



# The impact of student - centered instruction Approach on students' speaking proficiency at SJAU Kunar

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**Abstract:** In this research, we present the role of Students-Centered Instruction approach in enhancing students' speaking proficiency. We aim to explore the effects of using this technique in improving and developing learners' speaking proficiency. Throughout this work, we also intend to show the importance of using this technique with second year students of English department at Said Jamaluddin Afghani University. It investigates the role of SCI approach and its positive influence on students' speaking proficiency. Its aim is to guide the learners to be more motivated in the classroom. Thus, we hypothesize that if the teachers apply the SCI principles and techniques, it would result in developing the learners' speaking production. In addition, we aim to show the different activities that can enhance and motivate the learners. In this study, our work is based on a questionnaire for the students to collect data which show that the SCI approach is the very effective technique to develop students' speaking proficiency.

**Key words:** SCI, proficiency, students, speaking, ability.

## 1 INTRODUCTION

The current research in education focuses on exploring various approaches, methods, and techniques because of the lack of teaching improvements. These methods of instruction, for the most part, come together around either teacher-led or Student-Centered (or Learner-Centered) approaches. In this chapter, we are going to approach Learner-Centered Instruction as a general method that can be applied successfully in the teaching-learning-process. First, we will present a definition of Learner-Centered Instruction. Then, we will give an overview on Learner-Centered Instruction vis-à-vis SLA theories. In the following point, we will introduce the activities of LCI and their application in the language classrooms, in addition to some characteristics that are going to be explained as well as some additional benefits of LCI. We conclude the chapter by proposing some learners' as well as some teacher's roles.

## 2 DEFINITION OF STUDENT-CENTERED INSTRUCTION

Over the past century, society has required schools to prepare students for an increasingly complex set of social and economic realities. In response to these changing educational conditions, educators and researchers have developed new approaches to the systematic provisioning of learning. One line of inquiry and theory sought to develop an approach that provides an active, individualized, and engaged the learning experience: an experience which the teacher facilitates, but does not dominate.

One of the most popular descriptors of this approach is Student-Centered learning (Christensen, 2008). Namely, SCI approach is an accepted technique that improves and motivates students. Student-Centered Instruction is a teaching idea that can replace many traditional teaching challenges. Student-Centered learning is the view that couples a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners) (McCombs and Whisler 1997, p. 9).

In other words, this approach focuses on the learners' needs, and the students are responsible for doing everything, whereas the teacher is just a guider or a facilitator. Moreover, learning becomes important when topics are related to the students' lives, needs, and interests. Therefore, Student-Centered environment depends on the students' background and their experiences.

Student-centered instruction (SCI) is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively.

The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.

Student-centered learning can also be viewed from the perspective of an influential report from the National Research Council (1999) that synthesized research on learning and recommended organizing learning environments around four foci: knowledge-centered, learner-centered, assessment-centered, and community-centered. Knowledge-centered learning approaches grow out of the research on novices and experts that has revealed that experts have organized their knowledge very differently than novices.

So knowledge-centered learning stresses learners developing their knowledge to facilitate transfer of their learning to new contexts and application of their learning to open-ended challenges such as problem-solving, critical thinking, and design. In a learner-centered learning environment, McCombs and Whistler (1997) state that —learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

Learner-centered learning environments recognize that the prior knowledge of learners powerfully influences future learning and thus attempt to build on prior knowledge. Assessment-centered learning environments provide opportunities for feedback and improvement throughout the learning process leading to evaluation and judgment at the end of the learning process.

### 3 CLASSROOM ACTIVITIES OF SCI

Teachers should support learners by allowing them to discover their experiences. They also need to know the situations through which learners becomes actively engaged with the lesson. Then, they have to manipulate different materials that can be more effective. For instance:

#### 3.1 *Jigsaw Activities*

It is one of the cooperative learning activities that are based on the information gap. In which the teacher divides the students or the class into groups. Each group has pieces of information that are needed to complete the whole activity. The practice must be completed by the members of the entire group. For example, the teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest.

The teacher prepares three different listening tasks, one focusing on each of the three speakers" points of view. Students are divided into three groups and each group listens and takes notes on one of the three speakers" opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now play the role of using the information they obtained (Richards, 2006, p.19). In order to finish these kinds of activities, the learners must use their own language meaningfully under the supervision or the facilitation of the teacher.

#### 3.2 *Reasoning-Gap Activities*

These are done by obtaining new information from one and another are already known through inference and practical reasoning. For example "working out a teacher's timetable on the basis of given class timetables"(Richards, 2006, p.19). This activity is very important because it increases the ability of conveying information by using reason and logic to find the solution for the problem.

#### 3.3 *Number Heads Together*

The teacher divides the class into groups .one group contains four students each member is given a number 1, 2, 3, 4.All the groups work together in order to answer the question orally that is given by the monitor. The teacher calls out for example number three and each one numbered three from different groups is asked to give the answer (Kagan, 1994).This activity encourage students to motivate and learn easily.

### 3.4 Games and Debates

Langran and Purcell (1994) argue that using games to support language learning is vital as learners get a real chance to speak and be creative. In some cases, games are used as an icebreaker in order to loosen the barriers that can exist in a group or class. Games involve using a variety of communication skills to convey feelings, attitudes and expressions. Games can therefore encourage involvement and participation from learners. It is also observed that language games encourage repetition which is very important in language learning (p.9-10). In other words, games motivate students and give them a chance to be creative. Besides, it develops the integration between students in order to improve the communicative skills.

## 4 SPEAKING PROFICIENCY

**Definition:** English as a foreign language (EFL) requires students to learn the four skills: writing, reading, listening and speaking. This later, which aims at developing learners' abilities in producing oral discourses, has different meanings according to each teacher's or author's point of view. According to Bygate (1987, p.5), the term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation. In addition to the previous definitions, Hedge (2000, p. 261) considers speaking as, "a skill by which they [people] are judged while first impressions are being formed." It means that speaking is important skill in learning a foreign language because it reflects peoples' thought and opinions.

According to Oxford pocket dictionary speaking is "the action of covering information or expressing one's feeling in speech" whereas, according to Baker and Watsrup (2003) speaking is "using language for purpose" (p.7). Moreover, speaking can also be defined as the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998, p.13). From all those definitions, we deduce that speaking is the expression of thoughts and feelings through the use of verbal and non- verbal symbols of language.

## 5 ACTIVITIES USED TO TEACH SPEAKING PROFICIENCY

According to Hyriye Kayi there are many activities used in teaching the speaking skill and these are some of them:

### 5.1 Discussion Activities

After doing the course, the teacher asks students to discuss what they grasped from it. This discussion will allow the learners to come up with a conclusion and exchange ideas about an event. Discussion is an activity which is set by the teacher in the classroom and it will develop the students' capacity of critical thinking in the classroom or outside it.

### 5.2 *Role playing*

It is another activity which can help to develop the students' ability of speaking. In this activity, the teacher gives the students the information which is needed to play as a real social context. For example, "you are David, you go to the doctor and tell him what happened last night" (Harmer, 1991). Therefore, role play will develop the students' self-confidence".

### 5.3 *Information gap*

It is one of the LCI activities which develop the students speaking skill. This practice imposes that students should work in pairs. Each student in the pairs has different information from the other. The activity will be completed unless the learners share the information. Thus, all students will have the opportunity to talk in the target language.

### 5.4 *Brainstorming*

It is an activity in which students produce ideas individually or in groups depending on the context. It is a useful practice in which students are not criticized.

### 5.5 *Storytelling*

The teacher tells the students a story. Then, they will be asked to give a small summary about it. Also, students can create their own story and tell it to their classmates. This will develop between them creative thinking.

### 5.6 *Interviews*

When selecting topics, students conduct interviews with various people. They will use their own questions. It will develop their speaking capacity and their social interaction.

## 6 STUDENT - CENTERED LEARNING APPROACH IN TEACHING SPEAKING

Speaking is the most fundamental for language skill. Poonpon (2017) studying English does not only mean focusing on syntactic accuracy or grammar. Instead, it means giving opportunities to learners to use English in real life contexts. Furthermore, Brown (2007) defined speaking as a process that implies meaning, interaction and therefore communication. The context takes an important role in the interchange since it helps the participants understand the message by paying attention to the physical environment, the purpose and the experiences that people possess.

Hasan (2014) found that student had perception that learning speaking was hard because the process was presented in an old way. Hence, the teachers used traditional approach that focused on grammar, vocabulary rather than communication. In other words, students were not involved in authentic communicative tasks.

In order to solve this problem, SCL was the best approach to be used from the need of establishing and low threat environment, essential for mastering the full range of discourse needed for spontaneous communication.

## 7 RESEARCH OBJECTIVES

This micro research aims at investigating the role of the student-centered learning (SCL) to improving the EFL students' speaking proficiency in SJAU.



## 8 PROBLEM STATEMENT

The main problematic of this work is that students are unable to use the target language in communication; it implies that there are many causes behind this problematic. For examples, the traditional way of teaching that is followed by teachers to teach speaking proficiency.

## 9 HYPOTHESIS

We hypothesize that: In English as a foreign language, if the teacher applies the student-Centered Instruction approach, this will have strong impact on students' speaking proficiency.

## 10 LITERATURE REVIEW

Teacher-centered instructional approach has been dominant in higher education for years (Lak, Soleimani, & Parvaneh, 2017). Norman and Spohrer (as cited in Schiller, 2009) further stated that teacher-centered methodology has governed teaching, by having the instructors as the center of instruction and learning as well as making students follow the indications of teachers. Students in this methodology were passive receivers of knowledge. In the same respect, Brown K. L. (2003) noted that this approach was not working for new generations. There were classroom challenges that teachers could not manage. Consequently, an instructional paradigm shift was needed to meet the challenges of the 21st century classroom; especially when it involved the development of the speaking skill in the English language.

Human beings are social beings who need to communicate to each other (Reddy, et al, 2016). If there is no a means of communication, people cannot interact with others. For this reason, these authors emphasized the role of English as a global language. Without a global language, a lot of misunderstandings will happen. Therefore, English is the means for international communication because people live in an era of intercultural conditions that are featured by a rapid adoption and assimilation of foreign cultures (McPhail, 2010).

Khamkhien (2010) pointed out that teaching and learning English is crucial for communicative purposes to meet the demands of globalization and to deal with the growing local, national and international demands for English skills. Hence, in order to enable learners to speak in English fluently, an educational paradigm is needed. Learner-centered instruction is an approach that concentrates more on the learner of any age or stage of development. Cornelius-White & Harbaugh explained that teaching is seen as facilitation and instruction as engagement. They described a classroom as a place where classroom management is more about student's empowerment than control. Likewise, to maximize high standards of learning, the educational system of the future must hold a learner-centered perspective because it concentrates on knowing and understanding each learner.

Learner-centered instruction or active learning is a method of instruction in which the student is in the center of focus and the teacher has the least impression in language instruction (Mohammad, et al, 2012). The learner-centered approach means self and life-long education when teachers should change their traditional roles from teller to coordinator and from material users to teaching material providers. In this regard, Cornelius-White & Harbaugh (2010) additionally remarked that learner-centered instruction is an approach to teaching and learning that prioritizes facilitative relationships, the

uniqueness of every learner, and the best evidence on learning processes to promote comprehensive student success through engaged achievement. They further mentioned that learner-centered instruction is foremost an ethical and interpersonal endeavor, which is best pursued with an eye toward holistic learning goals and flexible use of a wide variety of instructional methods.

The relationship between learner-centered instruction and the speaking skill is relevant. Al-Tamimi (2014) indicated in the study that the shift from the teacher-centered learning model to a Student-centered model has changed foreign language pedagogy. In fact, this author concluded in the study that cooperative learning, a student-centered approach, improved the speaking skill and attitude among learners because it requires each learner to develop a sense of personal responsibility to learn and it promotes interaction while doing a task. Similarly, Shalaby (2012) emphasized that with Student-centered instruction, students receive input since they are exposed to a foreign language learning environment that encourages their aural skills. Moreover, this approach promotes learning by doing in order to get more involved in learning and task based learning to achieve more communicative competence.

#### **11 RESEARCH METHODOLOGY:**

The choice of the methods has been determined by the nature of the study; it will be a descriptive method because it can give the facts about the actual situation (do teachers apply the student-centered learning in their oral expression courses to enhance their speaking proficiency?). This study will use quantitative approach because they are regarded as suitable method to give a clear comprehension, and quantitative approach is appropriate within a single investigation.

The case of the present research which involves EFL students of Said Jamal ul din Afghan University helps to find more reliable and valid results. So, the data can give a full picture of the implementation of the student-centered learning in Afghanistan universities.

#### **12 DATA COLLECTION**

Data collection is considered as an essential component for conducting a research; it is generally regarded as a hard task. O'Leary (2004:150) said that: collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method.

However, there are different tools to collect the data such as observation, tests, interview and questionnaires. The tools that are used in this study is the questionnaire. Then, they will be described in details below by highlighting the setting and the participants' profile (the sample/ population).

##### **12.1 Setting**

The setting for this research was the Department of English language and literature (English Section) at Said Jamaluddin Afghan University in Kunar province. This research deals with EFL students as sample population during the academic year 2019/2020. It aims at drawing the teachers' interest to

use the student-centered learning as an attempt to raise awareness about its great effects and to understand how it can contribute to the teaching of speaking proficiency.

### 12.2 Description of the Questionnaires

In this research we use the questionnaire as the main tool, for students. The questionnaire includes multiple choices where the participants have to tick in the box of the best answer.

Students" questionnaire includes the background information of the students, students" understanding of the speaking skill and their attitudes, students" preferences and learner-centered instruction approach.

### 12.3 The Analysis of the Students' Questionnaire

#### Section One: Background Information.

##### Table: Students' Age

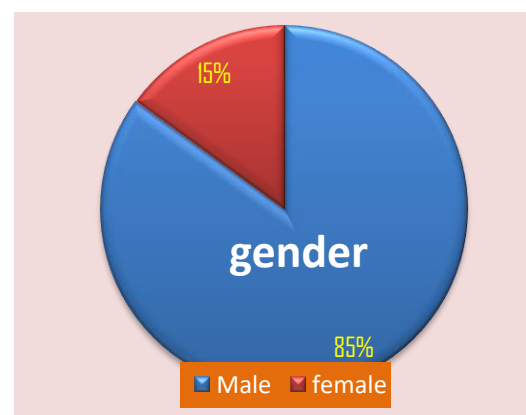
| Years  | [18-20] | [21-23] | [24-26] | [27-29] | [30-32] | [33-35] | total |
|--------|---------|---------|---------|---------|---------|---------|-------|
| Number | 0       | 15      |         | 2       | 0       | 3       | 20    |
| %      | 75%     | 10%     | 0%      | 0%      | 0%      | 15%     | 100%  |

The result from the table before shows that the age of the students varies in our sample. The age of the students is divided into six fields that contain 3 years. All the participants are learning English as a foreign language, and their age starts from 18 till 35 years old. We have 15 students who represent the high percentage which is 75% their age starts from 21 to 23years old. This may mean that some of them represent the normal age of first year SJUA students, who are 21 and 23 years old whereas the others may have repeated at least one year in their education. 2 participants represent 10% their age is included in the field of [27-29] in the diagram. This also means that they have repeated at least 2 or 3 years in their education. 3 participants whose age is between 33 and 35 years old constitute 15% in our sample.

#### 1: Students' Gender

| Gender | Male | Female |
|--------|------|--------|
| Number | 17   | 3      |
| %      | 85%  | 15%    |

From the table above we notice that males female have the great variety than female. 17 participants of males in this study represent 65% whereas 3 female constitute with 35% from the whole sample that is 20students. Thus, the result shown is that females prefer studying English.

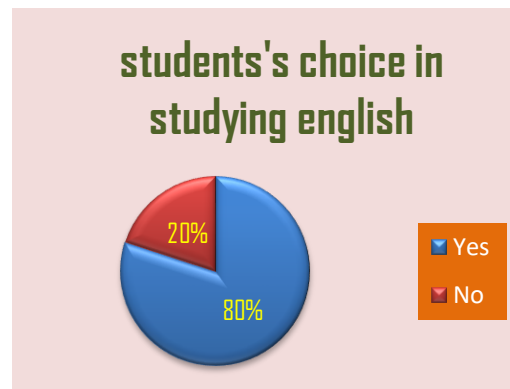




## 2: Students' Choice in Studying English

| Options | Yes | No  | Total |
|---------|-----|-----|-------|
| Number  | 16  | 4   | 20    |
| %       | 80% | 20% | 100%  |

The table shows the students' choice toward English. 16 participants answer "yes" which mean that English was their first choice. This represents 80% from the whole sample whereas 4 students reply by "No" which constitutes 20%; this mean that they choose other branch but their average did not allow them to follow what they wanted. The purpose of this question is to know the students motivation towards learning English language.

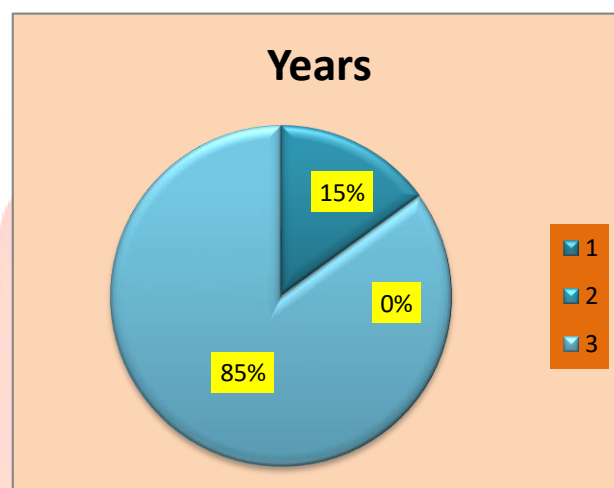


## 3: How long have you been studying English?

| Years  | 2 year | 3 year | 4 year | total |
|--------|--------|--------|--------|-------|
| Number | 3      | 0      | 17     | 20    |
| %      | 15%    | 0%     | 85%    | 100%  |

The graph shows

that 17 students who constitute 85% were studying English for 8 years which is the normal number for their academic level. Whereas 3 participants who represent 15% have been studying English for 6years because they were studying the old system in middle school and no one has been studying English for 7 years.

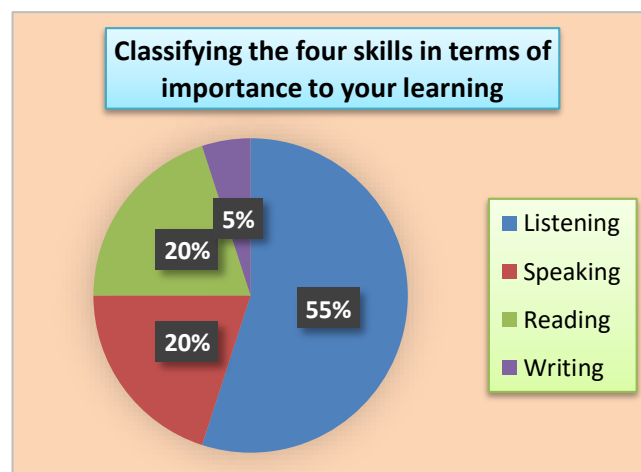


Section Two: Students' understanding of the speaking skill and their attitudes.

## 4: Classifying the four skills in terms of importance to your learning

| Options | Listening | Speaking | Reading | Writing | Total |
|---------|-----------|----------|---------|---------|-------|
| Number  | 11        | 4        | 4       | 1       | 20    |
| %       | 55%       | 20%      | 20%     | 5%      | 100%  |

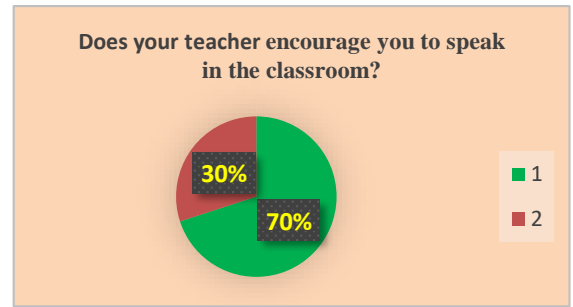
The result from the table shows that the majority of the students classify listening as the most important one. For 11 participants listening is important; this represents 55% whereas 4 participants classify speaking which constitutes 20%. Other 4 students make reading as an important skill which represents 20%. However, 1 participant sees writing as an important skill this represents 5%. This study shows that the listening skill takes the importance of the students this may help them to improve their speaking proficiency as foreigners.



**5: Does your teacher encourage you to speak in the classroom?**

| Options | Yes | No  | Total |
|---------|-----|-----|-------|
| Number  | 14  | 6   | 20    |
| %       | 70% | 30% | 100%  |

The graph shows that 14 participants from the whole sample who represent 70% and go for “yes”. This means that their teacher motivate them. Whereas, 6 who participants represent 30% answered by “No”. The aim of this question is to know whether the students are encouraged enough to speak by the teacher.



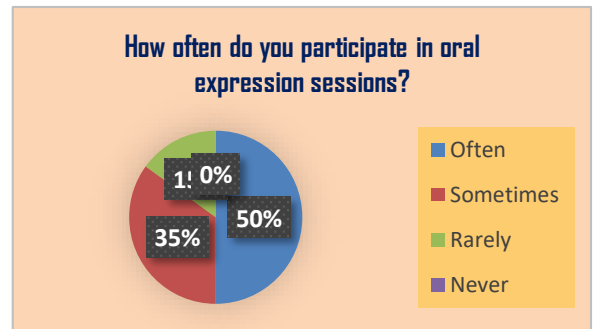
**6: How often do you participate in oral expression sessions?**

| Options | Often | Sometimes | Rarely | Never |
|---------|-------|-----------|--------|-------|
| Number  | 10    | 7         | 3      | 0     |
| %       | 50%   | 35%       | 15%    | 0%    |

The table above

shows that 10 participants answered “often”, and this represents 50%; and 7 students answered „sometimes” which constituted 35%. While 3 students represent 15% of our sample state that they participate „rarely”.

This may be because they are not motivated enough to participate in that class. The aim of this question is to know the frequency of the students” participation in the oral session to improve their speaking skill. Below, is the table of students” reasons behind their participation.



**7: Do you feel comfortable in the oral class/ or afraid from mistakes?**

| Options | Comfortable | Afraid | Total |
|---------|-------------|--------|-------|
| Number  | 14          | 6      | 20    |
| %       | 70%         | 30%    | 100%  |

The table shows that the majority

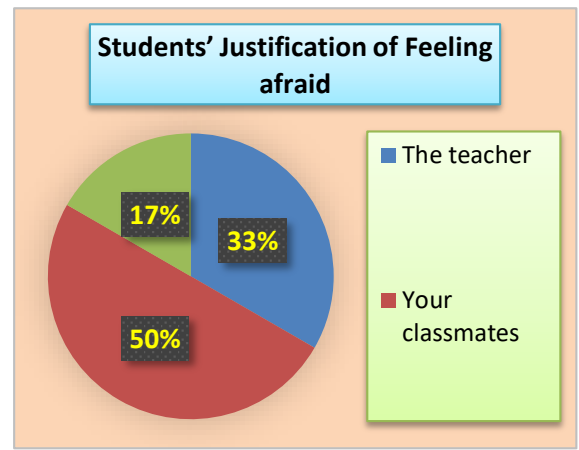
of our sample that represents 70% answered by “comfortable” and that means that the teacher of oral expression does his/her best to encourage and motivate his/her students to speak, whereas the other 6 participants who represent 30% answered that they are afraid maybe because of shyness or fear of making mistakes.



**8: Students’ Justification of Feeling afraid**

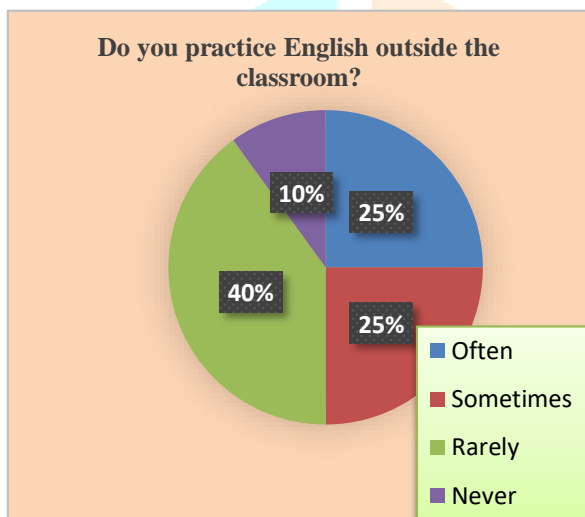
| Options | The teacher | Your classmates | The different activities proposed by the teacher | Total |
|---------|-------------|-----------------|--|-------|
| Number  | 2           | 3               | 1  | 6     |
| %       | 33,30%      | 50%             | 16,70%   | 100%  |

From the table 8, it is clear that 6 students whose answer was “afraid” have different reasons. One student justifies that she is afraid because of the different activities proposed by the teacher. 2 students justify their answer that the reason is the teacher and 3 students justify that they feel afraid because of their classmates. The aim of this question is to know why the students feel afraid in the oral expression.



**9: Do you practice English outside the classroom?**

| Options | Often | Sometimes | Rarely | Never | Total |
|---------|-------|-----------|--------|-------|-------|
| Number  | 5     | 5         | 8      | 2     | 20    |
| %       | 25%   | 25%       | 40%    | 10%   | 100%  |



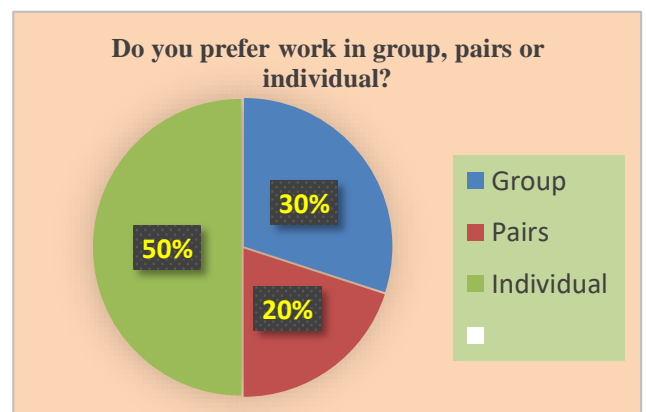
The table shows that only 5 students who represent 25% “often” speak English outside the classroom. Also 5 students who represent 25% answered “sometimes” and 8 students who represent 40% answered “rarely”. 2 students who constitute 10% state that they use English outside the classroom. The result shows that students prefer to speak their native language rather than English that is why they face many difficulties in the speaking skill.

**Section three: students' preferences**

**10: Do you prefer work in group, pairs or individual?**

| Options | Group | Pairs | Individual | Total |
|---------|-------|-------|------------|-------|
| Number  | 6     | 4     | 10         | 20    |
| %       | 30%   | 20%   | 50%        | 100%  |

The figure: 3.11. Shows that the majority of the participants, 10 students who represent 50%, prefer individual work maybe because they are shy students or they prefer to work alone whereas 6 students who constitute 30% prefer to work in groups. This means that they are extroverted students and prefer to exchange information between each other. 4 students who represent 20% prefer to work in pairs. The table below mentions the reasons behind the students' preferences in working during the oral expression.

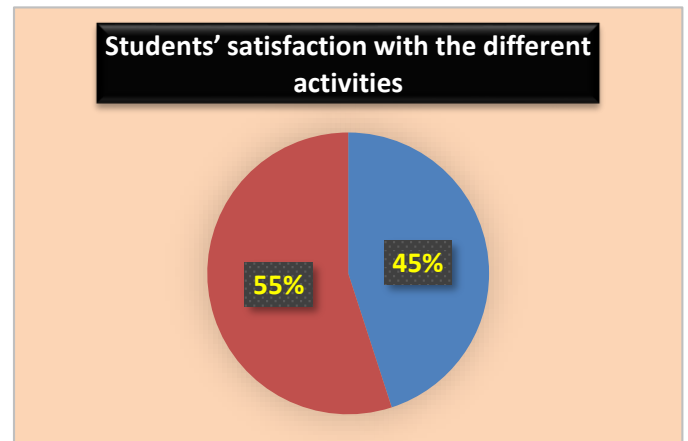


**11: Students' satisfaction with the different activities**

| Options | Yes | No  | Total |
|---------|-----|-----|-------|
| Number  | 9   | 11  | 20    |
| %       | 45% | 55% | 100%  |

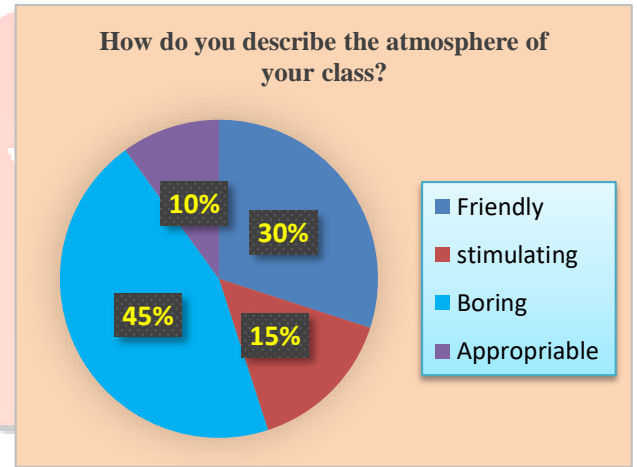
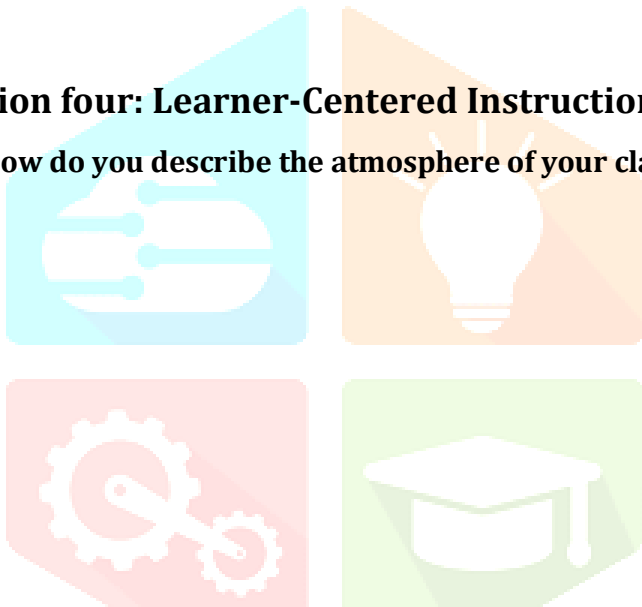
From the table, we notice that just 9 students in our sample who represent 45% answered "yes", and this means that these students like the different activities used by the teacher in the classroom and

are interested with the different topics which makes them speak and motivated. 11 students who represent 55% answered „No“. Those students are not satisfied with the different activities which are performed in the classroom.



**Section four: Learner-Centered Instruction**

**12: How do you describe the atmosphere of your class?**



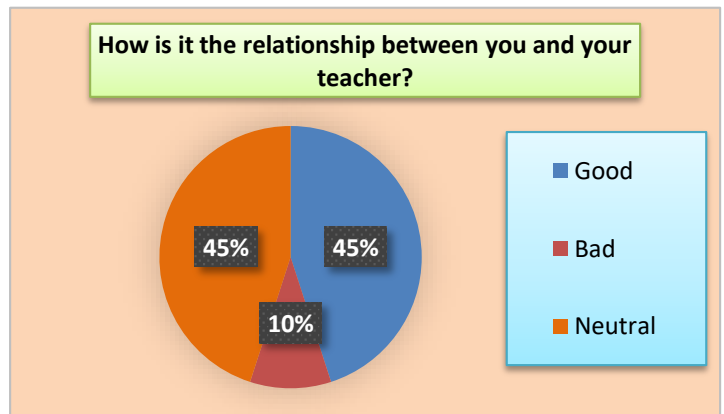
| Number | Friendly | stimulating | Boring | Appropriate | Total |
|--------|----------|-------------|--------|-------------|-------|
|        | 6        | 3           | 9      | 2           | 20    |
| %      | 30%      | 15%         | 45%    | 10%         | 100%  |

The table shows that 6 students who represent 30% describe the atmosphere of their class as friendly, whereas 3 students who represent 15% state that their classroom is stimulating. 2 participants who constitute 10% state that their classroom atmosphere is appropriate while 9 students who represent 45% describe their classroom atmosphere as boring maybe because the topics are not interesting or they do not like the different activities used by the teacher.

**13: How is it the relationship between you and your teacher?**

| Options | Good | Bad | Neutral | Total |
|---------|------|-----|---------|-------|
| Number  | 9    | 2   | 9       | 20    |
| %       | 45%  | 10% | 45%     | 100%  |

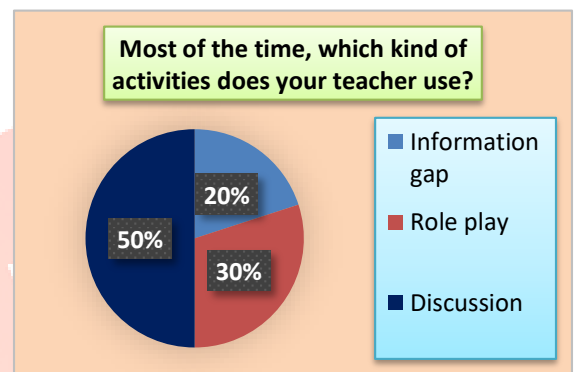
The result of the table shows that 9 students who constitute 45% state that their relationship with their teacher is good and this means that they can speak and use the language easily. In Learner-Centered approach the teacher should give his/her students the opportunity to speak with him/her inside and outside the classroom. The other 9 students who represent 45% answered "neutral" and 2 students who constitute 10% answered "bad".



**14: Most of the time, which kind of activities does your teacher use?**

| Options | Information gap | Role play | Discussion | Total |
|---------|-----------------|-----------|------------|-------|
| Number  | 4               | 6         | 10         | 20    |
| %       | 20%             | 30%       | 50%        | 100%  |

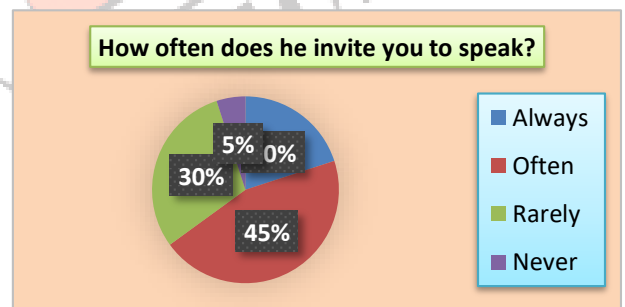
The table shows that the majority of students in our sample who represents 50% state that their teacher use discussion. This means that the teachers of oral expression prefer to use discussions activities because they allow the students to express their opinions. 6 students who constitute 30% answered "role play" and 4 participants who represent 20% state "Information gap". In this case, teachers of oral expression should use game activities in order to motivate their students.



**15: How often does he invite you to speak?**

| Options | Always | Often | Rarely | Never | Total |
|---------|--------|-------|--------|-------|-------|
| Number  | 4      | 9     | 6      | 1     | 20    |
| %       | 20%    | 45%   | 30%    | 5%    | 100%  |

From the table we notice that 9 students who constitute 45% state "often". 6 participants who represent 30% answered "rarely" while 4 students who make up 20% state that their teacher always invites them to speak and only one student who represents 5% answered "never".

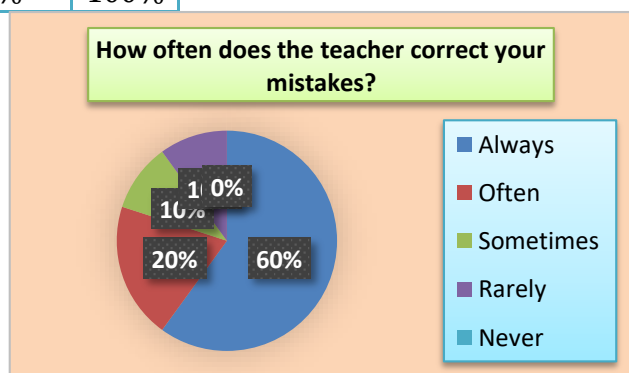


**16: How often does the teacher correct your mistakes?**

| Options | Always | Often | Sometimes | Rarely | Never | Total |
|---------|--------|-------|-----------|--------|-------|-------|
| Number  | 12     | 4     | 2         | 2      | 0     | 20    |
| %       | 60%    | 20%   | 10%       | 10%    | 0%    | 100%  |

majority of the participants 12 students represent 60% state that their teacher always corrects their mistakes. 4 students make up 20% answer „often" whereas 2 participants represent 10% answer „rarely" and no one of the participant's state „never". Here, we can say that correcting student" mistakes each time let him/her feel uncomfortable, that is why teacher should give them the opportunity to interact without fearing of making mistakes.

The figure16: shows that the

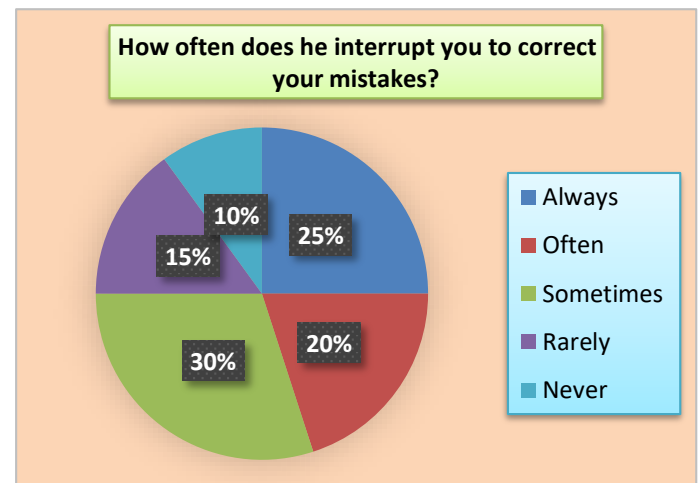




**17: How often does he interrupt you to correct your mistakes?**

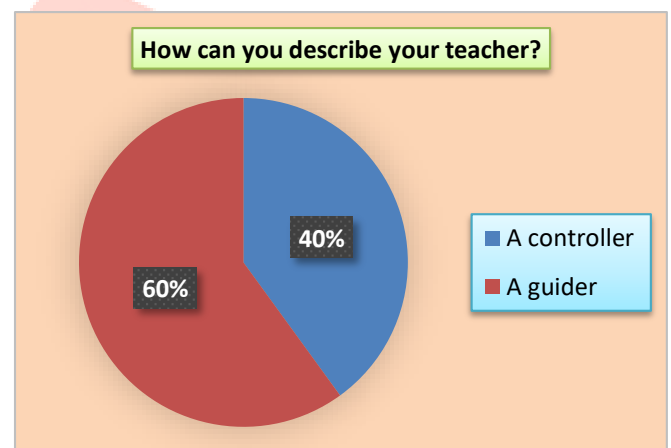
| Options | Always | Often | Sometimes | Rarely | Never | Total |
|---------|--------|-------|-----------|--------|-------|-------|
| Number  | 5      | 4     | 6         | 3      | 2     | 20    |
| %       | 25%    | 20%   | 30%       | 15%    | 10%   | 100%  |

The purpose of this question is to know if the teacher interrupts his/her students while they speak to correct their mistakes. Six participants represent 30% as the majority among the four other answers (Always, often, rarely, and never) and this is good because when the teacher interrupts the student all the time this will make them afraid of the interaction and making mistakes. Whereas, 5 students making up 25% answer that their teacher always interrupts them. While, 4 participants answer that their teacher interrupts them often, this represents 20%. However, 3 participants who are represented by 15% state that they are rarely interrupted. 2 students making up 10% answer that they have never been interrupted by their teacher.

**18: How can you describe your teacher?**

| Options | A controller | A guider | Total |
|---------|--------------|----------|-------|
| Number  | 8            | 12       | 20    |
| %       | 40%          | 60%      | 100%  |

The table above shows that 12 participants from our sample which represent 60% describe their teacher as a guide. We claim that they describe their teacher as a guider because they feel comfortable in the class the good relationship between them and their teacher and the good atmosphere making by him/her to make them learn by themselves. While, 8 participants state that their teacher is a controller this represent 40%. Generally; in Learner –Centered Instruction the teacher is a guider and a facilitator in order to facilitate the learning process and making the students produce the language on their own.

**13DISCUSSION**

The questionnaire analysis shows that Student-Centered Instruction has a great effect on the development of the students' speaking proficiency. For the majority of students, English was their interest and their first choice. In the second part, questionnaire analyzing, the result shows that most of the students feel comfortable in the oral expression. This will allow them to participate and will motivate them enough to improve their speaking proficiency. In the third part, which is concerned with the students' preferences, the collected data show that the majority of the students prefer to work individually because they feel comfortable. The last part was concerned with the Student-Centered Instruction approach; our collected data shows that most of the students state that their teacher uses the discussion activity in teaching the speaking proficiency. This will allow them to improve their

speaking competence. Since in SCI the teacher should be a guider or a facilitator in order to facilitate the learning process to the learner, the majority of the students describe their teacher as a guide.

#### 14 CONCLUSION

To sum up, the results which we collected from the students' questionnaires show that Student-Centered Instruction is a useful method to be used in order to develop the students' speaking proficiency. Analyzing the questionnaires, we deduced that SCI approach has an effective and positive impact on the students' speaking performance. Although SCI improves the learners' speaking proficiency, it encourages them to use their second language fluently in and outside the classroom. Also, it develops their self-confidence in producing the language.

Finally, this current study has shown some SCI's activities that will give the students the opportunity to improve their speaking proficiency and their oral performance, in which the teacher is considered as a guide and facilitator to make the learners feel comfortable in using the target language.

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