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Factors that Influence Teachers for Applying Student-centered Learning Approach to Develop Oral Skill

العوامل التي تؤثر على الاساتذة لتطبيق نظرية التعلم المحوري لتطوير مهاره التحدث

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Abstract.

This study aims at exploring factors that influence teachers for applying Student-centered Learning Approach to develop oral skill. The researcher followed the descriptive analytical method. A questionnaire is used as a primary tool for data collection; it was distributed to (30) teachers of English at some Sudanese Universities. This study used the statistically package of social science (SPSS) program to analyze and verify the hypothesis. The results showed that there statistically significant differences among the respondents. Moreover, Lack of technical tools in advanced language lab negatively affects the implementation of SCL. Furthermore, Student-Centered Learning Approach should build a closer interpersonal relationship between teacher and student. The researcher recommended that syllabus design should be well- prepared to apply SCL. In addition, Student-Centered Learning Approach should encourage teachers to increase students' oral activities.

Key words: Assessment, Interaction, Responsibility, Activities, Consultation and Discussion.

المخلص.

تهدف هذه الدراسة إلي استكشاف العوامل التي تؤثر على الاساتذة لتطبيق نظرية التعلم المحوري لتطوير المهارة الشفهية. اتبع الباحث المنهج الوصفي التحليلي واستخدم الاستبيان كأداة أولية لجمع البيانات. حيث وزع الاختبار لعدد (30) استاذا مختص باللغة بمختلف الجامعات السودانية. واستخدمت في هذه الدراسة برامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) لتحليل وتحقيق الفرضية. وأظهرت نتائج هذه الدراسة ان توجد هنالك فروقات ذات دلالة احصائية في اوساط المستجبين. نقص الادوات التقنية المتقدمة لمعمل اللغات تؤثر سلبا على تطبيق التعلم المحوري.علاوة على ذلك, يجب تطبيق نظرية التعلم المحوري لتبني علاقة شخصية وطيدة بين الطالب والاستاذ. وأوصى الباحث انه يجب ان يعد تصميم المنهج بصورة جيدة لتطبيق التعلم المحوري. بالاضافة الي ذلك , يجب ان تشجع نظرية التعلم المحوري الاساتذة لذيادة الانشطة الشفهية لدى الطلاب.

الكلمات الافتتاحية: التقييم ,التفاعل, مسئولية, الانشطة,لاستشارة , النقاش .

Introduction:

This study attempts to give deep information about student-centered learning which comes as a reaction to the traditional ways of teaching which its main goal is the students' needs. Thus, this study tries to describe the implementation of the student-centered learning to develop the students' speaking skill.

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

This theory was first developed at the start of 20th century and was influenced by the writings of Dewey and psychologist Lev Vygotsky. Its focus was on social constructivism, which means how meaning connection and comprehensions are all influenced by social events. Students have better performance when they are asked to think about the matters instead of doing the thinking for them. In the other words, focus is on the learner's thoughts rather than on their (teachers) own. In an ideal student- centered class, there is no impression from teacher on learners or any effort to persuade learners to what teachers sees. According to Nunan (2009), the choices of what and how to teach should be made with reference to learners and purpose of language teaching in order to get learners actively involved in the learning process: learning by doing (Harmer,2001) . Most of these studies, however, used only a modest number of classroom activities defined in very broad terms like "conversation", "error correction" or "discussion" which may provoke different understanding among respondents and not reflect precisely the classroom activities in reality,(Johnson, 1995) .

Over the past century, society has demand schools to prepare students for an increasingly complex set of social economic realities (Nunan, 1991). In response to these changing, educational setting affects educators and researchers have developed new approaches to the systematic provisioning of learning. Inquiry and theory sought to develop an approach that provides an active, individualized and engaging learning experience: an experience which the teacher facilitates but does not dominate. One more of popular description of this approach is student-centered learning. The theory and practice of student- centered learning has been built over the past century. SCL was created as a concept within the frameworks to facilitate the philosophy. As in Huba, (2000) constructed a framework of twenty-six indicators in eight categories variables of engaged

learning that included vision of learning tasks, assessment, instructional model, learning context, grouping, teacher roles and field of educational pedagogy and has been a topic of discussion within many higher educational institutions and within national policy-making for over the past few decades. Guided by the learner-centered teaching philosophy, researchers around the world have developed various student roles.

Statement of the Problem

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

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

Question of the Study

This study sets out to answer the following question:

What are the factors influence teachers for implementing Student-Centered LearningApproach in the classroom setting?

Hypothesis of the study

This Study sets out to test the following hypothesis:

There are the factors influence teachers for implementing Student-Centered LearningApproach in the classroom setting.

Significance of the Study

This study is intended to contribute in the field of English language pedagogy in general and in Student- Centered Learning Approach in particular by considering speaking skill is the most important skill of the language that should be regarded carefully.

Objective of the Study

This study sets out to the following objective:

It attempts to investigate the factors that influence teachers for implementing Student-Centered Learning Approach in the classroom setting.

Literature Review and Previous Studies

Definition of Student-Centered Learning

Student-centered learning is based on constructivism as a theory of learning, which is built on the idea that learners must construct and reconstruct knowledge in order to learn effectively in the classroom where student need to feel safe in order to take the risk in discovering new knowledge, they must feel secure in facing challenges based on past experiences, and they must be given the opportunity to find information on their own in a way that is relevant to them, the teacher takes on a role of facilitator or guide.

According to Attard, Di Iorio, Geven, & Santa (2011), SCL is comprised of many potential benefits to students and lecturers including: students can be part of an academic community, increase their motivation to learn, lead student independent and responsibility in learning, and consider their needs in learning.

The Concept of Student-Centered Learning

Lynch (2010) claimed that Students should develop their own knowledge by communication, critical thinking, and problem solving; they should have the opportunity to learn in relation to their real life situations in order to use the target language.(Huba&Freed, (2000) demonstrated that the student' assessment is not based on test and getting average, it is considered as a positive tool to promote and diagnose learning assessment.

Peyton, et al. (2010) summarized student-centered approach into: promoting interaction among learners, using the native language when possible and appropriate, connecting instruction with learners' lives, and teaching learning strategies explicitly

Creating Student-Centered Learning

RodolfoP.Arg et al (2001), emphasized that the interaction between the teacher and the student is considered as the most important locus of learning, they added that there are some of conditions that should exist in student-centered classroom.

The Role and Responsibilities of the Teacher

A student-centered learning environment is one where, the teaching approach moves away from conveying information towards facilitating students' personal discovery through discussion, consultation, and mentoring. Teachers encourage student to come up with answers of their own, they simply avoid covering the course content and provide the tools to help them to uncover the subject matter according to their own aptitudes.

Teachers also take a greater responsibility of ensuring every activity if it is meaningful for every student by taking into consideration students' needs and interests, they do not need to cover the whole-class instruction methods if all the students are alike in their learning styles, abilities, and interests. However, their essential responsibility is to manage class time, and within this time they help students reach desired levels of competence without overloading them with activities and requirements.

Student-centered Learning Activities

Rodolfo P.Arg, et al (2001),stated that designing the instructional activities and materials, teachers must ask themselves how to facilitate students' active engagement in the learning process. Student-centered activities should be student direct, they promote the student' acceptance of personal responsibility for their actions through the exercise of personal choice and decision-making. Then, they should be relevant to the students' personal and social life, they should connect with student's interest, needs, and personal goals which have a relationship with the subject matter in order to make learning meaningful, because learning occurs when what is being learned is relevant and meaningful to the learner. However, to design such tasks and activities teachers should know their students well, what they are interested in, and what they are capable of. For example: asking students to develop a certain topic according to their experiences in order to make them learn from each other in a collaborative environment where students learn more actively and effectively. In addition, students learn by doing and involving them in the learning activities which promote their learning. For example, students become part of the presentation and learn from each other when they respond to instructor invitation to give examples, applications, and summaries, and they experience learning when they take part in problem-solving sessions. The activities provide

opportunities to students and help them in clarifying their understanding and in assimilating the subject matter in meaningful ways.

Organizing Classroom Setting for Practicing Communication Skill

Allwright and Bailey (1991) proved that the management of interaction in the classroom is regarded as a sort of "co-production" things that are involved in the classroom. For them, making a successful interaction in the classroom includes managing some factors that are listed in form of five questions which are given in the classroom. The first question is "who gets to speak", this means the participants' turn distribution. The second question, which is "what do they talk about", is related to the topic discussion, then, the third question is linked to the students' task in the classroom like: "what does each participant do with the various opportunities to speak". In addition, the fourth question is that "what sort of atmosphere is created?" it is related to the atmosphere that is created by the teacher. Whereas, the last question or the last possibility that leads to an effective classroom interaction is "what accent, dialect or language is used". Here, the teacher has to control the students' speech like, when the students useL1 instead of using L2 for example.

In teaching of English language, the teacher has some important functions in the social setting of the classroom because he is considered as the one who provides students with comprehensible input that is suitable to their levels. Hedge (2000, p. 26), in her book "Teaching and Learning in the Language Classroom "determines the most important roles that the teacher can play in the classroom by mentioning the teacher's ability to change his roles according to the students' needs. They can act as controllers of in formation who transmit the knowledge from themselves to their students, they can also regard as assessors of accuracy by giving feedbacks about the students' performance and correcting their mistakes. Then, they also organize the classroom instructions, this role is related to the tasks that students

are going to do in the classroom for instance, the teacher provides his students with information about the way that they are going to do the task in a limited time. Also, the teacher here should manage his students when dealing with group work as explaining the ways that students have to follow when they are working in pairs in order to get them engaged and more interested in their participation, because the activity will not be successful if students do not know how to do the task.

The teacher usually plays the role prompter of students' work by encouraging his students to think creatively in order to be independent from the teacher, and he can be a resource of students' needs, this role involves students 'questions about an activity that they are working on. It means that when the teacher plays the role of a resource, students might ask their teacher questions in order to know some information about that activity.

Appraising of Student-Centered Learning

As far as the study is concerned, learner-centered teaching is learning and evaluation, in student-centered classroom, the assessment is not just the grades but more importantly to promote learning. However, the assessment in student-centered approach is providing students with a constructive feedback in order to make them improving their learning. In this sense, Weimer (2002) stated that student will be taught to assess their own learning and peers by asking critical questions in a constructive manner.

Related Previous Studies

According to Elaine (2013) states that a traditional teacher-centered methods of lectures and PowerPoint presentations are commonly used when teaching secondary social studies, yet these methods continually prove to be boring for most high school students and neglect to teach critical thinking skills. Student

centered methods are different than teacher-centered methods because these methods incorporate several learning styles, cooperative activities, and even technology in order to engage the student and promote critical thinking skills. Critical thinking is important for students to master because it gives them the skills to move past the obvious and make individual connections with the text. The intent of this thesis was to explore the effectiveness of integrating student-centered methods in high school social studies classrooms as a means of promoting critical thinking skills. All students were given the same pretest and posttests. Students were divided into three groups:

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

Relatedly, Zoltan (2007) points out that the typical Korean classroom is teacher centered, whereby the teacher is respected and is considered to be the bearer of „all information". A „more western" teaching approach is at direct odds with the Korean-teacher expectations and the usual teacher-student relationships in that learners are expected to assume responsibility for their educational development by taking a center-stage role in their own learning process. I am inclined to propose that the „more western" approach is well suited for improving learner "communicative competence", however, it may, in effect, be responsible for „imposing" foreign cultural values on the students. „Linguistic/Cultural

Imperialism" may be at play here. This paper aims to gauge learner attitudes toward English as a foreign language, and toward the learner centered approach that the author uses to teach the language. Because attaining at least four elementary English credits are a mandatory requirement for graduating from any Korean university, learners may feel learner-centered education is externally imposed, strengthening the view that English is imperialist. It is the intention of this dissertation to determine if such attitudes exist in Korea. Furthermore the author aims to evaluate the potential of a learner centered class for the development of his learners" communicative competence.

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

Stephanie (2014) confirms this study examined the effects of implementing student-

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

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

Method and Tool of the study

The researcher used the descriptive analytical method to conduct this study, a questionnaire is used as the primary tool for collecting the data of the study, the sample of this study consists of (30) Third year students of English at College of Languages -Sudan University of Science and Technology. The population of this study was drawn from students of English- College of at SUST – Khartoum

Data Analysis and Results

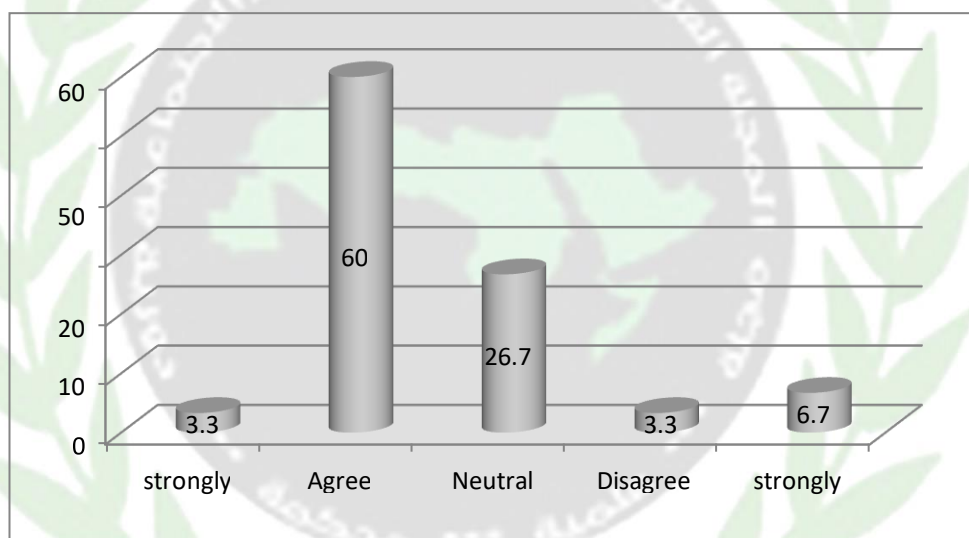**Statistical Analysis of Teachers' questionnaire**

Statement No.(1): Classroom environment is not well- prepared for applying Student-Centered Learning Approach to promote oral skill.

Table No (4.1)

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

Fig (4. 1)

With regard to the table (4.1) and figure (4.1) relating to the statement "Classroom environment is not well-prepared for applying SCL ". It is obvious that participants' responses to strongly agree is 3.3%, agree turned out to be 60.0%, neutral 26.7%, disagree is 3.3%, while strongly disagree is only 6.3%. This emphasizes that classroom should be well- prepared in developing oral communication.

Statement No.(2): Lack of technical tools in advanced language lab negatively affects the implementation of SCL.
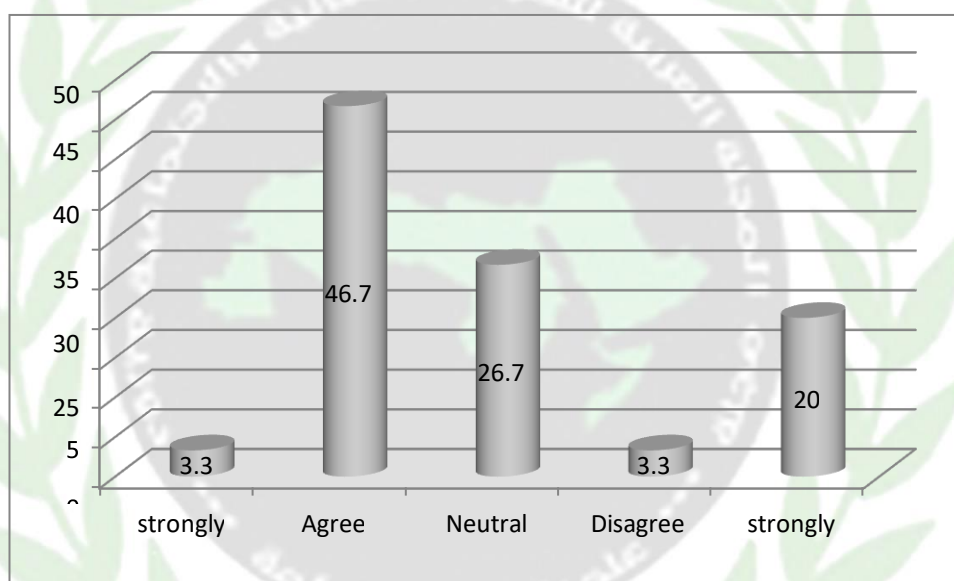
Table No (4.2)

Valid	Frequency	Percent	Valid Percent
strongly Agree	1	3.3	3.3
Agree	14	46.7	46.7
Neutral	8	26.7	26.7
Disagree	1	3.3	3.3
strongly disagree	6	20	20
Total	30	100.0	100.0

Fig (4. 2)

With regard to the table (4.2) and figure (4.2) relating to the statement "Lack of technical tools in advanced language lab negatively affects the implementation of SCL ". It is obvious that participants' responses to strongly agree are 3.3%, agree turned out to be 46.7%, neutral is 26.7%, disagree is 3.3%, while strongly disagree is only 20%. This emphasizes that teachers should create discussion by utilizing SCL.
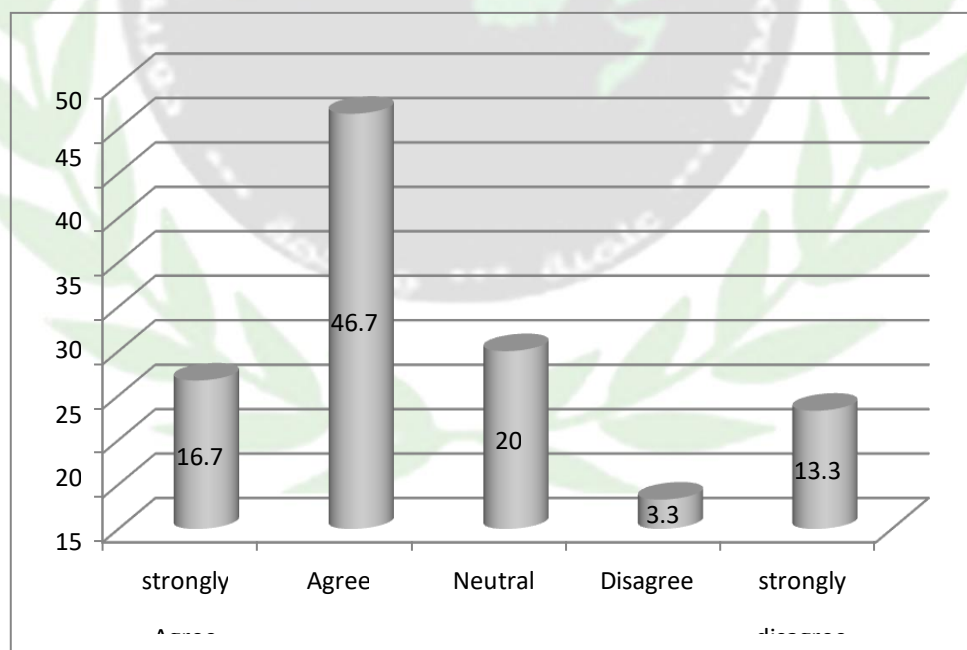
Statement No. (3): Student-Centered Learning Approach can negatively help students in conducting misbehavior.

Table No (4.3)

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

Fig (4. 3)

With referring to the table (4.3) and figure (4.3) relating to the statement "Student-Centered Learning Approach can negatively help students in conducting misbehavior". It is obvious that participants' responses to strongly agree is 16.7%, agree turned out to be 46.7%, neutral is 20.0%, disagree is 3.3%, meanwhile strongly disagree is only 13.3%. This shows that SCL can help students in conducting misbehavior.
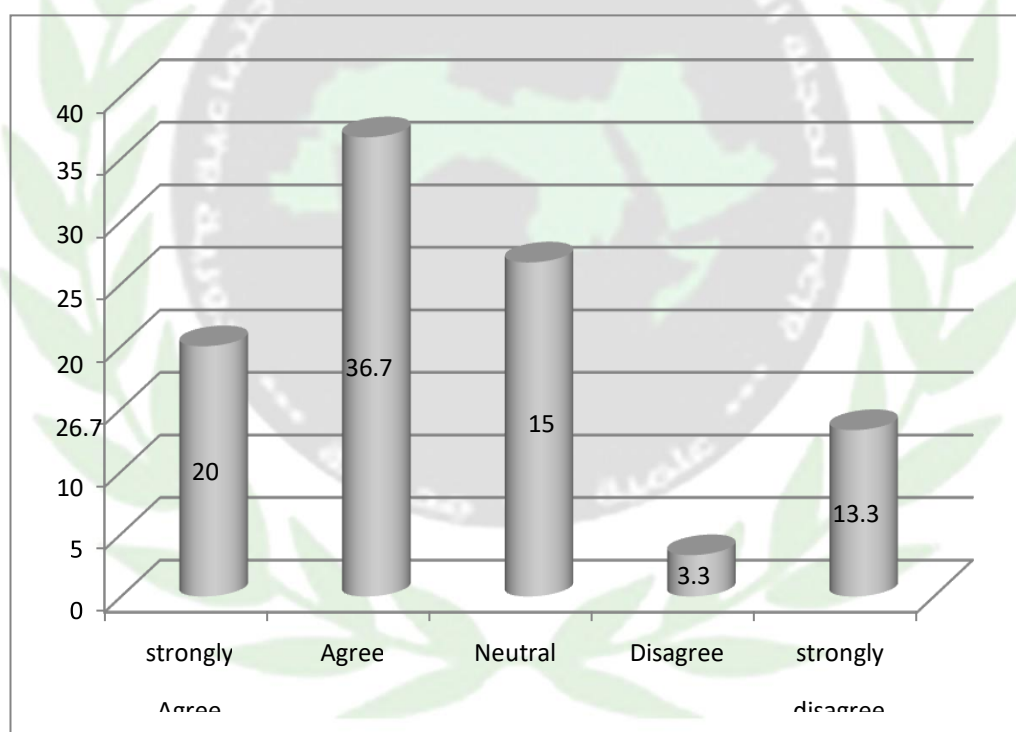
Statement No.(4): Syllabus design is not well- prepared to apply SCL to enhance oral skill.

Table No (4.12)

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

Fig (4. 4)

With referring to the table (4.4) and figure (4.4) relating to the statement " Syllabus design is not well- prepared to apply SCL to enhance oral skill " It is obvious that participants' responses to strongly agree is 20.0%, agree turned out to be 36.7%%, neutral is 26.7%, disagree is 33.3%, meanwhile strongly disagree is only 13.3%. This indicates that syllabus should be well- developed so as to apply SCL.

Table No. (4.5) Chi-Square Test Results for Respondents' Answers of the Questions

No.	S	mean	SD	Chi square	p-value
1	Classroom environment is not well- prepared for applying Student-Centered Learning Approach to promote oral skill	4.3	5.7	21	0.008
2	Lack of technical tools in advanced language lab negatively affects the implementation of SCL to improve oral skill	4.2	2.4	34	0.00
3	SCL teaching method can negatively help students in conducting misbehavior.	3.5	5.7	21	0.00
4	Syllabus design should be well- prepared to apply SCL to enhance oral skill	2.0	1.7	32	0.00

Source: The researcher from applied study, SPSS 24

Discussion

The calculated value of chi-square for the significance of the differences for the respondents" answers in the No (9) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Classroom environment is not well- prepared for applying SCL.

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

SCL.

The calculated value of chi-square for the significance of the differences for the respondents" answers in the No (11) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "SCL teaching method can negatively help students in conducting misbehavior.

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

In this section, the data is analyzed and discussed in terms of the results of the questionnaire. There was one question and one hypothesis to be answered and tested respectively. The respondents, on whom the questionnaire was applied, were 30 respondents. The method used to analyze the data was descriptive statistics (frequency and percentages)

Statistical Package for the social Sciences (SPSS) was used to analyze the data. Chi-Square tests were applied to examine the observed differences in the frequency distribution of responses on all the statements of the questionnaire in order to guarantee their statistical significance.

In analyzing the data, the following statistical tests were considered:

Reliability coefficient was used to check the reliability of the test used in the study.

Descriptive statistics which include frequency, mean, SD and Chi- Square were used to describe the basic features of the data collection.

Results of the Study

The results of this study investigate factors that influence teachers for applying Student-centered Learning Approach in the classroom setting

Researcher has summarized following findings:

1. Classroom environment is not well- prepared for applying Student-Centered Learning Approach to promote oral skill.

2. Lack of technical tools in advanced language lab negatively affects the implementation of SCL to improve oral skill.

3. Student-Centered Learning Approach can negatively help students in conducting misbehavior.

Recommendations

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

 1. Student- Centered Learning should encourage teachers increase students' oral activities.

2. SCLA should build a closer interpersonal relationship between teacher and student.

3. Syllabus design should be well- prepared to apply SCL to enhance oral skill.

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