extends as well to the teachers' demonstrable knowledge of the subject they teach and to the familiarity with the classroom materials and equipment. All these things tell the students that they are in good hands.

2-14 Students' Motivation:

Motivation refers to those reasons that underlie behavior that is

Characterized willingness and volition. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. Motivation emphasizes basic human need. Dornyei (2001:25) and Williams and

Burden (1997:120) point out that the strength of motivation will depend on how much value the individual places on the outcome he or she wants to achieve. It is like an inspiration to drive the process of successful action. According to Dornyei motivation is divided into three types. Intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Guay et al (2010:712) assure that traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation. Amotivation which refers to the lack of any regulation, whether extrinsic or intrinsic, is characterized by a 'there is no point… ' feeling. Sjoberg (2006:53) ads, "… the more people appear to be having fun, the greater the level of participation, regardless of any language difficulties". Edge (1993:106) also supports this idea, "The more students use their language skills for enjoyment, the more language ability they are likely to acquire."

Motivation is one of the elements which definitely help implementing (L.C.A.). It 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 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.

How does motivation work? What is the mechanism? It seems to Krashen (1985), that there are two somewhat competing accounts. Motivation may act as part of an affective filter that prevents input from reaching that part of the brain where the language acquisition device (by some accounts, more-or-less equivalent to the human capacity for implicit learning) is located. Or, motivation may be viewed as something much less passive, as Gardner (1988) would have it: motivated learners are successful because they are active learners. Gardner proposes that motivated learners learn better than unmotivated ones because they pay attention more and selectively attend to morph syntactic information, not only content information. Paying attention results in more noticing, and motivated learners may also try harder and more persistently to understand the significance of noticed language, achieving higher levels of awareness and enhanced learning as a result.

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 (L.C.A.) lessons.

2-15 Students' Needs:

The researcher observes that students need many elements to work effectively in groups. These elements are summarized by Doyle (2008:90/91) in the following way:

- Students need enough background knowledge and learning skills to handle the assigned tasks. Teacher have to be sure that the tasks assigned are developmentally suitable.
- Students need to set a norm for their group. Norms play a significant role in the success of student groups, so teachers need to help students see the value of norms and encourage them to agree on a stated, positive norm for their group.
- Students need to make personal choices to accept and get along with other members to obtain greater cooperation and productivity by facilitating group cohesiveness. Therefore group members should be given the time and activities to build connections among themselves.
- (Kohn, 1986) notes that students need to understand that their own personal success can come about only through the group's success. Knowing that their peers are relying on them is a powerful motivator for group work. Students need to see that what will be evaluated is not only the task fulfillment, but the effectiveness of the group members in working together to reach that goal.
- Students need to learn that in order to get group members agree on a particular solution or point of view, is they should have facts and hard evidence rather than opinion and wishful thinking.
- Students need to learn how to give constructive and meaningful feedback to their peers. This is very important to develop lifelong and skill they will need for their learning.

The researcher believes that peer feedback is important, but students sometimes feel discouraged by their peer comments when they are against their points of view on certain issues. In addition, some students actually lack ability to give peer feedback owing to insufficient knowledge. In this case, students hardly learn from others, so peer feedback loses track of its original rationale to help the other get improvement. However, they feel positive towards their teachers' feedback. They found that their feedback has more influences on them. Therefore, students respect and respond more to their teacher's feedback rather than their peers' feedback, so the effectiveness of using peer feedback will not be the same in different situations. It differs according to the culture, willingness and educational environment (ibid).

Tosti (2006, p. 6) defined two types of feedback: motivational feedback and formative or corrective feedback. He concluded that his research supported the idea that the best time to provide motivational feedback is immediately after the performance. This is when it is most powerful; delay weakens its impact. Edge (1993, p. 115) encouraged the use of correction "to give students useful information at the right time in the right way to encourage further learning." In my response to students' performance, I offered motivational feedback to encourage students to keep going whether their performance was good or unsatisfactory. Motivational feedback in my project meant praising them not only whenever students were able to reach their goal but also in the process of their performance and overlooking little mistakes.

2-16 Attention and noticing:

The researcher notes that the students who are more attentive are more participant and careful about their learning. They are able to give good feedback and answer concept checking questions in a satisfied way. According to Robinson (2003:631), attentions a process that encodes

language input, keep sit active in working and short-term memory, and retrieve sit from long-term memory.

Baars (1988:225) suggests that attention must be directed to whatever evidence is relevant for a particular learning domain, i.e. that attention must be specifically focused and not just global. In order to acquire phonology, one must attend to the sounds of target language input, especially those that are contrastive in the target language, and if one's goal is to sound like a native speaker, one must attend to phonetic details as well. In order to acquire vocabulary one must attend to both word form (pronunciation, spelling) and to whatever cues are available in input that can lead to identification of meaning. In order to acquire pragmatics, one must attend to both the linguistic form of utterances and the relevant social and contextual features with which they are associated. In order to acquire morphology, one must attend to both the forms of morphemes and their meanings, and in order to acquire syntax one must attend to the order of words and the meanings they are associated with.

Schmidt (2001:6), finds out that most discussions concerning the role of attention in second language development focus exclusively on morphology and syntax, although a few have dealt with lexical learning and pragmatic development. He proposes that in every domain of language learning (phonology, grammar, semantics, pragmatics, vocabulary, discourse structuring), learners must attend to and notice any source of variation that matters; whatever makes a difference in meaning. For example, in syntax, one may say in English both "I turned the light on" and "I turned on the light," but there is no difference in meaning that depends on the position of the direct object. Native speakers do not attend to this difference, and non-native speakers do not have to attend to it either, at least for comprehension. However, if an utterance contains a pronoun, then there is a difference.

2-17 Comparing L.C.A. with Teacher –centered Approaches:

The researcher has used both teacher-centered and learner-centered approaches through his teaching career. It is useful to start by comparing the teacher-centered and L.C.A. To begin with, in the teacher-cantered, teachers serve as the center of knowledge, directing the learning process and controlling student's access to information. Napoli (2004:2) indicates that the focus is almost exclusively on what is learnt. In this respect students are considered as 'empty' vessels and learning is as an additive process.

Napoli(2004:3) concludes that there is no (or little) attempt to take into account students' previous and/or implicit knowledge, that is to say what learners may know already (even though 'imperfectly' or 'erroneously') about the subject(s) of their study. As for the assessment, teachers use the form of traditional exams. Syllabi and curricula are both discipline and product-based. They portray knowledge as 'cumulative' and leave little or no space for the processes through which information is translated into 'knowledge'. The teacher's role is to organize and present information to groups of students. He also has to acts as gatekeeper of knowledge, controlling students' access to information. Moreover, he directs learning. On the other hand, students Expect teachers to teach them what is required to pass a series of assessments. As a result, they become passive recipients of information, and simply reconstructs knowledge and information, without necessarily understanding it.

LCA is different from teacher-centered in many ways. For example, in the LCA students are not considered to be empty vessels. They come with their own perceptual frameworks. Furthermore, the focus is not just on what is taught but on how effective learning should be promoted. Due to this fact, the main preoccupation of the teacher is the student learning rather than the teacher's performance. As the result of this students learn

in different ways and have different learning styles. Personalized/individualized responses are encouraged. This helps to foster creativity in students (ibid 2004:4).

Napoli (2004:3) explains that learning in the LCAis recognized as an active dynamic process in which connections (between different facts, ideas and processes) are of permanent change and their structure is continually reformatted. Such connections are fostered through interaction between teacher and students, and students with their peers. This makes 'Student-centered Learning' a highly social enterprise that requires the constant development of human relationships and communication. This communication helps and supports students elicit their hypotheses in order to solve problems and do the tasks assigned to them. Consequently, students build their own knowledge by talking, listening, writing, reading, and reflecting on content, ideas, issues and concerns. The role of the teacher in this respect is to help students to access and process information (facilitator). Whereas students take responsibility for learning, they are active knowledge seekers and they constructs knowledge by interacting both with their teachers and the data gathered through different sources, with the purpose in mind of solving a problem/task that they have been given. After highlighting the differences between a 'teacher-centered and a 'student-centered' approach to learning, some considerations should be kept in mind. They are not simply methods, nor strategies. They are philosophical paradigms that reflect different views about the contested nature of 'learning', 'teaching' and 'knowledge'.

2-18 The Success of Classroom-centered Teaching:

Senior in her article (2006) explains why certain teaching techniques and class management strategies are effective, and identifies specific issues that can assist all language teachers in improving the quality of their

teaching. She enquires why some teachers are more successful than others, with a higher proportion of classes that are receptive, responsive and rewarding to teach. The more the researcher studies language classrooms, the more becomes convinced that highly successful teachers are class-centered in their approach. Class-centered language teaching means not only teaching effectively, but also encouraging each class to function as cohesively as possible. When learning a new language in a classroom situation, students have to dose as a group – and the quality of the class group is related to the quality of the learning that occurs within it. If there's a friendly and enthusiastic atmosphere within the class, quieter individuals are drawn along by the positive energy exuded by the group and participate more fully in learning tasks. Conversely, if there's a feeling of negativity within the class, students may withdraw into their shells or behave in antagonistic ways. When this happens, the teacher must spend valuable time behaving in mundane ways: repeating instructions, explaining things a second time, pulling students into line and so on. As a result, they have less time and energy to teach in dynamic ways and everyone's learning suffers.

2-19 Games in L.C.A. Jigsaw tasks:

Games are identified by Seewald (2011) as an integral part of a constructive interactive Multiple Intelligences based learning environment. By introducing games into your students' learning experience, you not only encourage engaged participation, but also awaken their competitive spirits as a means of building stronger comprehension. Games can be designed to reach many different goals. Some are created as a way to review information already taught, some are

designed to provide rehearsal for a new linguistic skill, and still others provoke thought and require students to use what they know to apply their learning to different content based game scenarios. Sometimes simple classroom manipulative or everyday materials can be used in number of ways to create games that will challenge, encourage, and excite learners For example, jigsaw tasks use the same basic principle as jigsaw puzzles with one exception. Whereas the player doing a jigsaw puzzle has the pieces in front of him, the participants in a jigsaw task have only one (or a few) piece(s) each. As in a puzzle the individual parts, which may be sentences from a story or factual text, or parts of a picture or comic strip, have to be fitted together to find the solution. In jigsaw tasks each participant is equally important as, because each holds part of the solution. That is why jigsaw tasks are said to improve cooperation and mutual acceptance within the group. Participant in jigsaw tasks have to a lot of talking before they are able to fit the pieces together in the right way. It is obvious that this entails a large amount of practice in the foreign language, especially in language functions like suggesting, agreeing and disagreeing, determining sequences, etc. A modified form of jigsaw tasks is found in communicative exercises for pair work. Jigsaw tasks practice two very different areas of skill in the foreign language. Firstly, the students have to understand the bits of information they are given (i.e. listening and/or reading comprehension) and describe them to the rest of the group.

2-20 **When should learners' errors be corrected**

There are some statements concerning this question, so as to point them out, it is crucial to define the difference between accuracy practice and fluency practice according to the fact that teachers employ different error correction techniques in the two contexts. Richards (2006) states that fluency is natural language use happening when a speaker takes part in

meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. In contrast, the focus of accuracy activities is on creating correct example of language use, on discrete syntactic, morphological, or semantic sentences.

Carranza, (2007) thinks that during fluency practice is occurring, teachers should correct only the errors that affect communication, while in accuracy practice, the errors concerning the specific grammatical point of the class, function, vocabulary, and skill should be strictly corrected. Bearing this difference in mind, and also taking into consideration the harm that overcorrection may do to students' motivation and impulse of trying to produce more complex sentences.

2-21 Collaborative Learning:

Barkely (2005:4) thinks that learner centered approach and its courses enhance collaborative learning and foster teamwork. Collaborative learning considers knowledge a social activity in which the learner is the center of learning, interaction and "practice" are essential, working in groups is of great importance and problem solving skills to real –life situations should be part of the learning process. Problem-Based Learning is an example of collaborative learning. It is a learner-led approach to learning in which students learn about a subject by working in groups to solve an open-ended problem.

Barkely (2005:5) explains that collaborative learning can take place between peers. For instance, learners work in pairs or in small groups to discuss ideas or to solve problems. This kind of learning takes place inside the classroom. It has been found that peer instruction encourages students to learn together by addressing misunderstandings and clarifying misconceptions. On the other hand, group work in collaborative learning

can occur in different ways: as learning activities inside the classroom or as group projects that span the course of a semester. The instructional strategies that involve students working together to solve a problem take a variety of forms: inquiry based learning, authentic learning, and discovery learning. First, a problem is presented. Then a guidance toward solving it is given. Then the learners are given chance to reach a final outcome or a solution for the problem.

According to Davis (2009:1998-1999).the impact of collaborative learning can be clearly noticed. This type of collective, active and social learning results in deeper learning. Moreover, it promotes and develops the student's thinking, improves both written and oral communication skills and equips learners with leadership and managerial skills. Exposure to diverse viewpoints and perspectives broaden their minds. To ensure successful execution of productive group word and to avoid drawbacks, certain strategies are to be followed. First, satisfactory opportunity is given to learners so that they to build cohesive groups and to develop rapport. They should also be granted enough time to make plans, distribute responsibilities which should be rotated periodically, agree on deadlines and determine penalties for those who do not abide by the regulations agreed upon.   Students should be informed clearly the importance of group and peer work and how they influence final grades. Teachers should try their best to keep aloof and stop interference unless it is highly necessary.

Part 2- Related Previous Studies:

Scientific research in the field of human sciences is a continuous series of continuous studies to complement each other and allow for subsequent research. In this part, the researcher deals with some previous

studies that have been obtained and are related to the subject of the study, indicating differences between them and this study. These include:

A study conducted by Dr. Khayrazad Kari Jabbour (2013) from Lebanese university, whose study entitled that the typical Lebanese classroom is teacher centered, whereby the teacher is respected and is considered to be the bearer of all information. The title of the study is "Issues that Restrain Teachers from Adapting Student-centered Instruction in Lebanese School". He states that student-centered teaching methods are not in the Lebanese teacher expectations and the usual teacher-student relationships in that learner are not expected to assume responsibility for their educational development by taking a center-stage role in their own learning process. H aims to highlight the issues that prevent teachers from adopting a student-centered teaching method. In his research study, the following research questions and hypothesis were addressed: Guiding Research Question: What are the self-reported teachers' perceptions on the factors that inhibit teachers from adopting a student-centered teaching approach?

Hypothesis: There is relationship between not adopting a student-centered teaching approach and:

I.   School Facilities and Resources
- Inadequate library resources
- Inadequate lab equipment
- Inadequate technology resources

II.   Class Size
III.   Standard Curriculum and Standard Tests
IV.   School Leadership
V.   V. Staff Professional Development

The instrument in this study was a paper survey that was used to gather data from 100 teachers from 10 schools ranging from middle to secondary schools selected from various areas in Lebanon. Participants completed a 10 minute surveys. The schools chosen for this study were located in urban areas with diverse populations, representing an array of ethnicities and socioeconomic levels. The teachers from all schools were treated as a single group; therefore no distinction was made among the schools. This study was conducted in a manner that protected the confidentiality of the participants. The instrument used in this study was questionnaire administered in paper and pencil form. Survey items were developed based on an extensive literature review as well as querying participants using an exploratory questionnaire. The study gathered quantitative data to answer the research questions. The survey results were compared and tested in order to evaluate the reason for not adapting student centered instruction in the Lebanese schools. The survey results confirmed that lack of professional development training is a factor that inhibiting teachers from adopting a student-centered teaching approach.

The study concluded that the traditional Lebanese classroom is teacher centered; where learners are passive participants, with the teacher laying down the path of learning for them. This study described an investigation of factors that hinder teachers' opportunity to use learner-centered teaching approach. The findings from the study were: First, several of these factors are linked to School Facilities and Resources include lack of basic school facilities such as electricity, Labs, Library. Second, lack of school resources to support learning such as technology equipment including (computers, LCDs, internet….).Third, the overcrowded classrooms lead to high pupil to teacher ratio minimizes possibilities of individual attention to the pupils. Fourth, the heavy standard curriculum and schedule that the teacher should follow within short time in order to meet the standard examinations. Fifth, School policy and the

unsupportive school principal. Finally: lack of staff professional development. Due to these issues, schools in Lebanon require the adaptation of traditional lecture approach of education, through which physical, human and financial resources can be controlled, also helps to control resources and on the other end requires limited human expertise and time. The researcher agrees with some points and disagrees with the others. For example, one of the study conclusions is that lack of staff professional development hinders applying student-centered reaching. The researcher agrees that it is important to train the staff and at the same time lack of training is not a reason to move to lecturing classes. As for the lack of school resources which support learning such as technology equipment including (computers, LCDs, internet….), the research believes that teachers can tackle this problem by using books and sheets contain activities suit group work. The study states that overcrowded classroom inhibits implementing LCA. On the contrary, the researcher thinks it helps teachers can break down their classrooms into smaller and easily managed groups.

Amy L. Verst (2010) sought in a study to answer the following questions: do learner-centered teaching practices, as defined by Weimer (2002), capture the teaching-learning behaviors of outstanding teachers as identified by students? In addition, do the teaching-learning behaviors of outstanding faculty vary by academic unit? These are unexplored questions in the literature on learner-centered teaching. The title of the study is "Outstanding Teachers and Learner-Centered Teaching Practice sat a Private Liberal Arts Institution". The questions that guide this study are:

1. To what extent are Weimer's (2002) learner-centered changes to teaching practice typically used by individuals who have been identified by students to be outstanding teachers?

2. To what extent do Weimer's (2002) learner-centered changes to teaching practice apply across academic units?
3. What beliefs about teaching and learning, about professors and students are prevalent in the interview responses of those identified by students as outstanding teachers?

Research findings are bifurcated between learner-centered teaching practices and time honored, traditional, teacher-centered teaching practices. Furthermore, the thrust to implement learner-centered teaching practice changes may place added pressure on the professors which is struggling to meet the current role responsibilities of teaching, scholarship as well as manage the increasing variables caused by the demands of increased enrollments, diverse students' bodies, varied learning styles, and advances in educational technology. However, without investigating what teaching methods are being used in the post-secondary classes by outstanding teachers, such an educational change may overlook the possibility that other, more traditional teaching practices continue to result in positive learning outcomes. The purpose of this study was to investigate the teaching behaviors; instructional methods; professors' views of teaching and learning and students; and beliefs about learner-centered teaching practices as defined by Weimer (2002). In addition, this study explored the influence of pressures that professors face in and out of the classroom as well as the phenomenon of academic capitalism. The researcher could not agree more with the findings of the study. However. There was no bias to one of the two methods the student-centered or the teacher-centered.

2-22 Summary of the Chapter:

To sum up, this chapter exhibits the different views of different scholars and researchers. It deals with the theoretical and historical background of L.C.A. and its related literature review. Moreover, this chapter illustrates the previous related studies and the problems that are facing teachers in applying L.C.A. 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

Methodology

3-1 Introduction:

This chapter describes the methodology of the study. More specifically, it provides details about the procedures and instruments which have been used in data collection of the study. Also, it introduces the population of the study, the sampling, reliability, validity of the tasks and reveals the procedures followed in eliciting the data of the study and procedures of data analysis.

3-2 The 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 students and teachers towards group work through a questionnaire. Teachers' questionnaire will be distributed to fifty secondary school teachers of English language, and teachers' interview will be distributed to ten expert teachers. Students' questionnaire will be distributed to 151 students, who are learning English language at secondary schools in Khartoum Locality.

In this research, the researcher uses the descriptive analytical method through applying 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.

3-3 Subjects:

The population of the study includes students of third year of secondary school in Khartoum Locality (151 male and female students) and (50 teachers of English language). They have been selected from different

schools. There were no criteria used for choosing the subjects of the study. They were randomly chosen

3-4 The Population of the Study:

The population of the study includes English teachers in both universities and schools, educational experts and the secondary school students. They have been selected from different schools and universities. There were no criteria used for choosing the subjects of the study. They were randomly chosen from the male and female students of some third year secondary schools of Khartoum Locality.

3-5 The Sampling:

The sample of the study consists of three sections:

a) A questionnaire addressed to English language teachers.
b) An interview addressed to educational experts.
c) A questionnaire addressed to secondary school students.

3-6 The Instruments:

The researcher uses three different tools for confirming the validity of the study. The instrument, which was used as a data-collecting tool, was a questionnaire, and an interview. The questionnaire included seventeen items in order to attain the objectives and the aim of the study. The researcher distributed the questionnaire to the subjects in hand. It was distributed to 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 (200) 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 used for choosing the subjects of the study. They were randomly chosen.

3-6-1 Validity:

The questionnaire of this study was checked by a committee consisted of lecturers. Some of them were specialists in education and some of them were specialists in English language. The committee, which consisted of (four) lecturers, 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.

The committee/ reviewers have shown some observations concerning some items, and suggested modifications for those items. The researcher responded to those suggestions, and made the suggested modifications. According to their comments, suggestions, notes and advice, some amendments have been done.

This Questionnaire was Checked By;

1.   Dr./ Abdullah Yassin Abdullah – (Associate Professor - SUST) Supervisor
2.   Dr /. Faiz Mohamed Ahmed Hamari- - Assistant Professor of Applied Linguistics Imam Mohamed Bin Saud Islamic University - Kingdom of Saudi Arabia
3.   Dr. / Noah Al-Qazawy - Associate Professor of English Literature Imam Mohamed Bin Saud Islamic University - Kingdom of Saudi Arabia

4. Dr./ Fawzy el-Tayib Associate Professor King Khalid University – College of Science and Arts –Department of English Language (KSA) Tanumah
5. Babiker Siddig (data analyst) (University of Khartoum)

3-6-2 The reliability of the data collection tool:

Persistence virtual reliability: to make sure the virtual stability of the questionnaire and the validity of its words in terms of drafting, and clarity, the researcher introduced a resolution on four referees, as has been shown to a statistical analyst and after the restoration of the questionnaire, amendments were made according to the referees' proposals.

3-6-3 Cronbach's alpha:

Cronbach's alpha is a measure used to assess the reliability or internal consistency of a scale or test of items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency.

Cronbach's alpha method has been used for measuring the reliability of questionnaire as shown:

3-6-4: Reliability Program and Approach of the Study:

Questionnaire	N of Items	Cronbach's Alpha
Teachers	12	0.721
Students	17	0.895

Notes that the sincerity of the questionnaires are (72.1%, 89.5%) respectively for (teachers' and students') which were highly reliable that, if re-distribution of questionnaires to a similar sample could get the same results.

3-7   Research Tools:

In this study, the researcher used two types of data collection tools. The first one has two types:

(a) A questionnaire addressed to English language teachers.

(b) A questionnaire addressed to 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.

The second tool was a teachers' interview consisted of five question. The interview was distributed to English language teachers and experts

3-8 Techniques of Data Analysis:

There are two common widespread ways of technique which lead to the 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 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.

3-9 Procedures:

The researcher distributed the questionnaire to the subjects in hand. It was distributed to 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 and the teachers interview will be statically analyzed and discussed in chapter four, which will be about the data analysis and discussions.

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 illustrates the measuring instruments (two questionnaires) and (an interview). 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 methodology of the study in this chapter, we will deal with the analysis and results of the data in the next chapter.

Chapter Four

Data Analysis,Results and Discussions

4-1 Introduction:

This chapter presents the analysis and interpretation of the primary data on the perceived factors affecting the implementing of L.C.A. at secondary schools in Sudan(Khartoum Locality). The data collection instrument were teachers' interview and 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 L.C.A. in their classes.

4-2   Students' Questionnaire:

Table 4.1- Sharing ideas among students

	Frequency	Percent
Strongly agree	104	68.9
Agree	41	27.1
Not sure	6	4.0
Total	**151**	**100.0**

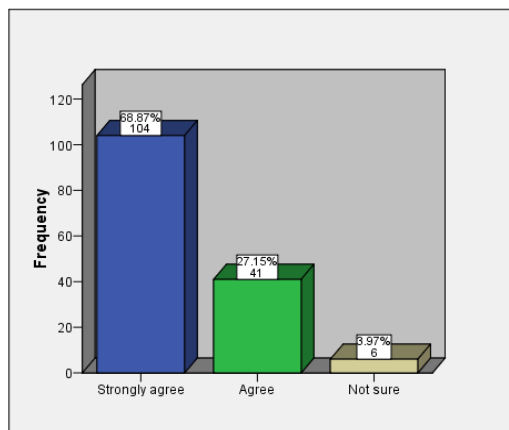Table No. (4.1) shows that most of the students strongly agreed (68.9%) or agreed(27.1%) that sharing ideas among students can be obtained through working in groups, while 4% of the students were "not sure" to take decision about this idea. In contrast, no one disagreed or strongly disagreed with this idea. From the above data, it is concluded here, that thesestudents are interested in sharing ideas among themselves.

Table 4.2- Sharing and rotating leadership

	Frequency	Percent
Strongly agree	71	47.0
Agree	76	50.4
Not sure	4	2.6
Total	151	100.0
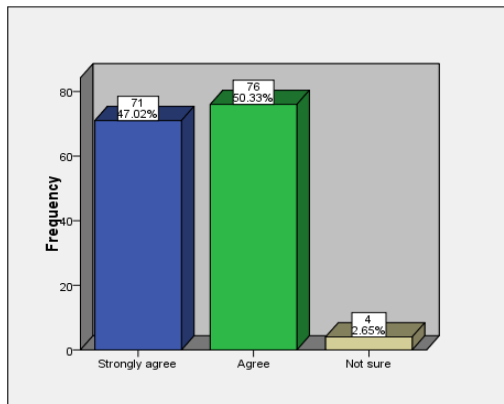
Statement two seeks to elicit the information from the students about their feelings towards sharing and rotating leadership all the time. Table No.(4.2) illustrates that 47% of the students selected the options "strongly agree" and 50.4% of the students agreed that working in groups allows students to share and rotate leadership all the time. On the other hand, 2.6 % were "not sure", no one disagreed or strongly disagreed with this

statement. Therefore, the attitude of the students here is towrads sharing and rotating leadership all the time.

Table 4.3- students' communicative abilities

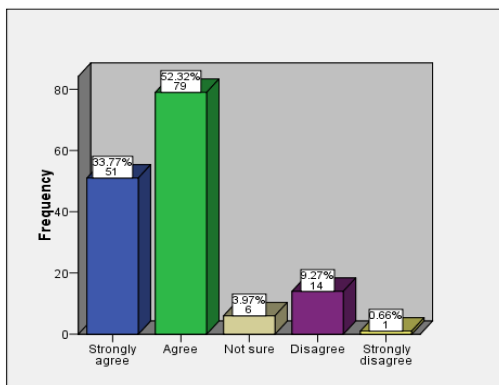|	Frequency	Percent
Strongly agree	51	33.8
Agree	79	52.2
Not sure	6	4.0
Disagree	14	9.3
Strongly disagree	1	0.7
Total	**151**	**100.0**

Table No. (4.3) lays emphasis on the fact that (33.8%) of the students chose "strongly agree", (52.2%) of them, disagreed, (4%) were not sure about the improvement of their communicative abilities through group work. On the other hand, (9.3%) chose "disagree" and (.07%) strongly

disagreed with the above mentioned idea. In a nutshell, most of the students were in favor of this idea.

Table 4.4- students' creativeness

	Frequency	Percent
Strongly agree	96	63.6
Agree	52	34.4
Not sure	1	.7
Disagree	1	.7
Strongly disagree	1	.7
Total	**151**	**100.0**

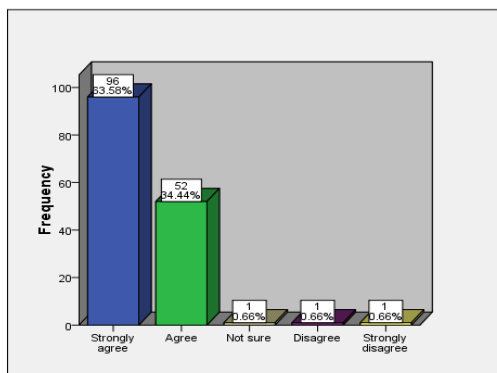Table No.(4.4) gives an overview of the information that 63.6% and 34.4% of the students went for "strongly agree" and "agree" respectively that group work enhances students' communicative abilities. .7% of the students were not sure,disagreed or strongly disagreed with this idea.

From the above statistics, it is concluded that most of the students agree with the idea that group work enhances students' communicative abilities.

Table 4.5- Preparing students to start individual activities

	Frequency	Percent
Strongly agree	55	36.4
Agree	88	58.3
Not sure	8	5.3
Total	**151**	**100.0**
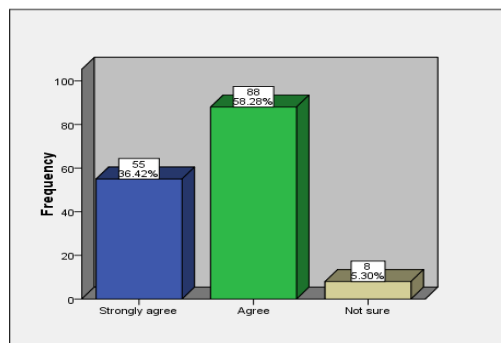
The intention of statement four is to work out the response of the students regarding, whether working in groups makes students more creative or not. Table No. (4.5) indicates that 36.4% of the students, picked out their option of "strongly agree", and 58.3% of them agreed with the fact that they become more creative when they work in groups. In contrast, a few of them (5.3%) were " not sure", and no one "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,

Table 4.6- Taking part in more effective discussions

	Frequency	Percent
Strongly agree	67	44.4
Agree	68	45.0
Not sure	16	10.6
Total	**151**	**100.0**
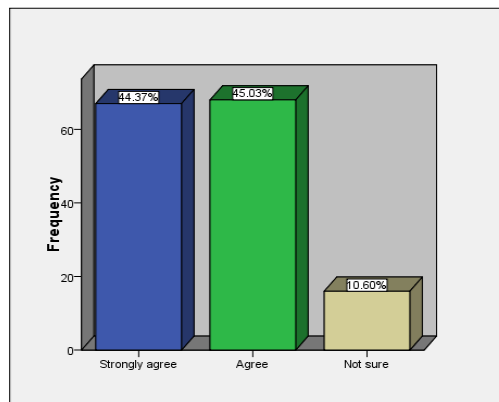
Table (4.6) tries to find out how far does working in groups prepares students to start individual activities. It clearly demonstrates that 40.4% of the subjects questioned decided "strongly agree", and 45% of them decided "agree". Whereas, only (10.6%) were "not sure". On the contrary, no one of the 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 Welcoming and appreciating of participation

	Frequency	Percent
Strongly agree	126	83.4
Agree	25	16.6
Total	151	**100.0**
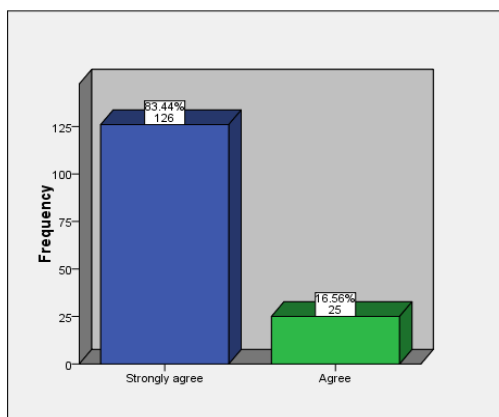
Table (4.7) shows that 83.4% of the students elected "strongly agree",
16.6 % of them elected "agree", that teachers appreciate and welcome
participation. Nevertheless, no one selected "not sure", "disagree" or
"strongly disagree". In other words, all the students agree that teachers
appreciate and welcome participation.

Table 4.8 Making mistakes doesn't bring shyness

	Frequency	Percent
Strongly agree	48	31.8
Agree	75	49.7
Not sure	22	14.6
Disagree	5	3.3
Strongly disagree	1	0.7
Total	**151**	**100.0**
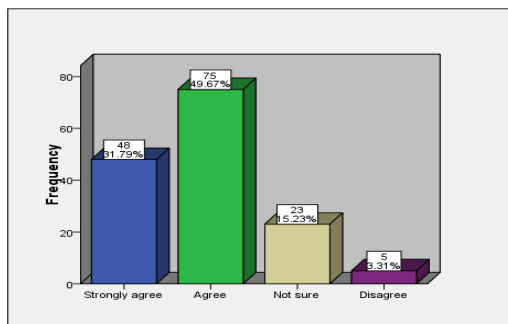
Table (4.8) illustrates that 31.8% of the students decided on, "strongly agree" and 49.7% of them (53%) decided "agree", but 14.6% were "not sure" that mistakes don't bother students, who work in groups. On the other hand, 3.3% came their decision on "disagree" and 0.7% selected "strongly disagree" that 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 4.9 the friendly environment

	Frequency	Percent
Strongly agree	31	20.5
Agree	114	75.5
Not sure	5	3.3
Disagree	1	0.7
Total	**151**	**100.0**
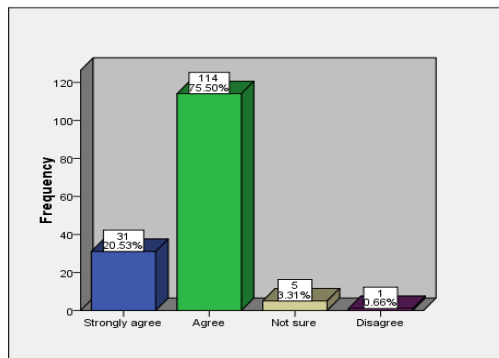
Table (4.9) deals with the self-confidence in the friendly environment of learning. It is clear that (20.5%)of the students chose the option "strongly agree" , (75.5%) of them selected "agree", (3.3%) were "not sure" and (.7%) disagree that they feel self-confident when they learn in the friendly environment. However, none of the students chose the option "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 them, feel that they are not certain or can't make a clear decision towards this idea.

Table 4.10 Learning in groups is interesting

	Frequency	Percent
Strongly agree	108	71.5
Agree	31	20.5
Not sure	9	6.0
Disagree	3	2.0
Total	**151**	**100.0**
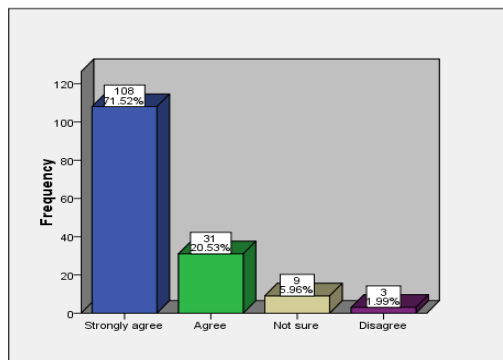
The result in table (4.10) illustrates that (71.5%) of the students settled on "strongly agree", (20.5%) of them picked "agree", (6%) were "not sure" and only (2%) disagreed that working in groups is interesting. On the other hand, no one chose the option "strongly disagree". With this idea. These facts denote that most of the students agree with the idea and few of them disagree with it.

Table 4.11 Improving students' social life

	Frequency	Percent
Strongly agree	61	40.4
Agree	56	37.1
Not sure	25	16.5
Disagree	6	4.0
Strongly disagree	3	2.0
Total	**151**	**100.0**
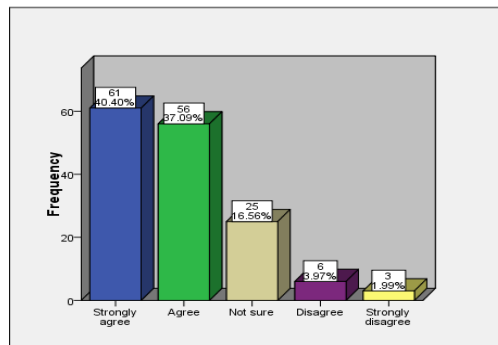
Table (4.11) provides information about the influence of working in groups on the students' social life. The percentage shows that (40.4%) of the students were "strongly agree", (37.1 %) of them moved to "agree", and (16.5%) were "not sure". At the same time, (4%) selected "disagree" and (2%) went for "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 4.12 Speaking in non-threatening environment

	Frequency	Percent
Strongly agree	49	32.5
Agree	67	44.4
Not sure	7	4.6
Disagree	28	18.5
Total	**151**	**100.0**
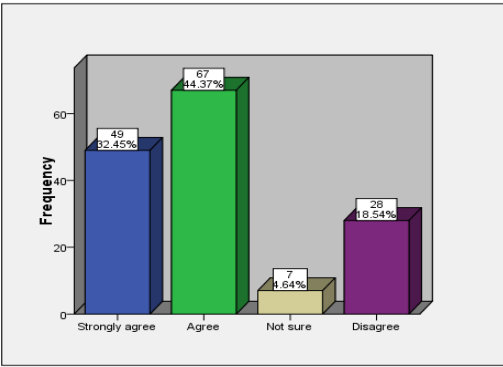
Table No. (4.12) records reveal that (32.5%) of the students gave their decision to "strongly agree", (44.4 %) of them put their opinion to "agree". and (4.6%) were "not sure" that pair work gives everyone a chance to speak in non-threatening environment. On the other hand, (18.5%) of the students said 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 have more chance to speak in non-threatening environment in pair work. However, a few of them have faith in feeling that they have less chance.

Table 4.13 encouraging co-operation between students

	Frequency	Percent
Strongly agree	104	68.9
Agree	36	23.8
Not sure	11	7.3
Total	**151**	**100.0**
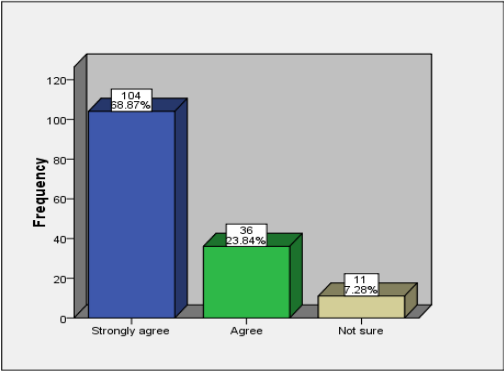
The numbers of table (4.13) convey that (68.9%) of the students gave their decision to "strongly agree", (23.8 %) of them put their opinion to "agree". and (7.3%) were "not sure" that pair work activities encourage co-operation between students. On the other hand, no one of the students said that they "disagree" or "strongly disagree" with this idea. In a few words,

the figures above show that the majority of the students believe that pair work activities encourage co-operation between students.

Table 4.14 Involving students in group work

	Frequency	Percent
Strongly agree	95	62.9
Agree	36	23.8
Not sure	20	13.3
Total	**151**	**100.0**
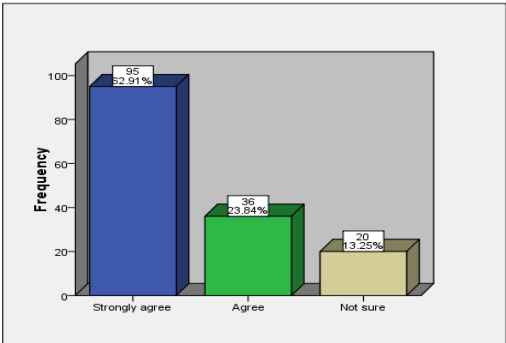
Table (4.14) provides information about whether students become more active if they are involved in group work or not. It shows that (62.9%) of the students were "strongly agree", (23.8 %) of them went for "agree". and (13.3%) were "not sure" that students become more active if they are involved in group work. On the other hand, no one of the students said that they "disagree" or "strongly disagree" with this idea. As a result, the figures above show that the majority of the students believe that they become more active if they are involved in group work.

Table 4.15 Sharing ideas with their peers

	Frequency	Percent
Strongly agree	144	95.4
Agree	2	1.3
Not sure	5	3.3
Total	**151**	**100.0**
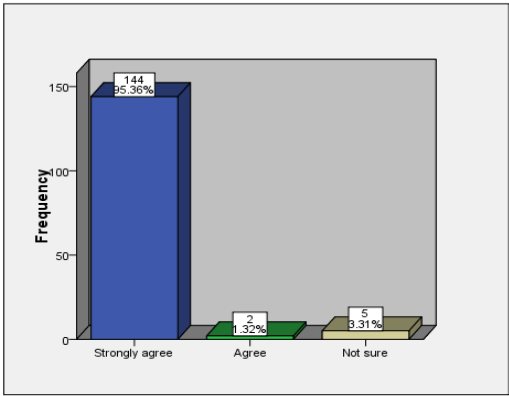
Statement fiteen seeks to elicit the information from the students about their feelings towards working in pairs and sharing ideas. Table (14.15) illustrates that (95.4%) of the students selected the option "strongly agree",(1.3 %) of them chose "agree". and (3.3%) were "not sure" that Students share ideas with their peers has a positive effect of improving their public speaking skills. On the other hand, no one of the students said that they "disagree" or "strongly disagree" with this idea. As a result, the figures above show that the majority of the students believe that sharing ideas with peers improve their speaking skills.

Table 4.16 increasing the amount of students' practice

	Frequency	Percent
Strongly agree	146	96.7
Agree	2	1.3
Not sure	3	2.0
Total	**151**	**100.0**
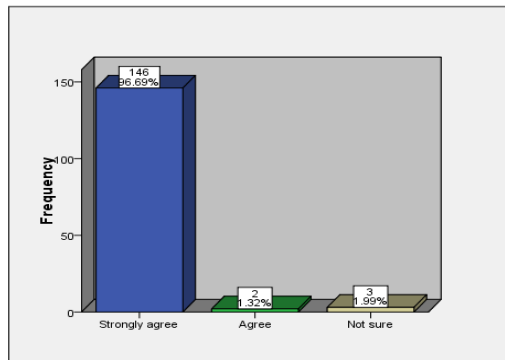
Table (4.16) shows that (97.30%) of the students were "strongly agree", (1.30 %) of them went for "agree". and (2.0%) were "not sure" that pair work seems to be a good idea because it increases the amount of students' practice. On the other hand, no one of the students said that they "disagree" or "strongly disagree" with this idea. Therefore, the attitude of the students here is towards the opinion that pair work seems to be a good idea because it increases the amount of students' practice.

Table 4.17 Fluency and self - confidence

	Frequency	Percent
Strongly agree	147	97.3
Not sure	4	2.7
Total	**151**	**100.0**
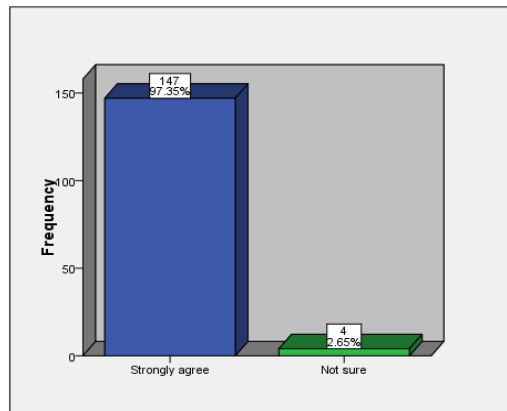
Table (4.17) points out that (97.30%) of the students were "strongly agree", and (2.70%) of them were "not sure" that effective participation leads to more fluency and self-confidence. On the other hand, no one of the students said that they "disagree" or "strongly disagree" with this idea. It is taken for granted that from the statistics shown above, almost all of the students think that effective participation leads to more fluency and self-confidence. However, none of them contradicted this idea.

4.3 Teachers' Questionnaire:

Table 4.18 Growth in self-awareness

	Frequency	Percent
Strongly agree	33	66.0
Agree	17	34.0
Total	**50**	**100.0**
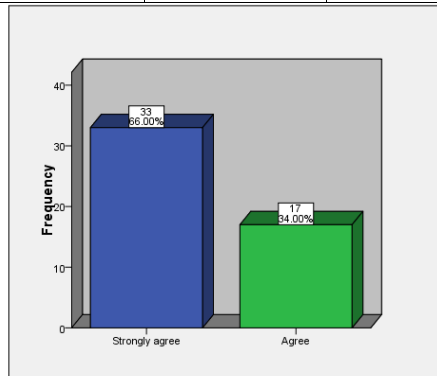
The result in table No. (4.18) shows that 66% of the teachers 'strongly disagree' and 44% of them 'agree' with the fact that classroom activities lead to a growth in self-awareness and in the understanding of others. On the other hand, no one of the teachers stands against this idea. Accordingly, implementing group and pair work empowers students' self-awareness

Table 4.19 Exerting less effort in group work classes.

	Frequency	Percent
Strongly agree	2	4.0
Agree	11	22.0
Not sure	1	2.0
Disagree	17	34.0
Strongly disagree	19	38.0
Total	**50**	**100.0**
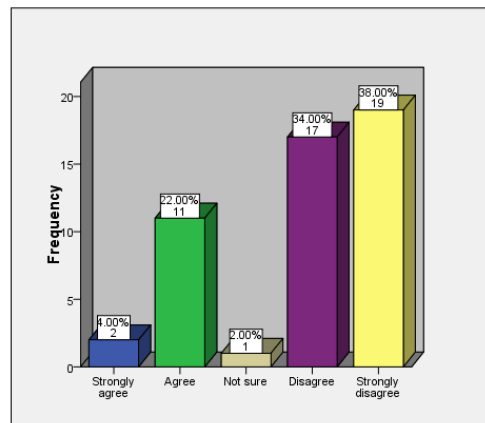
According to the table No. (4.19), out of 50 teachers, only 4% 'strongly agree' and 22% of the respondents 'agree' that the teacher needs less effort in group work classes. However, except for the 2% who remained uncertain, the majority of the teachers think that the opposite is true.

Table 4. 20 Rotating group leaders

	Frequency	Percent
Strongly agree	40	80.0
Agree	9	18.0
Disagree	1	2.0
Total	**50**	**100.0**
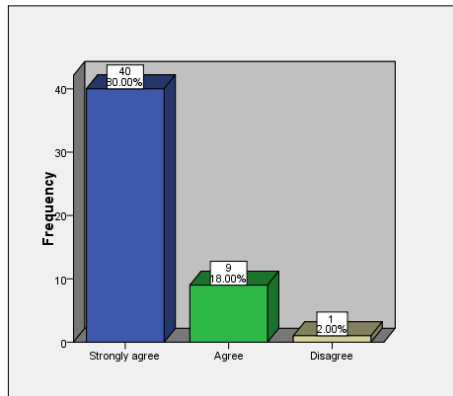
In table No. (4.20) the statement seeks to check whether or not rotating group leaders encourages all students to participate effectively. The resulting calculation shows that 80%'strongly agrees' and 18% 'agree' with the opinion, only 2% 'disagree' with it. This confirms that the majority of the teachers support implementing group work.

Table 4.21 Good lessons preparation is essential

	Frequency	Percent
Strongly agree	44	88.0
Agree	6	12.0
Total	**50**	**100.0**
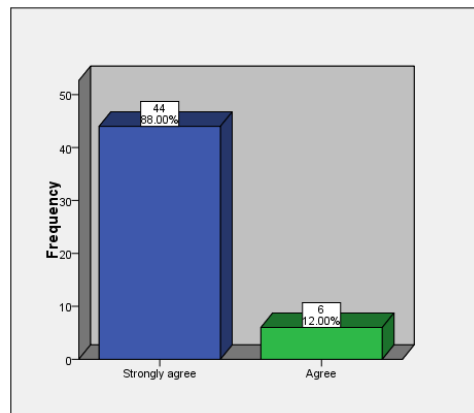
Table No. (4.21) shows that 88% of the teachers strongly agree, and 22% agree that good lessons preparation is an essential element in the learning process. Unexpectedly no one of the respondents expressed their disagreement with the above mentioned fact. It seems that teachers believe that students should prepare the lessons in advance.

Table 4.22 Competition makes students enthusiastic for group work.

	Frequency	Percent
Strongly agree	38	76.0
Agree	12	24.0
Total	**50**	**100.0**
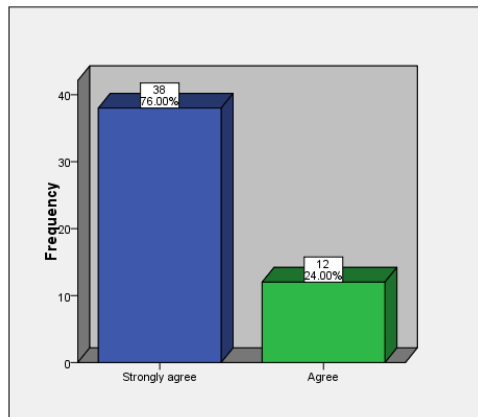
In table (4.22), most of the respondents (76%) strongly agree and (24%) agree that competition makes students enthusiastic for group work. No one of the teachers select the options against this idea. Therefore, it seems that teachers always tend to form students in group to make them feel enthusiastic.

Preparing

	Frequency	Percent
Strongly agree	2	4.0
Agree	10	20.0
Not sure	3	6.0
Disagree	28	56.0
Strongly disagree	7	14.0
Total	**50**	**100.0**

Table 4.23 groups
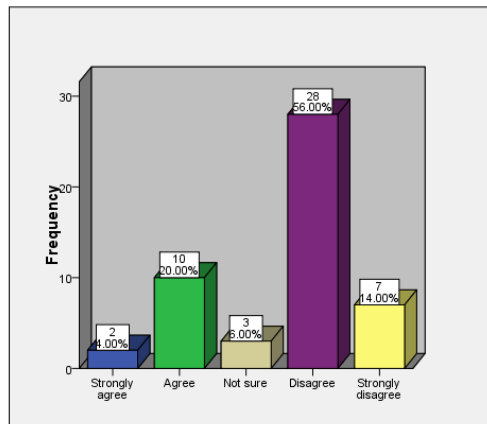
The table No. (4.23) provides information about the length of time required to make groups. The figures show that a few of the teachers agree or strongly agree or agree with the percntage of 20% and 4% of the respondents respectively. Only 6% were not sure. In contrast, the majority

were either disagree 14%or stronly disagree 56% that making groups needs longer time to prepare. The researcher can infer that time doen't affect making groups

Table 4.24 Distributing roles

	Frequency	**Percent**
Strongly agree	15	30.0
Agree	35	70.0
Total	**50**	**100.0**
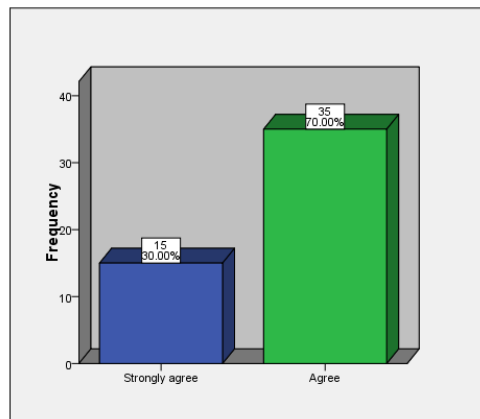
The table No. (4.24) confirms that 30% of the respondents are strongly agree and 30%of them agree that it is easy to distribute roles among students in group work which results in saving time. This is clearly apparent in the data. None of the population surveyed disagrees or

strongly disagrees with this fact. It is obvious that teachers who respond to the questions were LCA oriented.

Table 4.25 Feeling psychologically comfortable and secure.

	Frequency	Percent
Strongly agree	46	92.0
Agree	3	6.0
Not sure	1	2.0
Total	**50**	**100.0**
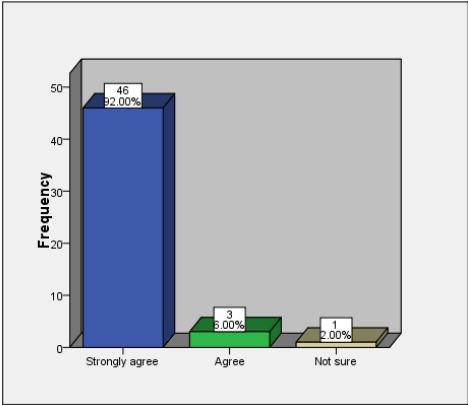
The table No. (4.25) explains that most of the respondents strongly agreed 96 % and a few of them agreed 6%, but only 2% of them were not sure,

that working together help students feel psychologically comfortable and secure. This is clearly apparent in the data. None of the teachers surveyed disagreed or strongly disagreed with this fact. In conclusion. All the teachers think that working in groups has a psychological effect on the students.

Table 4.26 Realistic assessment

	Frequency	**Percent**
Strongly agree	3	6.0
Agree	36	72.0
Not sure	8	16.0
Disagree	1	2.0
Strongly disagree	2	4.0
Total	**50**	**100.0**
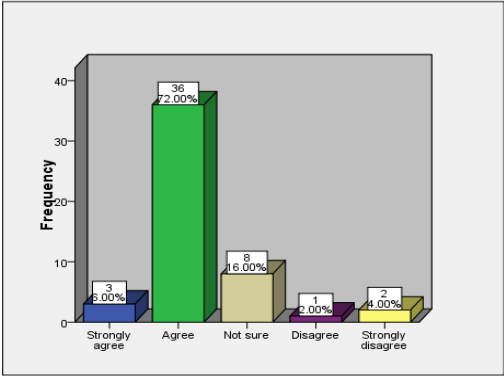
The table No. (4.26) illustrates that most of the respondents agreed 72strongly % , a few of them agreed 6%, and 8% of them were not sure,

that group work always makes assessment realistic. In contrast, a few the teachers disagreed 2%or strongly disagreed 4% with this fact. Statistically. Most of the teachers believe that the realistic assessment of the students obtained through group work.

Table 4.27 dominating the task in group work.

	Frequency	Percent
Strongly agree	2	4.0
Agree	4	8.0
Not sure	5	10.0
Disagree	6	12.0
Strongly disagree	33	66.0
Total	**50**	**100.0**
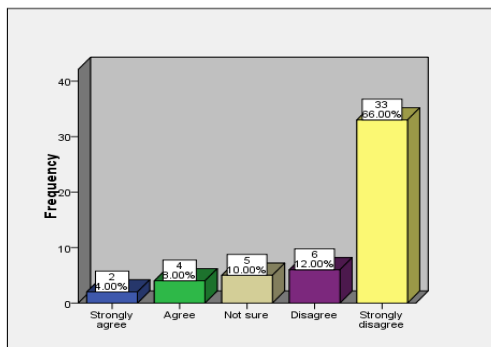
Regarding the statement that active students dominate the task in group work, there is a great gap   between the supporters 78% and opponents

12% which is clear in No.(4.27), and only 5 of teachers who represented 10% were unable to take a decicion of supporting which group they can support.

Table 4.28 Affecting class discipline

	Frequency	Percent
Strongly agree	16	32.0
Agree	27	54.0
Not sure	1	2.0
Disagree	3	6.0
Strongly disagree	3	6.0
Total	**50**	**100.0**
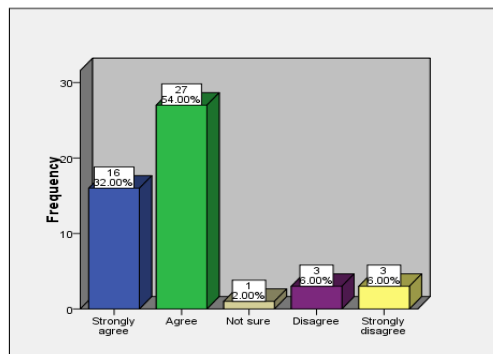
With reference to the table No. (4.28), it is noticeable that most of the responents support the idea that class discipline is not affected by group work. They represented a majority of 86% while only 12% opposed it. The percentage of those who were not sure of the idea was only 2%. Concequently, walking around the class monitoring and checking what are students doing can greatly help class discipline.

Table 4.29 Monitoring moving and listening to the language produced

	Frequency	Percent
Strongly agree	32	64.0
Agree	15	30.0
Not sure	3	6.0
Total	**50**	**100.0**
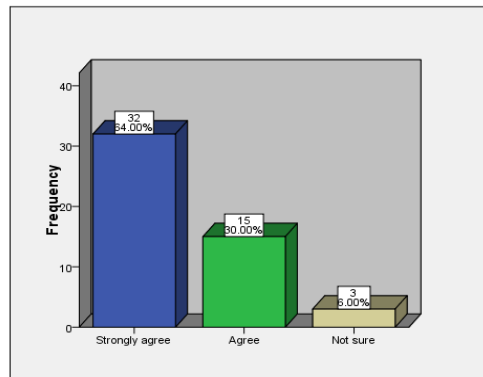
Respondents' consistent feeling toward monitoring, moving around the class and listening to the language which the students are producing.is clear in table No.(4.29). It shows that most of the teachers 94% voted in favor of this idea. Only 6% of the teacher were not sure to take a decisin, however, no one of the teachers voted against the idea. It is obvious that teachers play their role in the best way to make the class student-centered.

4.4   Data analysis:

Statistical methods used:

To achieve the objectives of the study and to verify the hypotheses, the use of statistical methods the following:

1. Graphic formats. 2. Frequency distribution of the answers.

3. The percentages. 4. Reliability test for phrases using the questionnaire (Cronbach's Alpha coefficient).

For accurate results as possible, it has been using statistical package SPSS (Statistical Package for Social Sciences, version 23).

The reliability of the data collection tool:

Persistence virtual reliability: to make sure the virtual stability of the questionnaire and the validity of its words in terms of drafting, and clarity, the researcher introduced a resolution on four referees, as has been to a statistical analyst and after the restoration of the questionnaire were made amendments according to proposals by the referees.

Cronbach's alpha:

Cronbach's alpha is a measure used to assess the reliability or internal consistency of a scale or test of items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency.

Cronbach's alpha method used for measuring the reliability of questionnaire as shown:

Table (4.30) reliability Statistics:

Questionnaire	N of Items	Cronbach's Alpha
Teachers	12	0.721
Students	17	0.895

Notes that the sincerity of the questionnaires are (72.1%, 89.5%) respectively for (teachers' and students') which were highly reliable that, if re-distribution of questionnaires to a similar sample could get the same results.

Table (4/31): frequency distribution of participant teachers according to their experi

Experience	Frequency	Percent
Less than 10 years	6	12.0
10-15 years	29	58.0
16-20 years	8	16.0
More than 20 years	7	14.0
Total	50	100.0
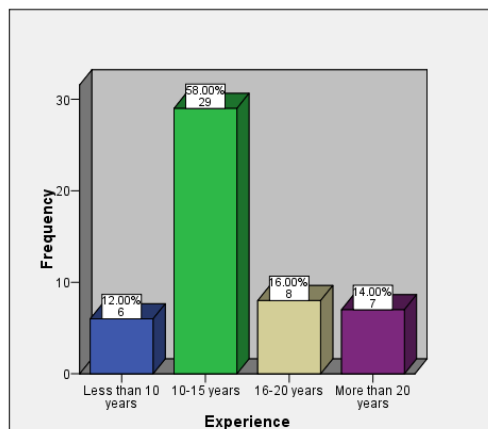
Figure (1): frequency distribution of participant teachers according to their experience

Table (4.31) and figure (1) above shown that the work experience for most (58%) of participants was 10-15 years, since for (16%) of them was 16-20 years and for (14%) of them was more than 20 years, while for (12%) of them was less than 10 years.

Table (4.32): The frequency distribution of teachers' attitude towards the effect of applying group and pair work on improving Secondary School Students' Performance in English Language:

Statement		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree	Total
Classroom activities lead to a growth in self-awareness and in the understanding of others.	Count	33	17	0	0	0	**50**
	Percentage	66.0%	34.0%	0.0%	0.0%	0.0%	**100.0%**
The teacher needs to exert less effort in group work classes.	Count	2	11	1	17	19	**50**
	Percentage	4.0%	22.0%	2.0%	34.0%	38.0%	**100.0%**
Rotating group leaders encourages all students to participate effectively.	Count	40	9	0	1	0	**50**
	Percentage	80.0%	18.0%	0.0%	2.0%	0.0%	**100.0%**
Good lessons preparation is an essential element in the learning process.	Count	44	6	0	0	0	**50**
	Percentage	88.0%	12.0%	0.0%	0.0%	0.0%	**100.0%**
Competition makes students enthusiastic for group work.	Count	38	12	0	0	0	**50**
	Percentage	76.0%	24.0%	0.0%	0.0%	0.0%	**100.0%**
Making groups requires longer time to prepare.	Count	2	10	3	28	7	**50**
	Percentage	4.0%	20.0%	6.0%	56.0%	14.0%	**100.0%**
In group work, it is easy to distribute roles.	Count	15	35	0	0	0	**50**
	Percentage	30.0%	70.0%	0.0%	0.0%	0.0%	**100.0%**
	Count	46	3	1	0	0	**50**

Working together help students feel psychologically comfortable and secure.	Percentage	92.0%	6.0%	2.0%	0.0%	0.0%	**100.0%**
Group work always makes assessment realistic.	Count	3	36	8	1	2	**50**
	Percentage	6.0%	72.0%	16.0%	2.0%	4.0%	**100.0%**
Active learners dominate the task in group work.	Count	2	4	5	6	33	**50**
	Percentage	4.0%	8.0%	10.0%	12.0%	66.0%	**100.0%**
Working in groups doesn't affect class discipline.	Count	16	27	1	3	3	**50**
	Percentage	32.0%	54.0%	2.0%	6.0%	6.0%	**100.0%**
Group work allows teachers to monitor, move around the class and really listen to the language they are producing.	Count	32	15	3	0	0	**50**
	Percentage	64.0%	30.0%	6.0%	0.0%	0.0%	**100.0%**

Table (4.32) shows that, all (100%) of participants agree or strongly agree that classroom activities lead to a growth in self-awareness and in the understanding of others, good lessons preparation is an essential element in the learning process, competition makes students enthusiastic for group work, and in group work, it is easy to distribute roles, since the majority of participants agree or strongly agree that rotating group leaders encourages all students to participate effectively (98%), working together help students feel psychologically comfortable and secure (98%) and it

doesn't affect class discipline (86%), and group work allows teachers to monitor, move around the class and really listen to the language they are producing (94%), while most of them disagree or strongly disagree that the teacher needs to exert less effort in group work classes (72%), making groups requires longer time to prepare (70%) or active learners dominate the task in group work (78%).

Table (4.33): The frequency distribution of students' attitude towards group work and student-centered activities:

Statement		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree	Total
Sharing ideas among students can be obtained through working in groups.	Count	104	41	6	0	0	**150**
	Percentage	68.90%	27.20%	4.0%	0.0%	0.0%	**100.0%**
Working in groups allows students to share and rotate leadership all the time.	Count	71	76	4	0	0	**150**
	Percentage	47.0%	50.30%	2.60%	0.0%	0.0%	**100.0%**
Group work enhances students' communicative abilities	Count	51	79	6	14	1	**150**
	Percentage	33.80%	52.30%	4.0%	9.30%	0.70%	**100.0%**
Working in groups makes students more creative.	Count	96	52	1	1	1	**150**
	Percentage	63.60%	34.40%	0.70%	0.70%	0.70%	**100.0%**
Group work is the primary part which prepares students to start individual activities.	Count	55	88	8	0	0	**150**
	Percentage	36.40%	58.30%	5.30%	0.0%	0.0%	**100.0%**

To make group work more efficient, students should learn how to take part in more effective discussions.	Count	67	68	16	0	0	**150**
	Percentage	44.40%	45.0%	10.60%	0.0%	0.0%	**100.0%**
Participation is appreciated and welcomed by teachers.	Count	126	25	0	0	0	**150**
	Percentage	83.40%	16.60%	0.0%	0.0%	0.0%	**100.0%**
When students make mistakes in group work, they don't feel shy.	Count	48	75	22	5	0	**150**
	Percentage	32.0%	50.0%	14.70%	3.30%	0.0%	**100.0%**
The friendly environment helps students to feel self-confident.	Count	31	114	5	1	0	**150**
	Percentage	20.50%	75.50%	3.30%	0.70%	0.0%	**100.0%**
Working in groups is interesting.	Count	108	31	9	3	0	**150**
	Percentage	71.50%	20.50%	6.0%	2.0%	0.0%	**100.0%**
Group work improves students' social life.	Count	61	56	24	6	3	**150**
	Percentage	40.70%	37.30%	16.0%	4.0%	2.0%	**100.0%**
	Count	49	67	7	28	0	**150**

Pair work gives everyone a chance to speak in non-threatening environment.	Percentage	32.50%	44.40%	4.60%	18.50%	0.0%	**100.0%**
Pair work activities encourage co-operation between students.	Count	104	36	10	0	0	**150**
	Percentage	69.30%	24.0%	6.70%	0.0%	0.0%	**100.0%**
Students become more active if they are involved in group work.	Count	95	36	19	0	0	**150**
	Percentage	63.30%	24.0%	12.70%	0.0%	0.0%	**100.0%**
Students share ideas with their peers which will have a positive effect of improving their public speaking skills	Count	144	2	5	0	0	**150**
	Percentage	95.40%	1.30%	3.30%	0.0%	0.0%	**100.0%**
Pair work seems to be a good idea because it increases the amount of student practice.	Count	146	2	3	0	0	**150**
	Percentage	96.70%	1.30%	2.0%	0.0%	0.0%	**100.0%**
	Count	147	0	3	0	0	**150**

When students participate effectively, this will lead to more fluency and self-confidence.	Percentage						
		98.0%	0.0%	2.0%	0.0%	0.0%	**100.0%**

Table (4.33) shows that, all (100%) of participants agree or strongly agree that participation is appreciated and welcomed by teachers, since the majority of them agree or strongly agree that sharing ideas among students can be obtained through working in groups (96%), which is interesting (92%), allows students to share and rotate leadership all the time (97.3%), enhances students' communicative abilities (86.1%) and makes students more creative (98%), as well as it is the primary part which prepares students to start individual activities (94.7%), and to make group work more efficient, students should learn how to take part in more effective discussions (89.4%), who become more active if they are involved in group work (87.3%), share ideas with their peers which will have a positive effect of improving their public speaking skills (96.7%) and when they make mistakes in group work, they don't feel shy (82%) and the friendly environment helps students to feel self-confident (96%), as well as pair work seems to be a good idea because it increases the amount of student practice (98%) and its activities encourage co-operation between students (93.3%), while the majority (98%) of them agree that when students participate effectively, this will lead to more fluency and self-confidence, whereas most of participants agree or strongly agree that group work improves students' social life (78%) and pair work gives everyone a chance to speak in non-threatening environment (76.9%).

.   **Table 4.34): Means, standard deviations and Chi-square test for of teachers' attitude towards the effect of applying group and pair work:**

| Statement | Mean | S.D. | Decision | Chi-square test | | Significance |
				D.F.	P- value	
Classroom activities lead to a growth in self-awareness and in the understanding of others.	1.34	0.479	Strongly agree	1	0.024	Sig.
The teacher needs to exert less effort in group work classes.	3.80	1.278	Disagree	4	0.000	Sig.
Rotating group leaders encourages all students to participate effectively.	1.24	0.555	Strongly agree	2	0.000	Sig.
Good lessons preparation is an essential element in the learning process.	1.12	0.328	Strongly agree	1	0.000	Sig.
Competition makes students enthusiastic for group work.	1.24	0.431	Strongly agree	1	0.000	Sig.
Making groups requires longer time to prepare.	3.56	1.091	Disagree	4	0.000	Sig.
In group work, it is easy to distribute roles.	1.70	0.463	Strongly agree	1	0.005	Sig.
Working together help students feel psychologically comfortable and secure.	1.10	0.364	Strongly agree	2	0.000	Sig.
Group work always makes assessment realistic.	2.26	0.777	Agree	4	0.000	Sig.
Active learners dominate the task in group work.	4.28	1.179	Disagree	4	0.000	Sig.
Working in groups doesn't affect class discipline.	2.00	1.069	Agree	4	0.000	Sig.
Group work allows teachers to monitor, move around the class and really listen to the language they are producing.	1.42	0.609	Strongly agree	2	0.000	Sig.

Notes from table (4.34) above the teachers strongly agree that classroom activities lead to a growth in self-awareness and in the understanding of others, rotating group leaders encourages all students to

participate effectively, good lessons preparation is an essential element in the learning process, competition makes students enthusiastic for group work, and in group work, it is easy to distribute roles, it helps students feel psychologically comfortable and secure and allows teachers to monitor, move around the class and really listen to the language they are producing, while they agree that group work always makes assessment realistic and doesn't affect class discipline, whereas they disagree that teacher needs to exert less effort in group work classes, making groups requires longer time to prepare, and active learners dominate the task in group work.

All standard deviations (S.D) were about (1) which indicate the homogeneity of participants' attitudes towards all statements, the probability values (P-values) for all statements are less than 0.05, indicating statistical significance of the effect of applying group and pair work on improving Secondary School Students' Performance in English Language.

Table (4.35): Means, standard deviations and Chi-square test for of students' attitude towards group work and student-centered activities:

Statement	Mean	S.D.	Decision	Chi-square test		Significance
				D.F.	P-value	
Sharing ideas among students can be obtained through working in groups.	1.35	0.556	Strongly agree	2	0.000	Sig.
Working in groups allows students to share and rotate leadership all the time.	1.56	0.549	Agree	2	0.000	Sig.
Group work enhances students' communicative abilities	1.91	0.897	Agree	4	0.000	Sig.
Working in groups makes students more creative.	1.40	0.613	Strongly agree	4	0.000	Sig.
Group work is the primary part which prepares students to start individual activities.	1.69	0.568	Strongly agree	2	0.000	Sig.
To make group work more efficient, students should learn how to take part in more effective discussions.	1.66	0.662	Strongly agree	2	0.000	Sig.
Participation is appreciated and welcomed by teachers.	1.17	0.373	Strongly agree	1	0.000	Sig.
When students make mistakes in group work, they don't feel shy.	1.89	0.770	Agree	3	0.000	Sig.
The friendly environment helps students to feel self-confident.	1.84	0.491	Agree	3	0.000	Sig.
Working in groups is interesting.	1.38	0.691	Strongly agree	3	0.000	Sig.

Group work improves students' social life.	1.89	0.949	Agree	4	0.000	Sig.
Pair work gives everyone a chance to speak in non-threatening environment.	2.09	1.054	Agree	3	0.000	Sig.
Pair work activities encourage co-operation between students.	1.37	0.608	Strongly agree	2	0.000	Sig.
Students become more active if they are involved in group work.	1.49	0.712	Strongly agree	2	0.000	Sig.
Students share ideas with their peers which will have a positive effect of improving their public speaking skills	1.08	0.375	Strongly agree	2	0.000	Sig.
Pair work seems to be a good idea because it increases the amount of student practice.	1.05	0.301	Strongly agree	2	0.000	Sig.
When students participate effectively, this will lead to more fluency and self-confidence.	1.04	0.281	Strongly agree	1	0.000	Sig.

Notes from table (4.35) above the students strongly agree that sharing ideas among students can be obtained through working in groups which is interesting and the primary part which prepares students to start individual activities and makes them more creative and if they are involved in, share ideas with their peers which will have a positive effect of improving their public speaking skills and would lead to more fluency and self-confidence when students participate effectively, moreover, to make group work more efficient, students should learn how to take part in more effective discussions, as well as participation is appreciated and welcomed by teachers, since pair work seems to be a good idea because it increases the amount of student practice and its activities encourage co-

operation between students, while the students agree that working in groups allows students to share and rotate leadership all the time and enhances students' communicative abilities and improves students' social life and students don't feel shy when they make mistakes in group work, whereas the friendly environment helps students to feel self-confident and pair work gives everyone a chance to speak in non-threatening environment.

All standard deviations (S.D) were about (1) or less, which indicate the homogeneity of participants' attitudes towards all statements, the probability values (P-values) for all statements are less than 0.05, indicating statistical significance for the importance of group work and student-centered activities.

<div align="center">**Interviewers' replies to questions**</div>

4.4.1 Question one:-

1. Yes, of course. This approach gives students a chance to discover knowledge and figure things out on their own. This may take longer to get to the final goal. However, students are expected to gain more along the journey.
2. Pair and group work is meant to maximize students talking time by allowing them to use language with their peers as well as with the teacher. Thus, when working in a group students get to use authentic language and feedback.
3. I do agree it gives learners more speaking time and change the pace of the lesson.
4. I agree, because it gives student chance for competition.
5. Yes, because it gives learners more speaking time and changes the pace of the lesson. It also teaches them how to lead and be led by someone other than the teacher.
6. Students acquire and further develop motivation and good preparation. These skills build students' connectivity. Pair or group work also help students develop good communication skills and interpersonal communication relationships.
7. Of course it contributes to the environment of the students. Students learn from each other.
8. Yes, because it creates an interactive environment that ont only helps improve knowledge but also reinforces learning.
9. To some extent especially with adults who know the benefits of learning a new language.
10. I completely agree because it supports the students' role and allow them to share information

4.4.2 Question Two:

1. The teacher is more of a facilitator and a guide than an instructor or a leader. He/ She is expected to point out important points on the educational journey of the learners. They, undoubtedly, help students move in the right direction as they explore and motivate their own learning.
2. Although LCA is meant to promote the students autonomy in taking ownership of their own learning, the teacher's role remains central and core to any activity conducted in the class by organizing, overseeing, and providing feedback and/or intervention when needed.
3. It takes the spotlight off/on and puts it onto the children learner.
4. Yes, I think teachers play an important role in the learning process.
5. I think that English language teachers play an important role in implementing LCA in their lessons because it can make students use their tools to communicate and create a safe environment. In addition, the teacher's role emphasizes responsibility between students.

Teacher's role:

- Encourage and accept students' autonomy.

- Create a comfortable atmosphere for students' expression.

- Teachers are guides, coaches or facilitators.

- Teachers are partners not enforcers.

- Teachers shift from lecturing to assessing.

6. Yes I think so. Because this fan make students use their tools to communicate and create a safe environment. Also the teacher's role is to emphasize responsibilities between the students.
7. Teachers can apply the latest learning styles and teaching strategies.
8. I think they facilitate and help students do some sets of activities.
9. Yes, because the teacher is the main leader in the learning process.
10. Yes, because the teacher is considered to be the organizer of the learning process.

4.4.3 Question three:

1. Yes. It is high time for the students to become active participants in the educational journey instead of being just passive recipients.
2. Encouraging and promoting pair and group work is essential especially in an environment when English is a second or foreign language. This way students will get to use the language more, which is the main reason of learning a language, and the end result will be better competence and performance.
3. It allows them to mix with everyone in the group. It teaches them how to lead and be led by someone.
4. Sure, I agree because pair work encourage learners to take part in a cooperative way.
5. I agree. Because it is the best collaborative learning where the students can solve more complex problems together not something like straight forward worksheet.
6. Yes

- Student talk ST is raised while teacher talk TT is lowered.

- Students feel less nervous ' anxiety is lowered'.

- Motivation, autonomy and enjoyment can increase.

- Learning outcomes are achieved.

7. Sure. They have to do so to get the required outcomes.
8. I agree, some of those who are unskilled can gain knowledge and skills from their best classmates,
9. It depends on the situation and type of learners.
10. Yes because pair and group work help all the students in the class to be involved in the leaning process.

4.4.4 Question four:

1. Teacher may hinder a variety of problems. These problems include class management, meeting diverse student needs, dealing with big classroom sizes and technological advances. In such areas teachers are formally held accountable.
2. There are many problems affecting the implementation of LCA in the classroom ranging from behavior or discipline to students resorting to their mother tongue when a pair or group activity is in progress.
3. Teachers may lose control of the class. He/she may not listen to everyone at one and hear what they are saying.
4. One of these problems is that some learners are reluctant to this approach.
5. The problems are: dominant students, weak students, non-collaborative students and big classes.
6. Some students may their native language to negotiate meaning. Therefore, these students tarnish and destroy the good image of LCA.

   - If the class is not controlled by the teacher, it may all collapse.

7. The number of the students inside the classroom.
8. a- Individual differences between students,

   b- The number of the students.

9. The main problem of applying LCA is the lack of modern teaching aids and technology.
10. I think lack of facilities and teaching aids affect the implementation of this approach.

4.4.5 Question five:

1- Formerly, classrooms completely depended on the teacher. He/ She was there to offer what he or she knew, and it was up to the student to make the most of it. Nowadays, though, the situation is different. Educationalists think that student centered classrooms make a better and more effective learning environment for students.

2- It obviously true that a student centered classroom allows student to use the language more resulting in an overall better performance. As for the teacher, it also allows for a better class and time management especially when the many students in the class. The teacher can then break down his/her classroom into smaller and easily managed groups.

3- It gives learners more time to practice the language and makes them free to use the language in a normal atmosphere.

4- This shift is very important, it gives learners more practice.

5- It is more effective and the students are expected to choose how and why they want to learn that way.

6- Learning outcomes are the first and most important component under LCA.

- Students are part and parcel of the learning process. Student centered classrooms are more flexible, giving room to the teacher to freely move and check students' performance.
- - Students exchange information and negotiate meaning without the interference of the teacher. This builds more autonomy and confidence on students.

7- A teacher should apply different approaches according to the students' needs.

8- It helps them to depend on themselves in learning and gaining knowledge and skills.

9- I think it is point of view, some learning leaders want to apply it in ant situation for their benefits.

10- Because this will help the students to be leaders, they will also encourage co-operation between them.

4.5 Interview Analyses

As for the first question, all of the interviewers do agree pair and group work improve students' performance as it helps them to be leaders, share information and take part in discussions. .

The second question result shows that most of the interviewers do agree, whereas very few who were neutral to some extent. Interviewers think that the teacher plays an important role in applying this approach.

The third question seeks the reasons why teachers have to encourage pair and group work, they agreed because it helps students learn independently and share information and knowledge from their peers.

The fourth question tries to find the problems that hider the implementation of the LCA. All of the respondents went for the facilities and the teaching aids as well as the big numbers of students in the class.

4.6 Verification of the Study Hypotheses:

The study hypotheses were tested finding the means and standard deviations of each statement, depending on five-point Likert scale (strongly agree, agreed, neutral, disagree, and strongly disagree).

To find the means, the value of each answer is given as follows:

Means (1.0 – 1.80) for strongly agree "1".

Means (1.81-2.60) for agree "2"

Means (2.61-3.40) for not sure "3"

Means (3.41-4.20) for disagree "4"

Means (4.21-5) for strongly disagree "5"

• The standard deviation of all statements has also been calculated to determine the degree of homogeneity of respondents to the particular clauses, the less the standard deviation is the more homogeneity of the respondents' attitudes.

• The homogeneity of responses of the respondents does not indicate that all the respondents are in the same degree of agreement on the hypotheses, but there could be dissenting opinions, so the differences between the responses of the respondents can be tested using (Chi-square test), comparing the significance level (Sig.) of the test (Chi-square) with a significance level of (0.05), and hence if Sig. is less than (0.05), that indicates there are significant differences

1-   Using (LCA) improves the students' performance greatly
The interview analysis confirms this hypothesis it shows that all the teachers agree on that great improvement on students' performance occurred when applying LCA, in addition, it helps them gain confidence as

well as other life skills such leadership and social work participation This can assist students to think in target language consequently they can produce proper English without feeling ahy or embarrassed,

2- LCA) can contribute in developing the school environment, reinforcing the students' performance.

The analysis of the interview confirms that LCA has significant contribution in developing school environment most of the teachers went for the fact that students get the most benefit from applying LCA. This reflects on the improvement of their performance and behavior as they study in a friendly environment.

3- English language teachers, headmasters and supervisors in Sudan do not hold positive attitudes towards the student-centered learning approach.

The interview analysis confirms this hypothesis, as all the students help positive attitude towards using this approach in their classes.

4- Big classes lack of teachers' training and the type of curriculum might obstruct the implementation of applying LCA.

As for the last hypothesis some of the interviewers believe that big classes is a problem, but no one of the interviewers mention the curriculum as a problem; on the other hand, some of them speaks about the teaching aids and the facilities. Finally, the researcher thinks that teachers present good views in their

Replying to the interview questions.

Summary of the chapter:

To sum up, this chapter has analyzed the teachers' and students' questionnaire, and the teachers' interview 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 and the teachers' interview. It has also discussed these results of the data analyzed. The findings showed that both teachers and students hold positive attitude towards this approach and teachers believe that it is very important to shift from teacher-centered class to students-centered class.

Chapter Five

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5-1 Introduction:

This study investigates the effect of using learner-centered approach (LCA) on improving secondary school students' performance in English Language.. In this research, the researcher is trying to reveal the effect of using group work through a questionnaire. Teachers' questionnaire distributed to 50 secondary school teachers of English language at secondary schools in Khartoum Locality. This study conducted in a manner that protects the confidentiality of the participants. The instrument used in this study was a questionnaire administered in paper and pencil form. Survey items were developed based on an extensive literature review as well as querying participants using an exploratory questionnaire. The study gathered quantitative data to answer the research questions. This chapter concludes the study besides, containing the findings of the research, recommendations and suggestions for further study. Finally, there is a summary of the chapter.

5-2 Conclusions:

The results of this study reveals that all of the teachers agree that classroom activities lead to a growth in self-awareness and in the understanding of others. In addition to that, they agree that good lesson preparation is an essential element in the learning process. In contrast, 72% of the teachers disagree that they need to exert less effort in group work classes. It can be understood that almost all of the teachers agree that rotating group leaders encourages all students to participate

effectively. The results show that competition makes students enthusiastic for group work. About 70% of the respondents disagree that making groups requires a longer time to prepare. The results also show that 100 % of the respondents agree that it is easy to distribute roles in group work. A great number of the respondents, about 98% agree that working together helps students feel psychologically comfortable and secure, whereas 88% of the respondents disagree that active learners dominate the task in group work. As for the teachers and their role in monitoring, moving around the class and really listening to the language the students are producing, it was 98% of them who agreed.

Through the study, the researcher has come out with the following conclusions: The findings agree with the related literature review about working together when Watcyn-Jones (2002:9) states that the advantages of pair work are summarized in the points below:

- Pair work gives everyone a chance to speak in a non-threatening environment.
- Pair-work activities are students-centered rather than teacher centered."
  1. The language produced during pair work is generally more natural and authentic than in teacher-led sessions.
- Pair work activities encourage co-operation between students since, in order to
  complete a task successfully, they have to work together and help create a very positive learning atmosphere in class
- Many pair work activities are a lot more fun to do than more traditional exercises.

- Pair work is dynamic and active. Learning cannot really take place unless the students are actively involved in the process.
- Finally, PW Watcyn-Jones (2002:9) states that pair work gives teachers a break from being the center of attention, from having to 'perform', be dynamic, interesting, and so on. Instead, the teacher can stand back, listen more actively and think up strategies for helping the students increase their knowledge and confidence.
- It allows the teacher to monitor, move around the class and really listen to the language they are producing.
- Byrne (1989:31) notes that pair work gives students a sense of achievement when reaching a team goal.

5-3   Main Findings of the Study:

This study tried to investigate the effect of using learner-centered approach (LCA) on improving secondary school students' performance in English Language at secondary schools and universities in Sudan

In investigating the problem of the research, the following questions were raised:

1. What is the effect of applying (LCA) on the performance of secondary school students in English language?
2. Why there should be a shift from teacher-centered to student-centered classroom?
3. What attitude do English language teachers, supervisors and school administrators hold about adopting group work in classes?
4. What are the problems that might hinder teachers from applying (LCA)?

5-4 Recommendations:

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

1. This study focused on some schools in Khartoum Locality, further studies for future research could have more schools from Khartoum State to have a large number of subjects.
2. The study concerns secondary school students, further research should be concerned with students at primary schools, too.
3. Teachers have to encourage students to work in groups and pairs by making competitions between the groups.
4. Government of the Sudan should train teachers to implement this approach and to deal with the problems that may arise. Problems are such as:

A- How to deal with crowded classrooms in terms of keeping track of all the students.
B- Having the students talk softly and still hearing one another.
C- Being near from all the students to overhear them while walking around.
D-   Dealing with small classrooms by avoiding being part of the groups as students in small classes try to be teacher-dependent.
E- How to deal with mixed-ability classes by changing the seating plan every now and then so that factors can share ideas. Moreover, when and how to switching from a method to another to meet different personalities, different ages, and different learning styles.

5-5 Suggestions for Further Studies:

According to the research conclusions, researchers in the future:-

1- Should focus on some schools in Khartoum Locality, further studies for future research could have more schools from Khartoum State to have a large number of subjects.
2- The study concerns secondary school students, further research should be concerned with students at primary schools, too.
3- Should select a larger population and sample size in order to get accurate findings.
4- 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 effect on improving English Language performance at 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.

Summary of the chapter:

To sum up, this chapter deals with the study findings and results. Moreover, it gives the conclusions of the whole research. Finally, it gives suggestion and recommendations for further studies.

References

Baars, B. J. (1988). A cognitive theory of consciousness. Cambridge: Cambridge University Press.

Barkely, E.F., Cross, K.P. & Howell Major, C. (2005). Collaborative learning techniques: A handbook for college faculty. San Francisco: Jossey-Bass.

Blumberg, P (2009) "*Developing Learner-Centered Teaching*"(Jossy-Bass)

Brown H.D.1994 *Teaching by Principles:* An Interactive Approach to Language Pedagogy. Englewood Cliff, N.J.: Printice Hall

Bruffee, K.A. (1998). Collaborative learning: Higher education, interdependence, and the authority of knowledge. Baltimore: The Johns Hopkins University Press.

Burnard (1999), *Experiential Learning: Theoretical Underpinnings,*Colorado State University Fort Collins, Colorado 80523

Byrne, D. (1989,)*Techniques of Classroom Interaction.*Longman Group UK   Limited,

Crookall, D., &Reitzel, A.C. (1991). *Dealing with anxiety*: Some practical activities for language learners and teacher trainees. In E.K. Horwitz& D.J. Young (Eds.), Language anxiety: From theory and research to classroom implications. Englewood Cliffs, NJ: Prentice Hall.

Cornelius-White, J. H. D. (2006). *A learner's guide to person‑centered education*. The Person-Centered Journal, 13, 38-43.

Davis, B.G. (2009). Tools for teaching (2nd ed). (pp. 190-221). San Francisco: Jossey-Bass.

Edge, J. Mistakes and Correction. Longman Group UK Limited, 1989

Gardner, R.C. (1988). The Socio-educational Model of Second-language Learning:

Assumptions, Findings, and Issues. Language Learning, 38, 101-126.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., &Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. British Journal of Educational Psychology, 80(4), 711–735.

Harmer, Jeremy (2007). *How to teach English*. Pearson Longman.

Hadfield, J. Classroom Dynamics. Oxford University Press, 1992

Jabbour, K. K. (2013) "*Issues that restrain teachers from adapting student-centered instruction in Lebanese school"*Unpublished Lebanese University

JereBrophy(2010) "*Motivating Students to learn*" Taylor & Francis

Julian Edge (1989) *"Mistakes and Correction"* Longman: London

Kornell, N., & Bjork, R. A. (2007). *The promise and perils of self-regulated study. Psychonomic Bulletin & Review,*

Kinsella, K. 1993. *Designing Group work that supports and enhances diverse classwork styles.*TESOL Journal. 6/1: 22-27.

Kohn, A. (1986). *The case against competition.* New York: Houghton Mifflin.

Kostos, C. (2006). Learning in the knowledge age, where the individual is at the centre of learning strategy and organisational success. Australian Journal of Adult Learning. 46(1), 75-83.

Lee, S. (2006). *The learner-centered paradigm of instruction and training*. TechTrends. 50(2), 22.

Leo Jones(2007)"*The Student-Centered Classroom*. "Cambridge University Press

Lewis, M.; Hill, J. Practical Techniques for Language Teaching. London: CommercialColour Press Plc, 1992

Matsau , 'Mamonaheng Amelia (2007)", *Investigating the learner-centered approach in language teaching in Lesotho*", Victoria University

McCollom, M.(1990b) "Group formation: boundaries, leadership and culture. In Groups in Context: A new perspective on Groups Dynamic. Addison-Wesley, Reading, MA.

Michaelson, L. K., Knight, A. B., & Fink, L. D. (2004). *Team-Based Learning*: A Transformative Use of Small Groups in College Teaching. Sterling, VA: Stylus Publishing.

Napoli, R.D. (2004).*Student-centered Learning*:Educational Initiative Centre, University of Westminster (2004)

PAWLAK, Miroslaw, (2012). *Error correction practice of Polish and American teachers*. StudiaAnglicaPosnaniensia.

Richard M. Felder& Rebecca Brent, (2013),"*Understanding Student Differences*",Journal of Engineering Education

Robinson,P.(2003).Attention and memory during SLA. In C. J. Doughty & M. H.

Rose Senior (2006) *English Teaching Professional* • Issue 46 September

Long (Eds.), The handbook of second language acquisition (pp. 631---678). Malden, MA Blackwell.

Rodolfo P. Ang. Dr. Ma. Celeste T. Gonzalez, Dr. Ma Emma Concepcion DrLiwag,

Dr. Benilda S. Santos, and Dr. Catherine P. Veisto Yu (2001) "*Elements of Student-Centered Learning*" (Published and exclusively distributed by the OFFICE OF RESEARCH AND PUBLICATIONS) Loyola Schools, Ateneo de Manila University

Scrivener, J. 2005 *Learning Teaching* 2[nd]edn Heinemann

Shooley, H. (2012)"*Student-centered learning in the Elementary Classroom 1*" (HEATHER SCHOOLEY SPRING 2012 A thesis submitted in partial fulfillment of the requirements for a baccalaureate degree in Elementary Education) pp. 6-7.The Pennsylvania State University Schreyer Honors College

Suleiman , A. I. A. (2012),"*Problems and Barriers Facing English Language Teachers in Applying the Learner-Centered Approach*",

Unpublished M.A thesis, Omdurman Islamic University, Faculty of Education.

Taylor P, G,(2000),*Changing expectations: Preparing students for flexible learning,*

International Journal for Academic Development. Volume 5. 2000 – Issue 2

Terry Dayole (2008). *Helping Students Learn in a Learner-centered Environment*.

Stylus Publishing, LLC

Vest A. L, (2010*), Outstanding Teachers and learner-centered Teaching Practices at a Private Library Arts,* Unpublished PHD *thesis*, University of Arizona

Watcyn-Jones, P.; Howard-Williams, D. Pair Work 1. Penguin Books, 2002

Weimer, M. (2002) "*Learner-Centered Teaching*" (Jossey-Bass A Wily Company San Francisco)

Appendices

Appendix (1)

Questionnaire

The following statements are about pair work, 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-	Sharing ideas among students achieved through working in groups.					
2-	Working in groups allows students to share and rotate leadership all the time.					
3-	Group work enhances students' communicative abilities.					
4-	Working in groups makes students more creative.					
5-	Group work is the initial part which prepares students to start individual activities.					

6-	To make group work more efficient students should learn how to take part in serious discussions					
7-	.Participation is appreciated and welcomed by teachers.					
8-	When students make mistakes in group work, they don't feel shy.					
9-	The friendly environment helps students to feel self-confident. .					
10-	Working in groups is interesting.					
11-	Group work improves students' social life.					
12-	Pair work gives everyone a chance to speak in non-threatening environment.					
13	Pair work activities encourage co-operation between students.					
14-	Students are more active in group working than on their own.					

15-	when students teach their peers, it will have a positive effect of improving their public speaking skills					
16-	Pair work seems to be a good idea because it immediately increases the amount of student practice.					
17-	When students participate effectively, this will lead to more fluency and confidence.					

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-	Classroom activities lead to a growth in self-awareness and in the understanding of others.					
2-	The teacher needs to exert less effort in group work classes.					
3-	Rotating group leaders encourages all students to participate effectively.					
4-	Good lessons preparation is an essential element in the learning process.					
5-	Competition makes students enthusiastic for group work.					

6-	Making groups requires longer time to prepare.				
7-	In group work, it is easy to distribute roles.				
8-	Working together help students feel psychologically comfortable and secure.				
9-	Group work always makes assessment realistic.				
11-	Working in groups doesn't affect class discipline.				
12-	Group work allows teachers to monitor, move around the class and really listen to the language they are producing.				

Appendix 3

Dear teachers,

The main purpose of this interview is to collect data about your beliefs concerning the effect of applying group and pair work on improving Secondary School Students' Performance in English Language. This interview is only for academic purposes and your help is appreciated. Please answer the following questions in details as carefully and honestly as possible. This is a survey asking for your opinion. The interview is designed to be used as data collection tool for Ph.D. degree in applied linguistics. Participating in this interview study means that you contribute in completing this study.

The title of the study:

The Effect of Using Learner-Centered Approach (LCA) on Improving Secondary School Students' Performance in English Language.

Thank you for your cooperation.

Yours sincerely,

Sulaiman Mohammed Nour Alsiddiq

PhD Candidate, Sudan University of Science and Technology

Email- sulimannour@directenglish.com.sa

Phone # 00966507138757

Participant' name   Signature   Date

…………………   ……………..

Please answer the following questions in detail:

- Applying group and pair work improve Students' Performance in English Language. What do you think?

  _____
  _____
  _____

- What is your opinion about the English Language teachers' role in implementing learner-centered approach in their classes?

  _____
  _____
  _____

- Why do or don't English teachers have to encourage learners to use air and group work?

  _____

  _____

- What are the problems that might hinder teachers from applying (LCA)?

  _____
  _____
  _____

- Why there should be a shift from teacher-centered to student-centered lassroom?

_____

_____

_____

This interview was refereed by:

1. Prof. Abdullah Yasin Abdullah (Sust)
2. Prof. Fawzyeltayebyousif (king Khalid University)
3. Dr. FaizHamari (king Faisal University)
4. Babker Siddig (data analyst) (University of Khartoum)
5. Dr. / Noah Al-Qazawy - Associate Professor of English Literature