

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of M'sila**

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION:

**Investigation of The Reality of Learner-Centered Approach**  
**In Algerian EFL Classes.**

*Expectations VS Reality*

**The Case of EFL Second Year Students at Al-Tamimi Secondary**  
**School in M'sila.**

**Dissertation Submitted to the Department of English in Partial Fulfillment of the**  
**Requirements for the Degree of Master in Linguistics**

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**Academic Year: 2017 /2018**

## **Abstract**

Teachers have a challenge to change and use modern and appropriate methods in class in order to enhance learner's performance in learning English as a foreign language . This study attempts to investigate the learner and teacher's perception towards using the learner-centered approach in teaching English and whether is applied or not in Algerian classes . In addition, the study looked at the teacher and the learner factors as well as the learning environment .Also, this study focused on learning activities and learner-centered classes assessment . Moreover, this study was conducted at Al-Tamimi Secondary School in M'sila , with the participation of 60 second year students and seven English teachers from the same school. A questionnaires administered to the learners and an interview for teachers to gain insights about their attitudes towards learner- centered approach and a checklist is used in order to observe their motivation, their learning difficulties and their awareness about using different learning strategies .The results show that learner-centered approach does not exist in Algerian secondary school classes. Based on this investigation, recommendations are made concerning effective implementation of this approach to the teaching and learning process .

## **Dedication**

I would like to express my deep recognition to Allah, for giving me ambition and strength to finish this work .

I would like to express my sincere gratitude and respect to my dear parents Acheb Hadj and Bezzouh Djamila ; they deserve my thanks for their emotional and financial support.

To my sisters Meriem Elbatoul and Oumayma.

I owe special thanks and gratitude to my supervisor Mrs Zine Amal for her help to finish this work.

I would like to thank my dear friends Hanane and Ouarda for their huge support and to my partner in this work Assia, and all my close friends without exception.

Acheb Soumia

## Dedication

First and foremost, all praise and my deep recognition goes to Allah who giving me strength to complete this work and his blessing a long my life.

*I dedicate this modest work to the candle that lighten my way and switches the hope around me a long my life : my fondest brother Abd Elwahab who has raised me to be the person I am today. You have been with me every step of the way, through good and bad times. Thank you for all the unconditional love, guidance, encouragement , and support that you have always given me may Allah bless you !*

*To my wonderful parents for their endless love and support , my beloved mother Keltoum and for the soul of my dear father Messaoud .*

*To the fllowers of my family , my sisters Nawel , Dahbya,Leila and for the soul of my dearest Nadia and her lovely son Younes . To all my brothers Abd Elhakim ,Sallah and for my friends Khadidja ,Hanane and my partner Soumia and all wherever they are,and for all who loves and respect me .*

Louradi Assia

## **Acknowledgement**

All the praise goes to Allah for his generous blessings, without which we would not have completed this work.

Our deep and sincere gratitude goes to our supervisor Mrs. Zine Amel, for her support and constructive comments ,encouragement, inspiration and knowledge,

. Thank you very much Mrs. Zine for one-of-a-kind supervision.

We would like to express our deep appreciation and gratitude to all English teachers at Al-Tamimi secondary school

for their help and support . We gratefully acknowledge to all the participating students in the questionnaire and the teacher 's interview .

We like to express our gratitude to our juries and to all our teachers from the first day in school until now without exception for instructing us.

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## **List of Abbreviations**

**L1** First Language

**L2** Second Language

**EFL:** English as a Foreign Language

**LCA :** Learner- Centered Approach

**CBA:** Competency-Based Approach

**ICTs:** Information and Communication Technologies

## **General Introduction**

### **Background**

The early trends of foreign language pedagogy were characterized by its focus on traditional approach .The recent approaches shifted their focus in foreign language learning towards the learner-centered approach .There has been increasing emphasis on moving toward student-centered learning. This paradigm shift has encouraged moving power from the teacher to the learner, treating the learner as a co-creator and an autonomous participant in the teaching and the learning process. Teachers who deliver student-centered instruction include the learner in decisions about how and what they learn and how that learning is assessed, and they respect individual differences in learners' backgrounds, abilities, and experiences. To achieve the desired progress in EFL classes and learner performance within learner-centered approach (LCA) , students should be put in classroom environment situations to cooperate, interact and practice language.

### **Statement of the Problem**

The study focuses on some issues concerning learner performance within learner-centered approach and it discusses the shift from a teacher-centered to a learner-centered approach in Algerian EFL high school classes. The issue is critically discussed by analyzing whether the learning-centered approach is expected to exist or not . Therefore, the current work undertakes to explore and to explain EFL students 'performance of secondary school within a learning -centered approach .

### **Research Questions**

Central to this study , the research problem examined EFL students' performance within a learner-centered approach in secondary school between expectation and reality .The study was conducted in an Algerian secondary school in order to find answers to the three major research questions that can be raised :

1. How does the teaching/learning situation look like in EFL high school classes?
2. What roles do teachers play in their EFL classes?
3. To what extent is the idea of learner-centeredness real ?

## **Research Aims**

The starting point of the modern theory of learner-centered teaching is the idea of an individual as a purpose and factor of the educational process, the main objective of an educator is to create the necessary conditions for harmonious development of student's personality in the learning process. Therefore , the aims of this research are :

- 1/ To make a research on how high school teachers in Algeria use this pedagogical approach.
- 2/ To explore the main challenges facing teachers when applying the learner- centered approach.
- 3/ To shed the light on what is expected to be student 'performance in a learner-centered class.

## **Hypothesis**

We put forward the following hypotheses:

Since the educational reform in 2003, we expect that teachers are using the learner -centered approach and that students are performing positively and are motivated enough within this approach to learn the English language .

## **Research Design**

### **Research Method**

This work deals with learner –centered approach theory in Algerian educational system by attempting the use of this approach by the EFL learners and teachers of secondary school . In this study, we adopt the descriptive method because of the nature of the problem. This method is suitable to achieve the research objectives since it describes the different aspects of learner-centered approach as it describes the students' performance and whether they develop as autonomous learners .

### **Participants and Sampling**

In this work, the population is composed of 100 second year students at Al-Tamimi secondary school .We have randomly chosen to work with 60 students from this

population. Also , the population of this study is composed of seven EFL teachers at this school.

### **Tools of Data Collection**

The main tools used in our case study are questionnaire , interview and classroom observation . An interview will be directed to seven teachers who are the product of the experience in teaching and evaluation of learner's difficulties. The questionnaire will be directed to second year EFL students of Al'Tamimi secondary school in M'sila in order to obtain points of view and opinions about their performance and the difficulties they face inside the EFL classrooms and to recognize teachers' and students' attitudes .

The questionnaire items can be relatively closed or open-ended and the interview and observation will clear up the sight about availability of learning - centered approach in both teaching and learning in Algeria .

### **Data Collection Procedures**

In this study, we employed both quantitative and qualitative research methods. The most important tools that will be used in order to collect and analyze data are student's questionnaire , teacher's interview, and classroom observation. Therefore , we will use questionnaire and interview to achieve more validity and to get comprehensive picture.

### **Structure of The Work**

This study is divided into two parts , each part has three sections. That is to say , part one is divided into three section ; the first section has in effect tried to clarify the concept of learner-centered approach , its psychological principles , learner and teacher's factors ; whereas , section two will be devoted to EFL learner performance within this approach . Part two is devoted to the field work of the study. It is concerned with the analysis and the interpretation of the data collected from student's questionnaires, teacher's interview and classroom observation to test the research

hypothesis. In addition, some suggestions and recommendations will be proposed to EFL learners and teachers for enhancing performance in classroom .

### **Significance of The study**

The importance of the study lies on the view that learner-centered approach plays a motivating role in foreign language teaching-learning process. It is helpful for teachers and learners since it attempts to increase the classroom interaction among students and teachers as it highlights the idea that classrooms should be more student-centered. Teachers should adopt the role of the classroom interaction's facilitator. By doing so, the students become more involved in the learning-teaching process. This motivates them to improve their learning performance .We hope through our investigation that students and teachers would be aware enough to reconsider their roles within the LCA.

### **Limitations**

During the study , not all classes were observed as planned because there was a strike in school , some teachers and students were absent and they were unable to attend classes .Also, some teachers refused to use the record , so the researcher had to rely solely on the handwritten notes. Moreover, there was noise in classes when students used to fill the questionnaire .

## **Part One : Literature Review**

### **Introduction**

Education in Algeria is giving importance to foreign languages particularly English which is promoted through a special acquisition planning that begins from first year middle school, attempting to form competent users of English. However, when it comes to real classroom practices of EFL teaching, the situation still has some complications that have to be reconsidered in EFL Algerian classes. Therefore, teachers have a challenge to enhance learner's performance and provide suitable learning environment by applying many techniques and approaches. The modern learner –centered approach comes to enhance learner's role as an active participant ;whereas , the teacher acts as a facilitator in the classroom .

Accordingly, the present part aims to investigate the concept of learner centeredness and tries to shed the light on its theoretical roots , principles , and types and it influences on learner's performance in the classroom . Moreover, There are three sections in this part ; the first will be devoted to explaining learner-centered approach ;whereas, the second will contributes EFL learner's performance within this approach .In addition the it will discuss the relationship between learner performance and learner-centered approach in section three .

## **Section One : Learner-Centered Approach**

The key element of any successful learning program is to keep the learners engaged in the course , a learner-centered approach is a proven way of keeping learners engaged .However, the process of learning is not the same for every student and does not remain the same for each individual, depending upon maturation and the content being learned. Students learn at different paces, have different aptitudes and enter classes with different experiences and background knowledge , they want to progress at a pace that allows them to master new concepts and skills , to receive timely feedback on their progress, to demonstrate their knowledge in multiple ways and to get direction , to get support , and to collaborate with experts, teachers, tutors and other students (Glowa & Goodell, 2016, p.1).

According to Richards and Rodgers (1986) , there has been a change of emphasis in teaching , the center of focus moved from the traditional or the teacher-centered to the learner-centered approach, which started to gain more attention in the learning process. This section reviews learner-centered approach as it provides a background for a discussion of contemporary methods .Within the teaching method framework, the approach is constituted by theoretical principles on which the curricular design is based. Therefore, an approach is usually understood as the body of linguistic, psychological and pedagogical theories which inspire the teaching practice. Changes in language teaching methods during history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study , they have also reflected changes in theories of the nature of language and of language learning (p.1 ).

### **1.1 Theoretical Overview of the Traditional Approaches**

Looking back at the history of teaching English language is very interesting. It allows teachers to know the different trends and what is more important is to ask some questions about the best way to teach English language . Also, it will help them to determine which aspects have affected their learning experience when facing academic settings or less formal situations. Stern recommends : *“we look to ourselves and ...*

*explore to what extent our second language teaching has been influenced by our own language learning and language teaching experience”*( Molina et al , 2006, p.5).

### **1.1.1 Grammar Translation Method**

The grammar translation method is one of the most traditional methods .The main objective of this method is to know everything about something rather than the thing itself .Tradition in teaching the foreign language according to academic and trends is present in the *grammar-translation method*. The knowledge of grammar constitutes the core, and translation is the most important type of exercise. Moreover, this method has a supportive role in foreign language learning, and allows students to notice the differences and similarities between first language (L1) and second language (L2) that will make the students understand the language system better. A significant role of this method is translating one language into the other. In this method mastery of the grammatical rules and vocabulary knowledge are emphasized .Therefore , it has been hoped that learning is facilitated. In order to communicate accurately, meaningfully, and appropriately skills and practice students need are provided using the grammar translation method . Reading and writing are the primary skills students develop in this method. Austin J Damiani (2003) in his study of the *grammar translation method* of language teaching writes :

As a teacher, I liked using the grammar translation method because I could assume the intelligence of my students; I could talk to them like the intelligent people that they are, and we could talk about the grammar and vocabulary that I was teaching. In another method, I would have had to use simple language and familiar phrases to communicate in the target language, and even then, I could not be sure that my students knew and understood what it was that they were saying (as cited in Mart, 2013 ,p.103).

### **1.1.2 The Direct Method**

According to Bullard (1964) the direct method is a shift away from the grammar translation method. It means that language should be acquired by a system modeled upon the origin of language, expression is based upon the possession of ideas desirable to be communicated to another, and environment has even been a good

source of ideas which means to let the ear and the idea guide the expression of ideas. Therefore, literature, a representative of man in his environment, should be used as a schooling power to render the student a more fit member of society. However, the general aims in literature teaching have not been at fault, but the material could have been discreetly chosen, and the method of handling material improved (p.1).

F. Gouin developed the *direct method* to teach a foreign language based on his observations of children's use of language. One of its positive points is that to teach the language and not about the language. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates of a natural method. Moreover, according to the German scholar F. Franke, a language could best be taught by using it actively in the classroom rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures (Richards & Rodgers, 1986, p.9).

*The direct method* receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students native language. Teachers who use the direct method believe students need to associate meaning and the target language directly. In fact, the syllabus used in the *direct method* is based upon situations or topics. Grammar is taught inductively, that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences (Interaksi & Mengajar, 2010, para, 1).

### **1.1.3 The Silent Method**

According to Bowen (2011), the silent way belongs to the latter tradition, which views the learner as a principal actor rather than a bench-bound listener. Therefore, this method of language teaching is devised by Caleb Gattegno who is well known for

his interest in the use of colored wooden sticks called rods and for his series words in color, it is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible, it deals with initial reading in which sounds are coded by specific colors. Elements of the silent way, particularly the use of color charts and the colored rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs, this materials provides physical focus for student learning and also create memorable images to facilitate student recall. In psychological terms, these visual devices serve as associative mediators for student learning and recall. Moreover ,the silent method is also related to a set of premises that we have called problem-solving approaches to learning. These premises are succinctly represented in the words of Benjamin Franklin: *‘Tell me and I forget, teach me and I remember, involve me and I learn’* (para . 1).

The silent method characterized by its focus on discovery , creativity , problem solving and the use of materials. The central principle of Gattegno’s silent method is that teaching should be subordinated to learning. This means that the teacher bases his lesson on what the students are learning at the moment, not what he wants to teach them. Gattegno (1972) believed that language is not learned by repeating after a model. Students need to develop their own inner criteria for correctness to trust and to be responsible for their own production in the target language , he said that *“The teacher works with the students while the students work on the language.”* The teacher used a variety of tools (hand gestures, charts, the blackboard, and other students to get the students to self-correct (as cited in Freeman ,2013 , p. 32 ).

#### **1.1.4 Total Physical Response Method**

Asher (1968) declared that the strategy of the total physical response is to have the students listen to a command in a foreign language and immediately obey with a physical action. For example, two students will sit on either side of the instructor. The instructor gives the students commands such as jump, turn , squat, and run . The training begins with brief one-word utterances, but within thirty minutes. The morphological and syntactical complexity of the commands has been increased.

Therefore, one approach which produces rapid, non-stressful learning to understand a second language is the total physical response technique. It has been demonstrated that it has been demonstrated that when students learned to understand a language with the technique of the total physical response, their comprehension was accelerated far beyond students who tried to learn with translation methods. Many experiments were completed in an attempt to discover what factors within the total physical response technique were producing the acceleration in learning. The first finding was that events in training were not as important as what happened during the retention tests. During training, it did not matter whether students listened to the teacher command and then acted along with a model or merely sat down, listened to the teacher and watched the model perform a physical action. What was important—indeed extremely important—the performance of students (p.4).

### **1.1.5 The Audio-Lingual Method**

The overall goal of the audio-lingual method was to create communicative competence in learners. The emphasis was on the acquisition of structures and patterns in common dialogues. However, it was thought that the most effective way to do this was for students to overlearn the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language which based on the studies of structural linguists into the minds of the learners in a way that made responses automatic and habitual. It was held that the language habits of the first language would constantly interfere, and the only way to overcome the problem was to facilitate the learning of a new set of habits appropriate linguistically to the language being studied (Keppler, 2010, p.1).

Wilson (2011) claimed that *the audio-lingual method* attends to structure and form more than meaning, it demands memorization of structure-based dialogue and linguistic competence is the designed goal. Language items are not necessarily contextualized. Therefore, language is habit, so errors are to be avoided and prevented at all costs. This approach's basic distinction from the traditional approach is that language is to be taught as speech rather than writing and grammar (p. 5).

## **1.2 New Trend : The Communicative Approach**

The communicative approach is the product of linguists who are against the audio-lingual and the grammar translation method. This approach draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom. This approach developed by Charles A. Curran and his associates and it gives greater flexibility for language acquisition .Moreover, the process of learning second language, in the case of English, must be similar to learning the first language, where listening goes before speaking. In this way, communicative skills are developed in the natural and the spontaneous way. One of the most representative figures of this model is Chomsky who rejected the structural approach to language description as well as the behaviorist theory of language learning and stated that the fundamental properties derive from innate aspects of the mind , he wanted to revolutionize American linguistics and focused the attention on the mental properties and distinguished between competence and performance in learning and using language. (Richards and Rodgers, 1986 , p.113 ). Moreover, according to Stakanova and Tolstikhina (2014) , more and more attention is given to communicative approaches in EL teaching these days with the emergence of universal education, and the extremely rapid development of ICTs, communication became the primary goal for foreign language learners ( p.458) .

### **1.2.1 The Concept of Learner-Centered Approach**

According to Boudersa and Hamada (2015) learner-centered approach engages learners in the process of learning . The focus is placed squarely on learning in the learner-centered teaching. The attention is given to what, how, and the conditions under which the student is learning, whether the student is retaining and applying what has been learnt, and how current learning positions of the student is put for future learning. The student is the main focus of teaching and constitutes an important part of the equation in the learning process. The main aim behind adopting this model is to promote learning in the first place (p. 26).Weimer (2002) provides the following statement to explain what is meant by a student-centered teaching:

Being student-centered implies a focus on student needs. It is an orientation that gives rise to the idea of education as a product, with the student as the customer and the role of the faculty as one of serving and satisfying the customer. Faculty resist the student-as-customer metaphor for some good reasons. When the product is education, the customer cannot always be right, there is no money-back guarantee, and tuition dollars do not buy the desired grades (as cited in Boudersa & Hamada , 2015 ,p. 26).

### **1.2.2 Theoretical Roots of Learner-Centered Approach**

The learner-centered approach (LCA) based on the constructivism theory . It has been popular among many educators. Student-centered teaching approach has been applied to teaching school and college students for over six decades .Teachers at various grade levels have been applying the student-centered approach to increase student participation, to develop confidence in students, to shift the learning responsibility and so forth , to foster the intellectual development of students , to enable students to build multiple historical perspectives , and to improve students' understandings of historical ideas and concepts (Wheatley & Din , 2007, p.1).

### **1.2.3 Types of Student-Centered Learning**

The most popular types of student-centered learning are problem-based learning, project-led education, learning contracts, flexible learning, self-directed learning, inquiry learning, just-in-time checking, and personalized learning ...etc . Therefore, the problem-based learning may be defined as giving students a problem to understand and solve with the goal of having students learn relevant information and procedures .Solving the problem correctly is less important than participating in the process of gathering and learning the information and procedures relevant to solving such problems (Johnson et al , 2013, p.14).

Meanwhile, project-led education, in which problem and project-based learning are among the most known and used learning strategies, requires that students are actively involved in learning. Project-based learning involves students in complex projects that require problem-solving, research activities, decision making and realistic

products or presentations. Through student presentations and projects , students can assign projects and reports to actively engage in explorations of the course material . Another type of LCA is the learning contract which ensures that students plan their learning experiences together with lecturers. Brecko (2004) says that the main advantages of the learning contract are that learning is of interest to the learner, it motivates him, the learner is free to choose the area of learning, learners can learn at their own pace, students are focused upon their learning, the learning contract respects differences in individuals and that it increases confidence and excitement in learning (as cited in Marinko et al ,p.18).

According to Guest (2006) , students have some autonomy over how, when, where and what to learn within flexible learning. In this way, flexible learning takes account of the individual needs of students and therefore implies a more student-centered approach to learning . students may negotiate with their lecturers on matters such as choice of topic areas, use of support materials such as textbook and web resources, timetable and venues for meetings with their instructors and the nature and weighting of individual assessment tasks (p .287).

Silen & Uhlin (2008) noted that self-directed learning should not be considered just as self-study and/or students' own concern. Self-directed learning means that students have to study from the corresponding sources of literature in order to develop information literacy skills/competences. However, inquiry learning usually starts with questions and not with lectures. Students work in teams and examine data or explore models. Plush mentions a number of researchers who believe that inquiry learning improves problem solving skills, understanding and motivation (p.18). Also, it is called team-based learning is an instructional strategy using learning teams to enhance the quality of student learning .The instructor assigns students with diverse skill sets and backgrounds to permanent groups of five to seven members. Students are individually accountable for homework assignments and for contributing to team efforts in class ( Johnson et al , 2013 , p.14) .

Just-in-time teaching is a type of student-centered learning developed by Novak, Patterson, Gavrin and Christian for undergraduate physics courses. It involves the use of online activities in the form of short-answer and multiple-choice questions that students are required to complete just prior to attending a lecture. In the other hand, personalized approach was introduced from the business world focused on providing the consumer with a very wide range of products . According to Johnson the term personalized learning was first used by British politicians who stressed that personalized learning means really knowing the strengths and weaknesses of individual students, the necessity of developing the competence and confidence of each learner through teaching and learning that builds on individual needs, that every student should enjoy the study choice, that it requires a new school organization, and that the community should support schools in this progress (Marinko et al, p.19 ).

#### **1.2.4 Learner Factors**

Both Freire and Horton (1990) shifted power and control from teacher to student .Another scholar writing about Freire operationalizes what Tompkins describes and what Freire did when he taught : *“He means to offer a system in which the focus of the learning process shifted from the teacher to the students. And this shift overtly signifies an altered power relationship, not only in the classroom but in the broader social canvas as well.”* (as cited in Weimer , 2002, p.9).

##### **1.2.4.1 The Learner-Centered Psychological Principles**

Whisler (2005) confirmed that school social context has profound influences on adolescents’ psychological, academic, social, and physical development. When one considers that most students attend school for 180 days per year and spend at least six to seven hours per day at school for over a decade, the potential influence of the school environment on educational, developmental and personal outcomes becomes quite profound. Therefore, in many teacher education programs, educators are required to take one course in Educational Psychology. That course typically covers theories of learning, theories of motivation, cognitive and social development, assessment, and behavior management. Consequently, a huge amount of material is covered in a brief

period of time. In addition, these courses often are offered and required at the beginning stages of teacher education programs ( p.1).

#### **1.2.4.2 Motivation**

According to Weimer (2002), the major theme in the writings of the radical and critical pedagogues is the influences of power on the motivation to learn . Freire first and most definitively articulated what has become the central tenet of critical pedagogy, he said that education can be a vehicle for social change. Stage, Muller, Kinzie , and Simmons elaborated that : *“Education’s role is to challenge inequality and dominant myths rather than socialize students into the status quo. Learning is directed toward social change and transforming the world, and true learning empowers students to challenge oppression in their lives”*( p.23).

Jones (2007) noted that students who have never worked together before may need a lot of support and encouragement to begin with thorough preparation . Students may need to rehearse conversations, and learning model dialogs may help them to feel more confident, and this confidence will grow little by little as students successfully share ideas and experiences when they do work together. This may start in a very simple way with, for example, students talking about thought-provoking pictures in their textbook or discussing specific questions ( p .14).

Motivation is the major subject that takes a large interest and studies from researchers , psychologists and teachers , it can be traced through the development of other major theories of human behavior and learning including dualism , humanistic and person-centered approaches. It is considered as an important factor in the teaching learning language process, and especially in the academic success because when students are motivated to learn and get knowledge, achievement is significantly increased ( Jordan et al ,2008 ,p .154).

Many educators comment that their students are not motivated, and many students who eventually drop out of school note that the material covered in school was boring or not relevant to their lives. In any class, some students are usually less motivated than others, and unmotivated students are less likely to join in

wholeheartedly when asked to work together in English. Speaking in English for two minutes can be a challenging , scary experience for some students . Working together makes this less scary, particularly if students are helping and supporting one another. And the feeling of having achieved something is very motivating. Making notes before students start and preparing what they will say can be less scary than thinking on their feet and trying to think of what to say and how to say it (Jones , 2007, P.15).

### **1.2.4.3 Anxiety**

Anxiety is a feeling of apprehension and discomfort accompanied by cognitive difficulties during a test which means nervousness about the test situation . There is general consensus that it involves at least two components , a pattern of physiological hyperarousal i.e., increased heart rate, blood pressure that may include physical changes and complaints, and a cognitive obstruction or disorganization of effective problem-solving and cognitive control, including difficulty in thinking clearly . These two factors have also been termed emotionality and worry a cognitive aspect which involves concern over one's performance . A proposed third factor that has received less attention is social humiliation, referring to one's concern and awareness that others may negatively view the test performance. This third factor could easily be subsumed by the worry or cognitive component (Anderman & Anderman , 2009, p.387).

Testing may have a negative impact on student learning and performance. Mulvenon, Stegman and Ritter (2005) noted that standardized testing reveals a plethora of anecdotal cases of students experiencing illness, anxiety, and heightened levels of stress. Furthermore, numerous studies have surveyed teachers regarding the impact of standardized tests, producing findings that low performance on these tests is correlated with increased levels of anxiety and stress. Mulvenon and colleagues concluded that most of the dangers of standardized testing are overstated and that most students, parents, principals, and counselors do not report increased levels of stress or anxiety. Nevertheless, there remains a nationwide concern that an increase in high-stakes testing and test anxiety is harming students (as cited in Anderman & Anderman , 2009, p.387).

## 1.2.5 Teacher Factors

Teacher factors can have profound impacts on various outcome measures. For instance, gesture used by teachers can influence performance and teachers' opinions about specific treatment options can impact student behavior and the types of interventions implemented in the classroom. Teachers who demonstrate patience, knowledge of intervention techniques, an ability to collaborate with an interdisciplinary team, and a positive attitude towards children with special needs can have a positive impact on student success ( Sherman et al , 2008, p.347).

### 1.2.5.1 Teacher 's Attitude

Bhatt (1995) defined the teacher as an approachable person seated among a group of students, facilitating an animated discussion, firmly but gently guiding the students to insight, awareness, self-confidence, and a heightened ability to think critically the instructor is pictured not while studying alone or presenting a paper to learned colleagues but while interacting with students. This idea convey a sense of impact, of an instructor having a potentially profound effect on the students .Epstein said that *''What all the great teachers appear to have in common is love of their subject, an obvious satisfaction in arousing this love in their students, and an ability to convince them that what they are being taught is deadly serious''* (p.1).

Teacher's attitude differs from one teacher to another . Just as students vary in what they expect from teacher, so teachers vary in what they expect from students. From the beginning of a course, some teachers trust students to be able, motivated, and enthusiastic about course content . However , some teachers have little initial faith in most students' intellectual ability, commitment, or honesty. Fortunately, most teachers are not so bound by initial expectations that their attitudes toward particular students cannot change as the term progresses (Bhatt, 1995, p.13).

Teachers' attitudes is important for understanding and improving educational processes. Many studies have described aspects of teaching practice which are related to effective classroom learning and student outcomes. Close monitoring, adequate pacing and classroom management as well as clarity of presentation, well-structured

lessons and informative and encouraging feedback have generally been shown to have a positive impact on student achievement ( Dubuc. J , 2009, p.89).

### **1.2.5.2 The Teacher's Role in The Student-Centered Approach**

A student-centered classroom is a place where the teacher consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. The teacher's role is more than a facilitator and the students are active participants in the learning process. Therefore, the teacher helps to guide the students, manage their activities, and direct their learning. Being a teacher means helping people to learn and, in a student-centered class, the teacher is a member of the class as a participant in the learning process ( Jones , 2007, p. 2).

The role of teacher shifts in the learner-centered approach. Therefore, In classroom discussions, the teacher shares some decisions about the course with the students , he can notice the things that students are interested in, the things that they like, and the things that get them engaged. Also, the teacher should plan some tasks or projects, but which should be related to their learning (Boudersa & Hamada , 2015, p. 27) . Moreover , Bhatt (1995) viewed that the teachers cannot be held responsible for the differences in ability students bring with them, but they are responsible for motivating all students, from the gifted to the barely adequate, to do their best work and to love the learning experience ( p.3).

### **1.2.5.3 Teaching Techniques in LCA**

It is often may be difficult to communicate new research-based instructional techniques to practicing educators. In addition, there often is little accountability for the use of new research-based techniques in education. Whereas a teacher may learn a new technique such as reciprocal teaching during a professional development seminar or in a graduate education course, there are few systems in place to verify that the teacher is using the technique during instruction. In addition, if the teacher is not using the technique at all, consultations with experts to provide ongoing support in the use of the new technique are seldom provided (Anderman & Anderman , 2009, p.6).

### 1.2.5.3.1 Multiple Intelligences

EFL methodological concepts and teaching techniques are quite different from those based on suggestology to cognitive ones. It is impossible to discuss cognitive concepts of language acquisition without reference to Howard Gardner and his noteworthy and influential study of multiple intelligences (Stakanova & Tolstikhina , 2014 ,p.457).

Multiple intelligences is a psychological and educational theory developed by psychologist Howard Gardner and it was first published in his work frames of mind which suggests that an array of different kinds of intelligence exists in human beings. In this work he defined the first seven intelligences. Gardner( 1983) suggests that each individual manifests varying levels of these different intelligences and thus each person has a unique cognitive profile. Gardner's theory argues that students are better served by a broader vision of education where teachers use different methodologies, approaches and activities to cater for all students, not just those who excel at linguistic and logical intelligence. The revised primary curriculum emphasizes the value of directed discovery learning and an experiential approach, which are in line with multiple intelligences approach (as cited in Carr , 2007, p.18).

Linguistic intelligence is revealed through specially designed grammar and vocabulary exercises based on pair work in dialogues; whereas, visual intelligence is developed when students do exercises supported by pictures or use flash-cards. They reconstruct dialogues and stories with the help of stickers. In addition, musical-rhythmical intelligence is activated when children listen to and imitate intonation and rhythm, sing songs and recite verses ; whereas , logical-mathematical intelligence is based on solving problems and puzzles, counting and analyzing elements of the whole. Moreover, bodily-kinesthetic intelligence expresses itself in physical activities and movement: role-play, games, making posters and doing projects ; whereas, intrapersonal intelligence is necessary in pair and group work , games and team activities ( Stakanova &Tolstikhina , 2014, p.457).

### **1.2.5.3.2 The Use of ICTs in LCA**

The implications for technology in student-centered learning start with examining the user's role and what functional capabilities are implied for this role . Students use ICTs to communicate with others and to demonstrate evidence of their learning ,it helps them research opportunities that match their individual talents and interests and to identify their personal goals; whereas, teachers use it to analyze and utilize real time data to differentiate instruction, and engage students in deeper learning. Teachers use online resources and courses to support student learning aligned with standards, student needs and interests, they can assign these resources to individuals or groups of students (Glowa & Goodell, 2016, p. 21).

Today's learners and classrooms are becoming more challenging , diverse and unique, and this refers to the emergence of information and communication technology (ICT) which made it possible for teachers and students to collaborate with each other in many ways . for this reasons the teaching has developed gradually and the teacher use different approaches , tools and different visual aids to teach their students learning process and to make effective learning ( Melor et al , 2013 ,p.114 ).

#### **1.2.5.3.2.1 Online Study Groups**

For some students, an online class may seem very isolated .As midterm and final exam time approaches and the student's stress level increases, this feeling of isolation can grow. Using chat sessions for review and test preparation can reduce the feeling of isolation and can be an effective teaching method. Also, the chat logs provide a unique learning tool which the teacher won't get in a face-to-face review session. One of the keys to a successful chat session is limiting the number of participants. If the teacher is teaching a large class, he needs to break the class into groups and hold a review session for each group. After students ' participation in a foreign language chat, the teacher can then compile parts of the chat transcripts into an assignment, and have the students find and correct any mistakes that they or their foreign partners made ( Rice & Nash, 2010 , p.51).

### **1.2.6 Learning Environment in Algerian Secondary School.**

Dubuc. J (2009) noted that the classroom environment is the setting in which student learning takes place. It concerns the classroom's physical environment, the social system, the atmosphere, and norms and values. Studies conducted in different regions of the world have shown that classroom climate is one of the most important predictors of student . However, as this environment often varies between subjects and teachers, it is not easy to identify domain-general indicators. The systematic study of school environment has its roots in organizational psychology and research on school effectiveness. In addition, there are various definitions of school environment . Researchers agree that school climate essentially reflects a subjective view of the learning environment at the school level . Relevant aspects of the school environment are the physical environment, the social system, relationships between principals, teachers and students, a sense of community, teacher and student morale, norms among peers, and safety. School climate is fundamental for the quality of schooling and instruction (p.108).

The environment is used in a multiplicity of ways by all teachers throughout the curriculum. It is possible to scaffold children's learning by first of all using the child's own physical environment of home as it is a concrete resource that they are familiar with and can talk easily about. Children may go on field trips to local parks, lakes, woodlands ,or fishfarm. Their own local history intermingles with geography when looking at: the physical landscape, architecture, planning, place names, transport, and when doing project work. All of these develop skills of observing, classifying and recording. Many schools are trying to earn a Green Flag and would have been involved in cleaning the school yard, recycling and planting flowers. In this way children understand the importance of caring for the environment and they are actively involved in maintaining a clean school. The pupils' environment/Green flag committee would have meetings and report back their findings and decisions to their classes and to the principal (Carr, 2007, p.53).

The school should provide a friendly, stimulating, and safe environment that promotes social, physical, and intellectual learning needs of all students. Classroom

size, space, arrangements and furnishings allow for students to learn alone, in pairs, in corners, in small and large groups and on the floor. (UNICEF , 2010, P.13 ) .Also, the school's walls should be permeable; learning is not restricted to the classroom or the building. Teachers should use time and place flexibly, in ways that optimize and extend student learning and that allow for educators to engage in reflection and planning ( Glowa & Goodell ,2016, p.9).

### **1.2.7 Learner - Centeredness in Algerian Teaching Context : The Competency Based Approach .**

Cheli (2010) noted that the competency-based approach (CBA) is a new approach based on competencies. It is a change in most of the educational systems in the world in terms of the implementation of new curricula. CBA has been adopted in teaching English as a foreign language in order to prepare the learners to be competent in their real life tasks .The competency-based approach was introduced in Algeria in 2002 as a result of the educational reform in the primary, middle and secondary school; new books were published for this aim for all the levels ( p.2).

According to Benzerroug (2017) , linguistic researchers, such as Nunan , Willis, Harmer ,Careless ,Legendre, Roegiers Perrenoud and others , have been moving towards more learner-centered approaches to teaching, leaving away the teacher-centered methods that prevailed over centuries . This is why, the competency- based approach has imposed itself in the sector of education as a means to meet the new generation needs and integrate into the world community . This pedagogy was adopted by the developed countries in their educational systems a long time ago. Therefore, it was necessary for Algeria to deal with it in the educational system by designing new curricula. Moreover, the reform of the Algerian educational system is based on three major elements teacher , learner , curriculum and puts emphasis on the teacher as being the applicator of this reform in the practical field . It aims mainly at changing continuously school curriculum and textbooks by inserting the new technologies of information and communication , which are introduced in the world , and also by adopting a new teaching pedagogy ,*the competency-based approach* , which is centered on the learner ,his needs and his interests (p.3).

### **1.2.8 Hindrances in Applying Learner-Centered Approache in Algerian Secondary School .**

Teachers faced difficulties in implementing the learner-centered approach. It enables personalized learning experiences, which may happen through the learner's direct interaction with a teacher, through a component of the system, with content delivered by the system or as a combination of online and offline experiences. Therefore , the system must facilitate the provision of learning experiences based on individual student interests and motivations plus timely feedback provided by multiple sources (Glowa & Goodell , 2016, p. 5).

The exercise of power in the classroom often benefits teachers more than it promotes student learning. According to constructivist theories, students do not need to wait until they have developed expertise before they interact with content. They are encouraged to explore it, handle it, relate it to their own experience, and challenge it whatever their level of expertise. Obviously, less knowledgeable and experienced learners will interact with content in less intellectually robust ways, but the goal is to involve students in the process of acquiring and retaining information. However, the teacher has difficulties in encouraging the students to participate actively in the learning process ( Weimer, 2002, p .43).

This section has focused on the theoretical discussion about the problem of the present research . It summarized the approaches to language teaching and it made an insight about theoretical overview of the traditional approaches and their importance on education and learning . Moreover, this section attempted to discuss the most important variable of the conducting research which is the concept of learner-centered approach from theoretical roots , types , hindrances and learner and teacher factors . Therefore, it discussed its effectiveness on the way of teaching and learning and mostly on the learner's performance which is the aim of education in general .

## **Section Two : EFL Learner Performance in Algerian Secondary school.**

The learning process is an active process and change is one of its products. The learner may very well be passive in the sense of physical activity and mental processes in learning. Behavioral expectations are explored, and the outcomes of the learning process, but not the learning process itself, are translated into statements of observable signs. These observable signs may be performance criteria manifested by the ability of the learner to successfully complete a designated task; production of something; or observable and concrete behavior which can be recognized and recorded with some degree of precision (James & Wash , p.17).

### **1.2.1 Definition of Learner Performance**

It is common to separate students into not just two performance categories, but more commonly, three, four, or even five performance categories. With four performance categories, these categories are often called failing, basic, proficient, and advanced. The process of setting performance standards proceeds through many steps. First, it is common to set a policy about the composition of the panel that will set the performance standards. Decisions about the demographic make-up of the panel, such as gender, ethnicity, years of experience, geographical distribution, role of teacher are usually considered, as well as other factors. Then a plan is put in place to draw a representative panel to meet the specifications (Anderman & Anderman , 2009, p. 283).

### **1.2.2 Learner Autonomy**

The concept of learner autonomy has been a major area of interest in foreign language teaching and learning for last decades from teachers and learners . The idea of this term is not new, but it has been widely referred to the individualization, self-instruction then learner 's independence , which demands learner involvement and such involvement may lead to a deeper and better learning. Thus it can be said that the fostering of learner independence may start in a classroom environment and extend beyond it (Borg , 2012, p.18).

The concept of learner autonomy contributed immensely to the dramatically shift from a teacher-centered to a learner-centered approach in foreign language teaching. This shift prompted the move from the traditional teacher's role of a supplier of knowledge to the one of a facilitator. The learner, who at the time of the grammar-translation and audio-lingual methods was treated as an empty vessel, is now expected to actively participate in the teaching /learning process in and out of the language classroom. This immediately implies that the teaching/learning process in FLT presupposes equal participation of both teachers and learners leading to shared responsibility ( Boyadzhieva , 2016, p.36).

Autonomous and independent learning come to play an increasingly important role in language education . Therefore , the student has the ability to take charge of own individual learning , to take personal decisions , self-regulated ,willingness and responsibility for learning involvement and it can be an indicator to predict academic performance. This concept leads learner to apply freely their knowledge and skills that can take place both inside and outside the classroom and to act independently and in co-operation with others (Sabitha & Najeeb , 2012 ,p.36).

In a student-centered class students learn from each other and help each other. They do not depend on their teacher all the time, waiting for instructions, words of approval , correction, advice, or praise. They do not ignore each other, but look at each other and communicate with each other. When in difficulty or in doubt, they do ask the teacher for help or advice but only after they have tried to solve the problem among themselves. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills ( Jones, 2007,p. 2).

Developing learner independence play an increasingly important role in the theory and practice of language teaching which is lifelong endeavor and takes long time , focusing on the needs of individual learner and his decision and choice . It aims to increases the capacity and confidence of an active learner and empowers learner-centeredness , enhancing his performance , skills ,and develop his ability to engage with, interact with, and derive benefit from learning environments which are not

directly mediated by a teacher. There are three basic pedagogical principles which underlines autonomy in language learning ,firstly learner involvement , learner reflection that helps learners to think critically when they plan their programs and purposes , monitor and evaluate their learning , and the appropriate use of target language (Sabitha & Najeeb , 2012, p. 37) .

Teaching language and developing learners autonomy is based on the teacher who guides them to apply its principles . The teacher's role is to create and maintain a learning environment and management in order to make the learner more autonomous , he has to empower his autonomy when it is required and to promote the psychological attributes and practical abilities involvement and engagement . (Sabitha & Najeeb , 2012 , p.37) .

Learner autonomy is expected to result in enhancing learners' motivation. It is a concept introduced by Henry Holec and it was initially defined as the ability on the part of the learner to take charge of own's learning .It implies that the learner has the freedom to plan and control his own learning by choosing what, when and how to learn in compliance with their own needs, interests and abilities ( Boyadzhieva , 2016 ,p.35).

### **1.2.3 Learning Activities**

Learner-centered teaching activities can increase students' enjoyment of learning experiences. This is because, as teachers know well, the work and outcomes of successful learning can produce joy going off from a new insight .Since significant learning is facilitated by learner- centered pedagogies, they are more likely to cultivate joy than non-learner-centered approaches. In part, this can be attributed to how they help create dynamic, energized classrooms that keep students awake, attentive, talking, writing, and thinking deeply and critically rather than bored, drowsy, and distracted by their electronic devices, superficially listening and passively taking notes.( Byrne, 2016, P.25). Bob Marzano and colleagues recommend that *“we create classroom tasks that relate to students' interests and goals because students are more likely to*

*perceive tasks as valuable if the tasks somehow relate to their interests and goals”*( Lewin & Shoemaker, 2011 , p.14).

### **1.2.3.1 Cooperative Learning**

The use of cooperative learning in high school classes developed by Kurt Koffka in the early 1900s who proposed that groups were dynamic wholes in which the correspondence among members could vary. Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment. The instructor decides which goal structure to implement within each lesson. The most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation. (Johnson et al, 2006, p.3).

Teachers are no longer encouraged to work in isolation but are expected to engage in more collaborative processes in order to enhance pupil learning in schools. Through collaboration ideas can be shared, better strategies can be developed and problems solved. Teachers are better able to monitor student progress and to evaluate the approaches used in the classroom (Carr, 2007, p.39).

Cooperative learning means when students get into groups. Many of the student-centered learning approaches have students participating in small groups in class, and in some cases, out of class. Often, students do not have the knowledge and skills to work effectively in groups. However, if prompted, they are familiar with problems that can arise when working in groups and they have some ideas about how to address these situations. Here are some of the questions that faculty members often ask about using small groups or teams as part of an approach to teaching (Froyd & Simpson , 2008, p.7).

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive i.e. students work against each other, or individualistic. In

cooperative and individualistic learning, teacher evaluates student efforts on a criteria-referenced basis while in competitive learning he grades students on a norm-referenced basis. While there are limitations on when and where competitive and individualistic learning may be used appropriately, any learning task in any subject area with any curriculum may be structured cooperatively (Johnson et al , 2006, p.3).

Teacher can ask students to work in small groups in order to answer a question , explain a complex concept or a physical or social phenomenon in terms a high school student could understand , sketch a flow chart or circuit or free-body diagram or plot or time line or concept map , solve a short problem or outline the solution of a longer problem , get started on or carry out the next step of a case study analysis or long problem solution or derivation ( Felder & Brent, 2017, p. 2 ).

Teacher in learning classroom environment uses varied techniques and strategies inside the classroom as a powerful tool for fostering language acquisition . that help enhancing the learning achievement , performance and practice .then to encourage students to share their prior knowledge to each other by engage them in group discussion to contribute a realization of goal . (Hill et al , 2006, p.55).

Collaborative learning has a part of interest as an effective technique for teaching learning process , it can be defined as a learning environment in which students make contributions to solve problems together . It is a form of indirect teaching in which the teacher sets the problems and organizes the students to work it out collaboratively . In cooperative classrooms, students find value in helping one another learn , they become a cohesive, powerful, and positive force . Accordingly, teacher role in cooperative learning classroom are quite different from those of traditional classrooms; along with the changed social structure comes a changed pattern of teacher attention, expectations, and discipline and this appears in the successful engagement of students in group discussion and present best work ( Watkins et al , 2007 , p.88).

Organizing students together significantly in small group members discussion and engage them to work cooperatively is depending in conditions to designed map to

reach the planned objectives .The teacher plans and monitoring the task progress and evaluating group plans and metacognitive activities that fit students ' needs and abilities discussed it orally explain to each other to more understanding ,after that he tests them individually and evaluating group plans, but have their final grades dependent on the average of the group in order to improve group performance ( Na Li , 2012 ,p.10).

### **1.2.3.2 The Use of Visual Aids in Learning**

Visual aids, such as pictures and videos, can be used for a wide range of activities, from speaking and writing to enhancing students' vocabulary and grammar skills because it facilitates both teaching and learning foreign languages. According to studies, learners can record images and words in their memories and recall them later in image and/or word forms. In addition, using visual aids has proven to be a great motivational tool for students and teachers alike, as it provides the teachers with the opportunity to express their creativity in preparing new teaching materials. The ELT classroom cannot remain separate from the predominantly visual world in which it is located, where most students are visual learners and where the proverb 'A picture is worth a thousand words' applies more than ever (Krčelić & Matijević , 2015, p.1).

Brinton said :

Use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom. But above all, use media to involve students more integrally in the learning process and to facilitate language learning by making it a more authentic, meaningful process (María , 2012, p.16).

Nowadays students live in a predominately visual world, exposed to the media , technology and an overabundance of digital stimuli, where the proverb '*A picture is worth a thousand words*' applies more than ever ( krčelić & Matijević , 2015, p.110). The use of media-based material must be perfectly integrated in the lesson in order to be effective. The students with different learning styles must be taken into account too, and using media help the teachers to address the needs of visual, auditory and

kinesthetic learners. Brinton points out the different reasons why it is helpful to use media in the class. The main reason is that the media appeal to student's senses and help them process the information, in this way the teacher does not have to give extra explanations as the teaching point has already been reinforced. It is remarkable that media help teachers to motivate students because it brings the real life into the classroom and the language is represented in a more complete communicative context (María , 2012 , p.16).

The emergence of learner-centered approach leads the teacher to focus more in classroom management and teaching materials. Visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Burton said that : “*Visual aids are those sensory objects or images which initiate or stimulate and support learning*” . Moreover ,it includes all the instructional aids such as pictures and video available format , models , posters , illustrations , maps , symbolic materials , actual objects, charts, flannel board, flash cards, bulletin board, chalkboard, slides, text books can be used for a wide range of activities in order to enhance students ‘skills , vocabulary and grammar , because learners can record images and words in their memories and recall them later in image and/or word forms. Consequently, Humans can keep images in their memories for a short time and create schemes for long term memory. So, visuals help students to remember course material ( Shabiralyani et al , 2015, p. 226 ).

### **1.2.3.3 Role-Play Activity**

Role-play is one type of active and participatory learning activity that creates interaction between students and a simulated scenario. This reality can serve to open the minds of participants to issues they need to be able to deal with in their chosen careers. While a great deal of high school learning and teaching revolves around the traditional models of listening, reading, talking and writing, there is much to be gained by expanding the learning environment to include such activities as debates, open-ended assessments, panel discussions, and many other types of learning experiences that cater for higher order thinking and collaboration or contrived conflict between learners. This is where role-plays can fit ( Kilgour et al , 2015, p.1).

Role plays can be effectively used in the classroom to provide real-world scenarios to help students learn. It gives students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario that can be stressful, unfamiliar, complex, or controversial which requires them to examine personal feelings toward others and their circumstances. Also, Role playing can be effectively used in the classroom to motivate and engage students, to learn skills used in real-world situations, negotiation, debate, teamwork, cooperation, persuasion, and to provide opportunities for critical observation of peers ( Bonwell & Eison, 1991, p.47).

#### **1.2.3.4 The Use of Games in Learning-Centered Approach**

Teachers are challenging to use many varieties of materials in classrooms exercises that develop learner's mental abilities and competencies and facilitates the understanding of the courses designed. Therefore, Games are considered as an effective technique that used to entertain, engage and specially challenge the learners to play and usually interact with others specially in competition integration, it may use in reading, writing, listening and speaking skill (Wright et al, 2010,p.1).

The selection of games by the teacher for learners is based on the course designed and according to their problems with learning autonomy, meeting their needs and lack of understanding. Shaping a learning task in the form of a game often attracts and involves the interest of learners who see it as something different to what they normally do in class interaction (Sandford et al, 2006, P.8). The game activity formats most work with small groups such as pair or group work collaboration. Thereby creating a setting to develop their skills in working with others in the classroom encourages participation, motivation and experience for learners and improves the learner role's play inside the class (Simpson, 2015, p.4).

Serious games as educational games can be defined as video games or interactive applications whose main purpose is to provide not only entertainment but also training in areas such as health, marketing, education, etc. Clark Act was the first

author who used this term in 1970. For him, serious games are effective teaching and training devices for students of all ages in many situations because they are highly motivating. Zyda said that *"a mental contest played with a computer in accordance with specific rules that uses entertainment to further government or corporate training, education, health, public policy, and strategic communication objectives"* ( Noemí & Máximo , 2014 , p. 230 ).

Games can be found to give practice in all the skills (reading, writing, listening and speaking), in the stage of second year at secondary school in Algeria. Games help and encourage many learners to sustain their interest and motivation because language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate, and to use the whole range of the target language in the conversation or in the written composition. Effort is required at every step and must be maintained over a long period of time. Games also help the teacher to create contexts in which language is useful and meaningful (Stakanova &Tolstikhina , 2014, p. 459).

### **1.2.3.5 The Use of Quizzes in Learning-Centered Approach**

Quizzes can be used to test memory and recall, and also basic reasoning. Quizzing has been shown to have powerful effects on learning. Asking students to explain something, or describe their knowledge or understanding of specified material, quickly reveals intellectual gaps and misunderstanding. Presentation of accurate material immediately following self-assessment of knowledge is particularly prone to student retention and integration. In other words, there is something powerful about being quizzed, or trying to come up with an answer, that prompts retention of relevant material encountered immediately after unsuccessfully generating an answer ( Wiederman , 2015, p.4 ).

The use of quizzes in teaching and learning processes is an important step that evaluates and examines the learner's performance level or whether they understand the course or not , and the teacher methodology used whether it is effective or he has to change it to meet their needs and for more understanding . The tasks and activities designed by the teacher to examine their level, which relates to some

features that should be provided at various points during the course must be formative rather than summative ( Tuttle , 2010 , p. 1) .

### **1.2.4 Classroom Management**

Bernstein (1994) noted that classroom management is a tougher job than it used to be because controlling classroom behavior isn't the same as it was a few years ago .Taking charge of an elementary or secondary classroom today means understanding the many differences that have occurred in the last ten years. Class sizes are generally larger and classrooms more crowded and classroom populations are more diverse and racially mixed. Also, Students and parents are more ready to resist and challenge authority, and more and more students are unafraid and unmoved by reprimands and other traditional discipline techniques. Classroom control cannot be established solely through punishment anymore if it ever could be. Today's teachers have to adopt some fresh approaches to classroom management ( p. 2).

The difference between a large class and a smaller class is the amount of time the teacher has to monitor the groups. It's hard for the teacher to monitor a conversation and participate in an activity at the same time. It may be better to sit outside the group while students work together , and not be part of the group . Showing interest, and answering questions are fine, but constant intervention is not likely to encourage students to behave autonomously. It's also important for students to sit close together so that they can talk softly and still hear one another. A lot of students talking loudly make a lot of noise ( Jones , 2007, p. 4).

The efficient use of time is an important variable in helping students achieve learning goals and making the classroom a pleasant place for teachers and students. Instructional strategies must be planned to fit into fixed time frames, where it is the clock and noting the assessment of whether students need more time on a topic that dictates the beginning and end of a lesson. The variables that affect the teacher's use of time include non-instructional routine procedures, transitions between activities or classes, and school wide interruptions. But time is not the only issue , classroom space affects your instructional program directly as well. Teachers try to make every inch of

classroom space count in order to have a rich and inviting classroom environment because they know that the richness of students' experiences are enhanced or diminished by their surroundings. The organization of space also affects the way students behave and move around the classroom, as well as how much attention they pay to instruction ( McLeod et al, 2003 , p.3).

In order to implement the learner-centered approach , teachers may need to arrange pairs and groups differently for different kinds of activities, sometimes putting weaker and stronger students in different groups, sometimes mixing weaker and stronger students , in the hope the stronger ones will encourage and help the weaker ones. Therefore , mixed-ability classes means classes where students differ greatly in ability, motivation for learning English, needs, interests, educational background, styles of learning, anxiety, experiences and so on. The secondary school teacher of English meets mixed-ability classes each day, this provides challenges every day. The teacher has to face 25-30 students at a time who are all at different levels of ability, have varying motivation for working with English and have their own special interests and experiences. This can be hard to do in a very large class, particularly if it meets only once a week ( Svärd , 2006 , p. 1).

### **1.2.5 Learning Strategies**

Cohen (2016) confirmed that learning strategies are defined as any technique , specific actions, behaviors , ideas or thoughts processes such as the learner 's conversation with partners ,or giving oneself encouragement to tackle a difficult language task which related to learning or using the language learning , this strategies are used by students in order to enhance their own learning and improve their own perception, reception, storage, retention, and retrieval of language information. Learning strategies can also enable students to become more independent, autonomous, lifelong learners and making learning faster ,easier , more enjoyable, more self-directed , and more transferable to new situations . Moreover , the role of the teacher is to help their students develop an awareness and of learning strategies and enable them to use and range the appropriate strategies that fit their

abilities ; whereas , the most important role of students typically is to use the learning strategy that reflect their basic learning styles preferences (p. 63) .

### 1.2.6 Learning Styles

The term learning style refers to the general approach chosen by the student which fits his cognitive abilities and when learning a subject, acquiring a language knowledge and skills , or dealing with a difficult problem , it relates to the way in which different individuals learn ( Cohen, 2016 , p. 273). David Kolb said that as: *“learning style is a result of hereditary equipment, past experience, and the demands of the present environment combining to produce individual orientations that give differential emphasis to the four basic learning modes postulated in experiential learning theory”* .Also, teachers can build up a picture of their students’ learning styles by asking them to eliminate the appropriate .Then by observing them engaging in a range of activities in different settings (Boneva & Boneva, 2012 , p.07).

It is important to the learner to use a comprehensive and appropriate model of learning style that identifies each individual’s strengths and preferences across the full spectrum of physiological, sociological , emotional, and environmental elements ( Pashler et al ,2009,p .106) .In addition, Pritchard (2009) noted that learning styles focuses on students’ preferred channel of perception which the learner use in different model at different times depending on the nature of the task .Visual learners tend to think in pictures prefer to learn by seeing and looking .While reading, they usually create a mental picture of what is described in the text , this presented by using maps, posters , diagrams , and pictures, ... etc ( p.44) .

Auditory learning style refers to learn by listening and hearing information. students have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and acquire knowledge by reading aloud .However , kinesthetic learning style means learning through touch, movement, imitation, and other physical activities .Therefore, students remember by writing or physically manipulating the information in order to keep it in mind . Moreover, if teachers have

an insight into their students' learning styles, they will have a better understanding of each student's individual needs (Boneva & Boneva, 2012, p.1).

### **1.2.7 Assessment of Learner-Centered Classes in Algerian Secondary School.**

Student-centered learning demands that students set their own objectives for learning and determine the resources and activities that will help them meet those objectives. This approach begins with a central question that creates a need for certain knowledge and activities, and learning is the result of students' attempts to respond to that question. Through learner-centered teaching, evaluation is used to provide a balance between generating grades and promoting learning. Teachers set out to challenge their students to be more fully engaged in both the learning and assessment process (Duncan & Cohen, 2011, p.247).

Yalaki and Bayram (2015) declared that assessment for learning is one of the most emphasized educational innovations in Algerian secondary schools. Two of the common strategies that could be used in formative assessment are the use of summative tests for formative purposes and the use of comment. It starts with the process of collecting information about learning. This information then can be used for variety of purposes, it is used to provide feedback about individuals' learning and to help them achieve learning goals. In other words, the assessment activities refers to evidence about the outcomes of learning which used to improve learning (p.151).

Students are asked simply to demonstrate what they have learned, they dedicate more time, show more creative output, and are often more successful than when answering questions on a traditional assessment measure. Research has demonstrated that students who create their own assessment must show that they understand the information by re-interpreting it in a different way, the very definition of deep learning. When professors require that students really think about what and how they have learned, they are encouraging further learning to occur (Duncan & Cohen, 2011, p. 248).

Assessment data about student learning can help teachers to keep a learner-centered perspective during curriculum development and revision. A primary use of assessment data should be to inform the decisions that teachers make about curriculum. When they discuss assessment results, they come to understand what their students learned well and in what areas they need to improve. This may lead them to question the order in which courses are sequenced or the appropriateness of prerequisites (Huba & Freed, 2000, p. 9).

Most of the relevant research studies focused on learning and learners in language classroom, in this section which has discussed the EFL learner performance in Algerian secondary schools and their autonomy inside the classroom, it makes an overview of learning style and strategies that fits their way of learning activities and role play by using many techniques such as games, quizzes, grammar and vocabulary exercises, the use of visual aids and assessment in cooperative learning strategy in mixed-ability classes under classroom management in order to achieve students' performance and autonomy and booster learner centeredness.

### **Section Three : Algerian Secondary School Learner Performance in Learner - Centered Classes**

Wenglinsky (2001) stated that student performance is a case method course may be assessed along a variety of dimensions including class participation, individual written work on paper and exam, and group activities such as projects and presentations. Many educational reformers, particularly those associated with the standards movement, hold that the key to improving student performance lies in improving schools. If academic standards are rigorous, curriculum and assessments are aligned to those standards, and teachers possess the skills to teach at the level the standards demand, student performance will improve (p.1).

#### **1.3.1 The Impacts of The Learner-centered Approach on Algerian Secondary School Students' s Performance**

In order to survive in a changing world, the advanced economies need to adapt to this new reality not only in the domain of business but also in other ones including

education. Most contemporary public education systems are still based on the full-time classroom-based model. It is believed to effectively serve all learners, or at least to provide them with the best education our society is able to offer in current economic and social circumstances. However, this single model approach does not allow many students to achieve their best possible learning results. This situation can be dramatically improved by transition to a new education paradigm characterized by greater flexibility and choice options for each individual student. So, the idea of personalization in education in general is very simple: to enable teachers to match what is taught and how it is taught with the needs of each individual schoolchild, student or adult learner ( Marinko et al, p.47) .

Coming into an academic community possibly for the first time can shape the way students think for the rest of their lives. LCA provides skills for life, creates independent learners and responds to the changing and differing needs of individual students. teaching becomes all the more possible. Teachers are able to discuss their research and hear the views of students on the matter. Increased cooperation and a feeling of having one's views valued can further increase the interaction and engagement of students. This can lead to participation in the development of research and also to help develop a given course, due to the sense of ownership that students feel. Lastly, it may also encourage more students to enter the academic community as members. We must not forget that students are the teachers of the future ( Attard et al, 2010 , p ,2).

Helen Parkhurst created the Dalton Plan or the idea of personalization of education which can be traced back to the XIX century, he said that each student can program his or her curriculum in order to meet his or her needs, interests and abilities; to promote both independence and dependability; to enhance the student's social skills and sense of responsibility toward others. The idea of customization and personalization of education has evolved ever since. In the 1970s, Victor García Hoz was the first to coin the term of personalization in the context of educational science. Moreover, Warring states that independent learning is a process, during which

learners are able to acquire, independently analyze and critically evaluate knowledge (Marinko et al, p.48).

Student-centered approach can offer a much higher level of professional development with regards to the development of knowledge, skills and competences relevant both for personal development and career advancement. It also enhances teachers' flexibility in designing ways of running a course or a program component and in applying new ways of teaching or research.

### **Chapter Conclusion**

This part presented three main sections . In the first section , there was a clear idea about the shift from the traditional approach to the learner –centered approach. This was explained clearly through making a theoretical overview of the traditional approaches then defining the LCA as a new approach in learning and teaching . The major theme in the writings of the radical and critical pedagogues is the influences of power on the motivation to learn. Also, this section represented the teacher factors and the learner factors . In classroom discussions, the role of the teacher shifts from the teacher to the student within the learner-centered approach . Therefore, the teacher shares some decisions about the course with the students , helps to guide the students, manages their activities, and directs their learning . In addition, the teacher is responsible to create a good learning environment through the use of ICT's ; whereas , the student has to be well motivated in order to perform in a good way in classroom .

Teacher attitude differs from one teacher to another . Just as students vary in what they expect from teacher, so teachers vary in what they expect from students. From the beginning of a course, some teachers trust students to be able, motivated, and enthusiastic about course content, others not. Therefore, independent learning comes to play an increasingly important role in language education . The student has the ability to take charge of own individual learning , to take willingness and responsibility for learning .

In short , researchers agree that school environment essentially reflects a subjective view of the learning environment at the school level . Relevant aspects of

the school environment are the physical environment, the social system, relationships between principals, teachers and students.

## **Part Two: Research Methodology and Discussion of Results**

### **Introduction**

This part will investigate the analyses of data collection concerning the performance of English language learners within the learner-centered approach and to find out whether this method exists or not in Algerian secondary school classes. It aims to describe the research methodology and to discuss the results, it is divided into two sections. The first section will describe research methodology and design, variables, sample and population, the tools used for data collection and procedures and analysis. In order to accomplish the aim of study, we used the following tools for collecting the data: a questionnaire for second year EFL students at Al-Tamimi secondary school in M'sila as a sample of study, and an interview addressed to English teachers of the same school. In addition to classroom observation of the target sample.

We decided to investigate second year EFL students secondary school in Algeria because they are intellectual, they have a linguistic background and they are the most appropriate and relevant to the subject of the questionnaire they answered. The data collection would help us to answer the questions of conducting research which contributed to find out whether the learner-centered approach exists in Algerian classes or not.

## **Section One: Research Methodology and Design**

This section aims to present the research methodology used in this study. First, it presents the research variables will be presented and then it will identifies the sample and population , the tools used in order to collect data , and the data collection procedures .

### **2.1.1 Research Variables**

The present study aims to identify and describe the correlation between two variables. The first variable is the learning-centered approach and the second one is the performance of EFL students within this approach .

### **2.1.2 Research Sample and Population**

The population used for this study is composed of 100 second year students at Al-Tamimi secondary school. We have randomly chosen to work with 60 students from this population . Our sample was of mixed genders , 24 students were males and 36 students were females , and their age ranged from 16 to 19 years old. However, the teachers who participated in answering the teachers' interview were 7 teachers with different teaching experiences which ranged from 5 to 18 years. We have chosen to work with those teachers since they can provide a view about learner-centered approach .

### **2.1.3 Research Methodology**

The descriptive and analytical methods adopted in this work . The descriptive method was used as an appropriate way in order to describe , to investigate and to answer questions concerning the EFL learner performance within the learner-centered approach and whether he develops as an autonomous learner .In addition , questionnaire, interview and classroom observation were used to gather data.

### **2.1.4 Data Collection Tools**

The data of the present study was collected through a questionnaire that was administered to EFL students at Al-tamimi secondary school in M'sila, besides to an interview that was accomplished with the teachers at the same time and observation checklist of classroom. The questionnaire used in this research consisted of both close-ended questions and open-ended questions. In order to obtain the data for the research questions, we made three sections in the questionnaire. The first one was about the background information of students; whereas, the second one was about expectations about learner-centered classes. However, the third section is about learner's performance in language acquisition in order to discover the way learners perform in class. However, the interview included questions about both learner-centered approach and student's performance in class. Meanwhile, the observation presented the teacher's way of presenting the course and the classroom environment.

### **2.1.5 Data collection procedures**

Based on the research questions, we employed both quantitative and qualitative research methods. Therefore, in the quantitative method we used a student's questionnaire. The questionnaire was used to provide data and in a form that lends itself perfectly to the purpose of this study and quantitative results were analyzed in percentage after being calculated. All the calculated data were presented in tables and graphs. Moreover, in the qualitative method we used an interview with teachers and an classroom observation. Qualitative data were presented in the form of summaries and checklists.

This section described the two variables surrounding the learner-centered approach. The other target leading the central believe of the present section was the presentation of the research design. Also, it presented the intended objectives of using every single research tool.

## Section Two: Findings and Discussion of Results

This section will present the results and findings of the study. First , it includes a discussion of the quantitative results. Secondly ,the collected data will be analyzed than interpreted in an interpretation .Research in this section also seeks to investigate the existence of the LCA in Algerian secondary school classes and to find out whether it is a real one or just an expectation.

### 2.2.1 Student's Questionnaire

#### 2.2.1.1 Analysis

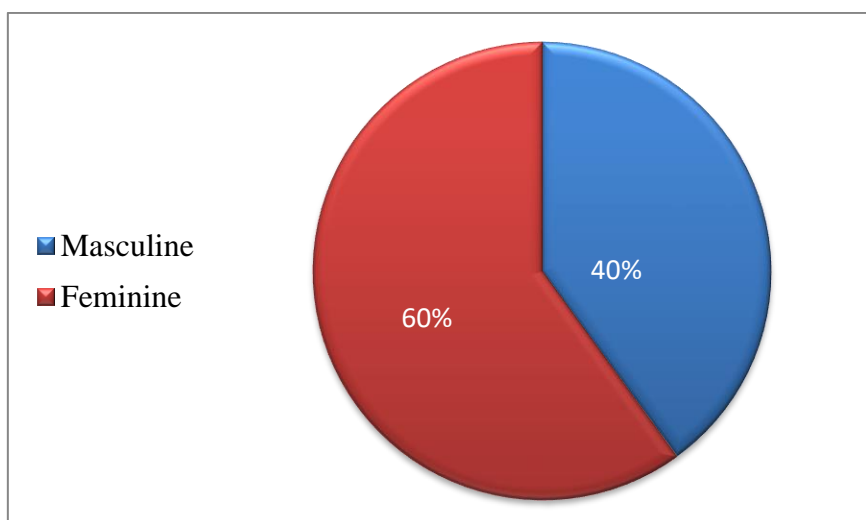
The student's questionnaire will be analyzed through the use of tables and graphs, each graph will be followed by a comment concerning the percentage of the collected data .

### Section One : Background Information

#### Question 01:

Gender	Masculine	Feminine
Students' number	24	36
Percentage %	40%	60%

**Table 01.** Student 'Gender



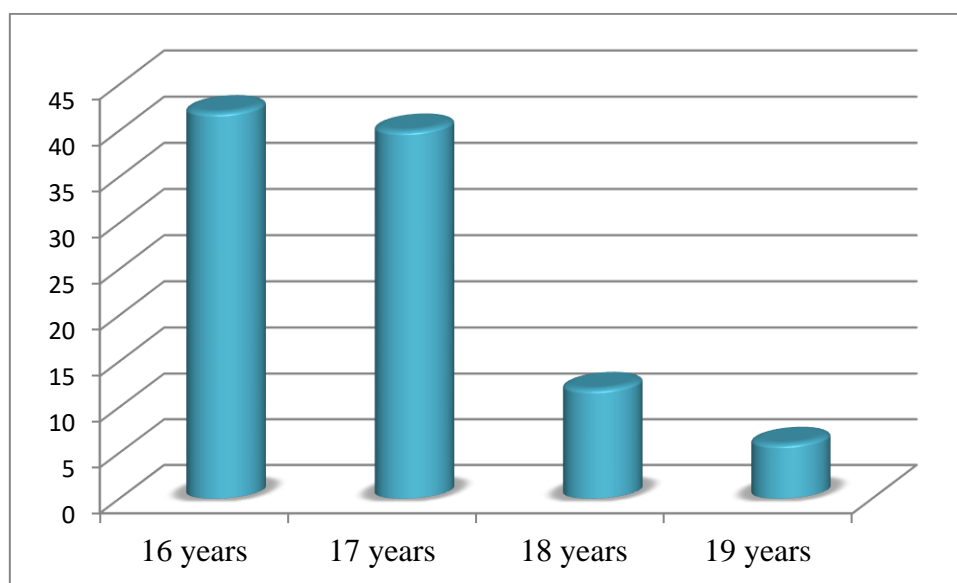
**Figure 01.** Student 'Gender

Most of students are female as about (60 %); whereas , (40%) of them are masculine.

**Question 02:** What is your age ?

Students' number	60			
Year	16	17	18	19
Percentage%	%42	%40	%12	%6

**Table 02.** Student 'Age.



**Figure 02.** Student 'Age.

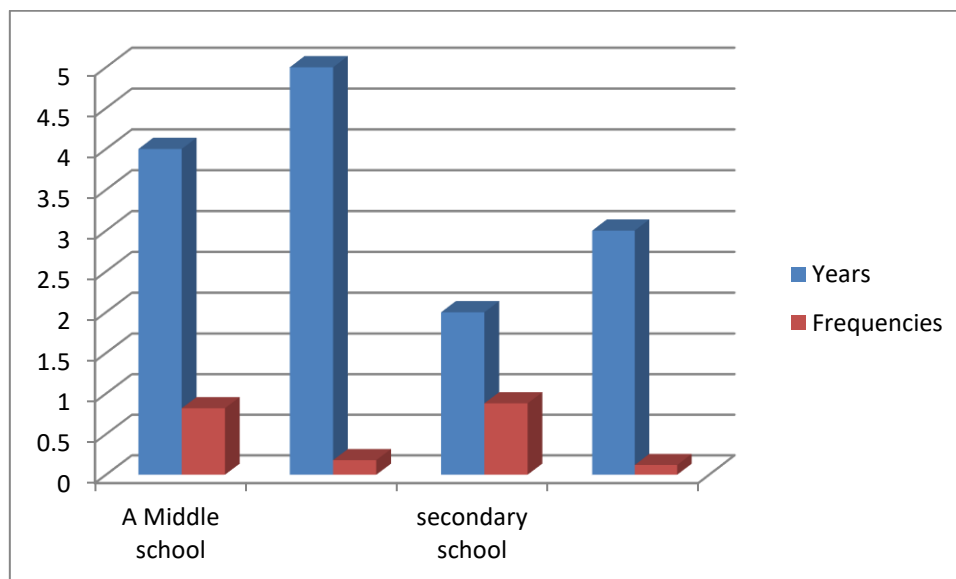
According to the results obtained from question two, student's ages varied between 16 and 19 years old. The majority of the students (42%) were 16 years old , (40 %) were 17 years old , (12%) were 18 years old , and (6%) were 19 years old.

**Question 03:** How many years in school have you completed learning English?

Write the numbers of years in the space provided.

Students' number	60			
Variables	Middle School		Secondary School	
Years	04	05	2	3
Percentage %	82%	18%	88%	12%

**Table 03.** Years of English Learning.



**Figure 03.** Years of English Learning

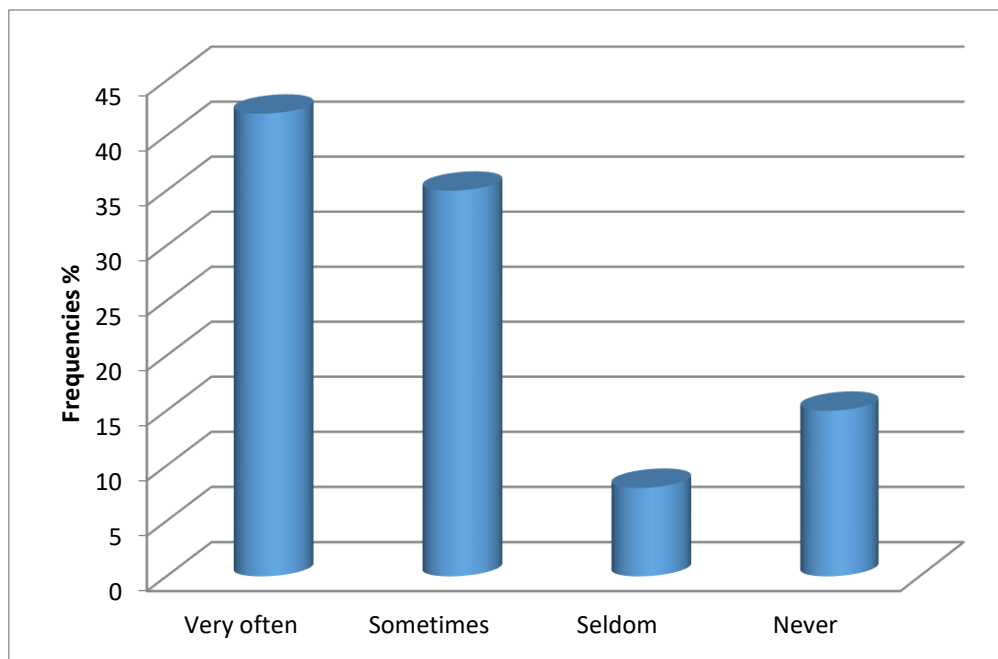
According to the results on the table, the majority of the students (82% ) have completed 4 years of English learning in middle school ; whereas , (18%) of the students have completed 5 years in middle school. However , the majority of the students (88% ) of the students have completed 2 years of English learning in secondary school ; whereas , (12%) of the students have completed 3 years in secondary school.

## Section Two: Expectations about Learner-Centered Classes

**Question 04:** I am motivated to learn English.

Students' number	Variables			
	Very often	sometimes	seldom	Never
60	25	21	05	09
Percentage%	42%	35%	8%	15%

**Table 04.** Students 'Motivation.



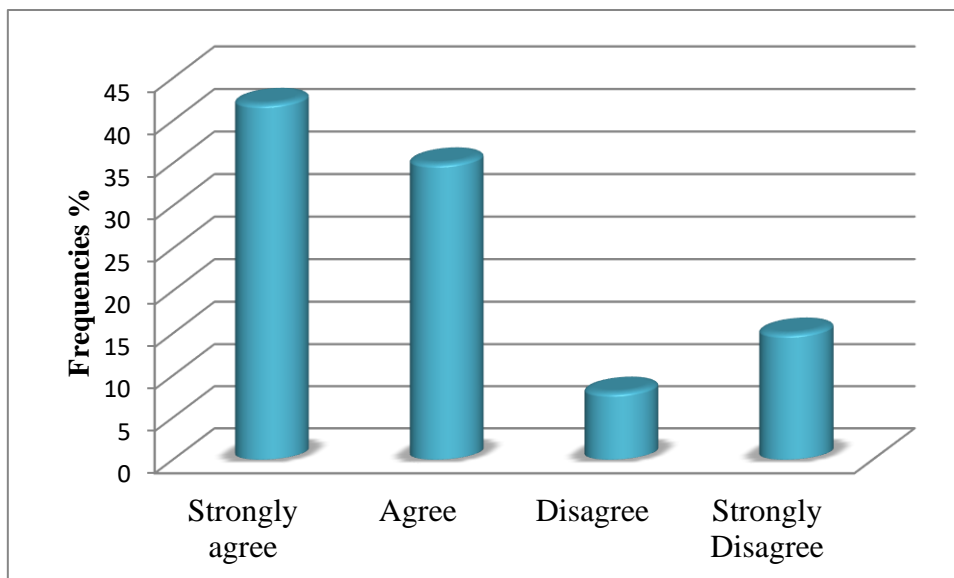
**Figure 04.** Students' Motivation .

The results drawn in the figure show that the majority of students liked to learn English language . (42%) of the students responded that they were very often motivated to learn English . (35%) of the students said that they were sometimes motivated to learn English , and (8%) responded that they were seldom motivated to learn English ; whereas, (15%) said that they were not motivated to learn English .

**Question 05:** Classes in my school are challenging.

Students' number	Variables			
	Strongly agree	agree	disagree	Strongly disagree
60	05	25	17	13
<b>Percentage%</b>	<b>42%</b>	<b>35%</b>	<b>8%</b>	<b>15%</b>

**Table 05.** Classrooms as a Challenging Context.



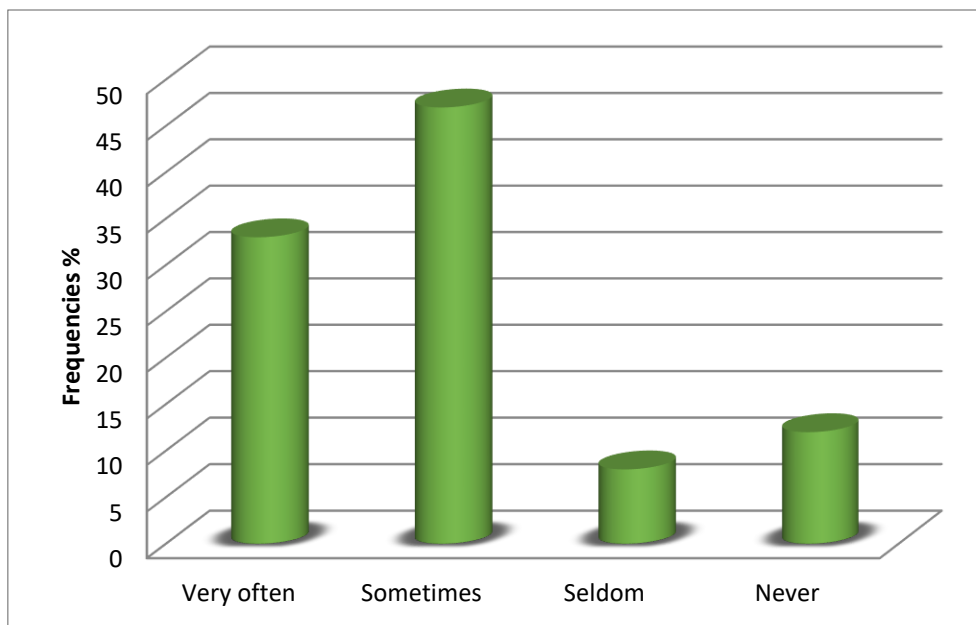
**Figure 05.** Classrooms as a Challenging Context.

The results show that (42%) of the students strongly agreed that their classes in their school were challenging, and (35%) agreed with this point of view; whereas, (8%) disagreed with it, and (15%) of students strongly disagreed that classes in their school were challenging.

**Question 06:** The teacher manages classroom and time well.

Students' number	Variables			
	Very often	sometimes	seldom	never
60	20	28	05	7
Percentage%	33%	47%	8%	12%

**Table 06.** Classroom Management .



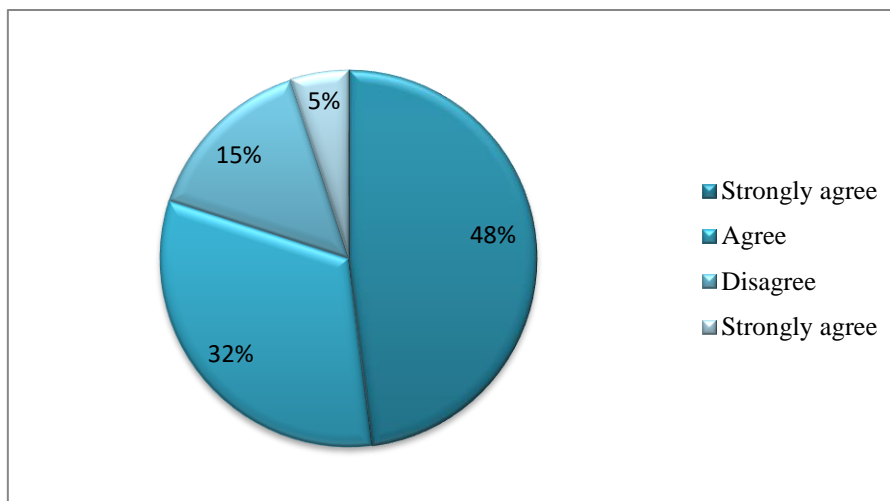
**Figure 06.** Classroom Management.

When the learners were asked about how often the teacher manages classroom and time, their responses were as recorded in the table and which can be described as follow: (33%) of students reported that their teacher very often manages classroom and time well. However, (47%) of the students said that their teacher sometimes manages classroom and time well; whereas, (8%) of them notify that their teacher seldom manages classroom and time , and only(12%) said never.

**Question 07 :** The teacher's role is that of a facilitator.

Students' number	Variables			
	Strongly agree	agree	disagree	Strongly disagree
60	29	19	09	03
%	48%	32%	15%	5%

**Table 07.** The Role of The Teacher .



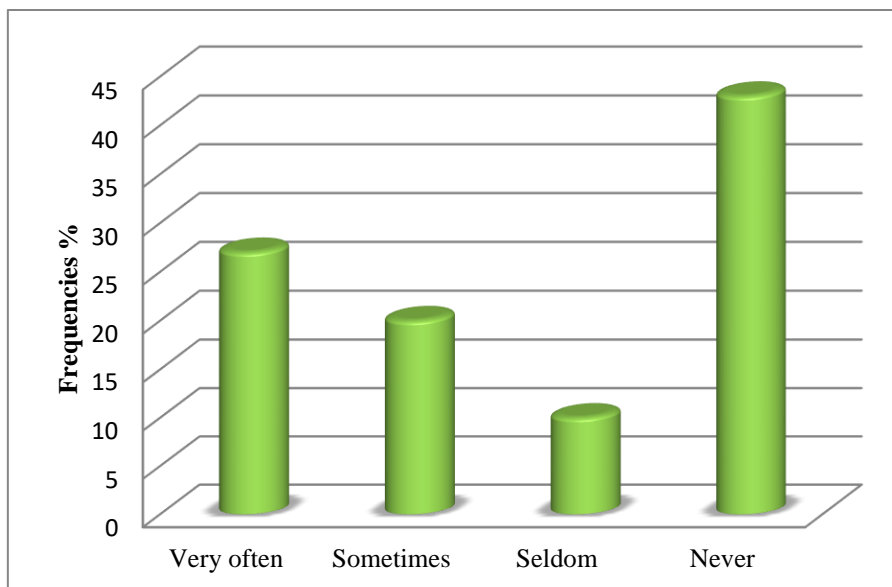
**Figure 07 .The Role of the Teacher.**

The majority of the students have a positive opinion toward their teacher's role as a facilitator, (48%) of students strongly agreed with this idea. However, (32%) of the students agreed with it; whereas, (15%) of the students disagreed with it and they feel that the teacher is not a facilitator. (5%) of the students strongly disagreed with this idea.

**Question 08:** The teacher integrates ICT's in my class

Students' number	Variables			
	Very often	sometimes	seldom	never
60	16	12	06	26
<b>Percentage%</b>	27%	20%	10 %	43%

**Table 08.** The Use of ICT's in Classroom



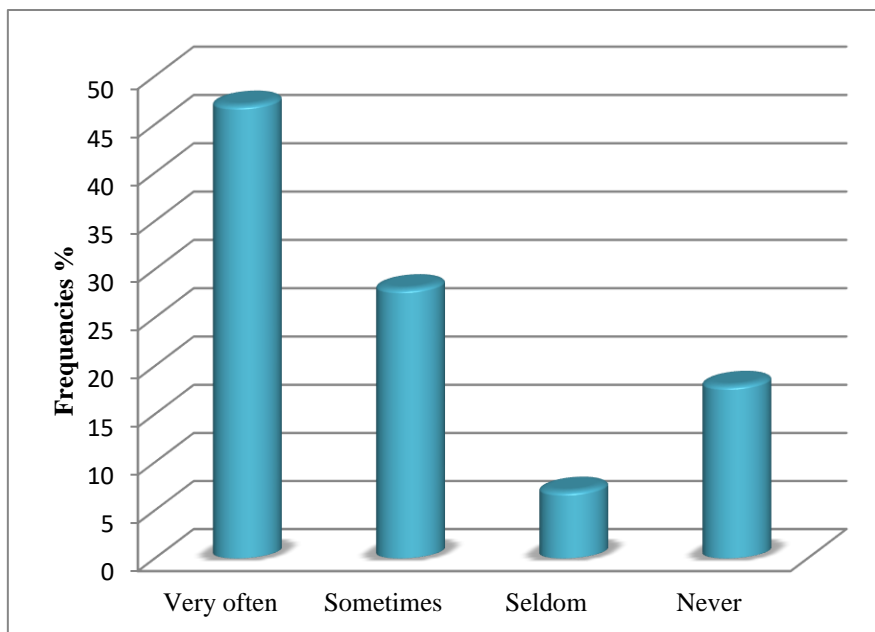
**Figure 08 .** The Use of ICT's in Classroom

According to the results recorded in the table we can notice that (27%) of students answered that the teacher very often integrate ICT's in the classroom; whereas, (20%) of them responded that sometimes he uses it. However, (10%) of the students said that the teacher seldom uses it and the majority of them (43%) said never.

**Question 09:** Activities and texts meet my interest.

Students' number	Variables			
	Very often	sometimes	seldom	never
60	28	17	04	11
Percentage%	47%	28%	7 %	18%

**Table 09.** Activities and Texts as an Interesting Tool for Students.



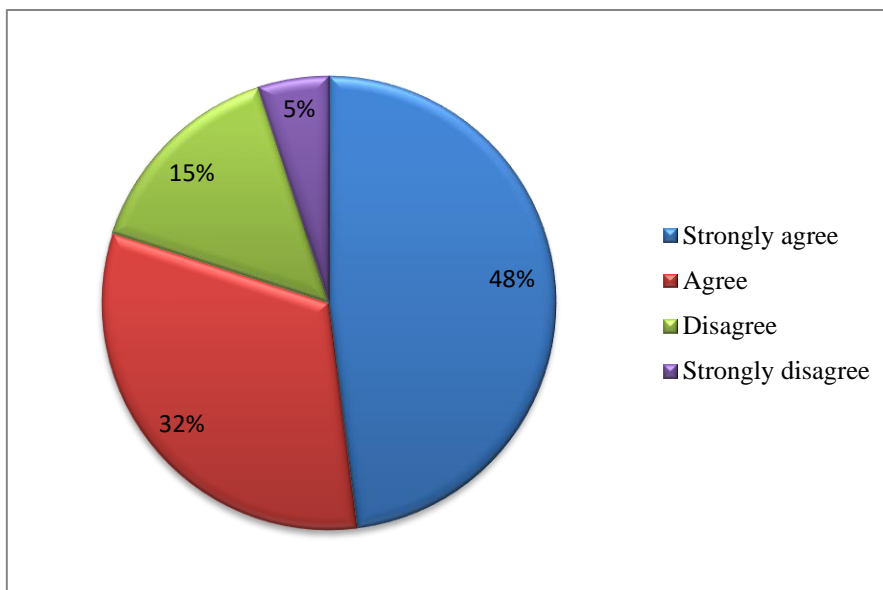
**Figure 09.** Activities and Texts as an Interesting Tool for Students

According to the results demonstrated in the figure, we can notice that (47%) of students responded that activities and texts very often meet their interest. (28%) of students said that sometimes it is interesting for them, and (7%) said that it is seldom interesting. However, (18%) of them responded that activities and texts never meet their interest.

**Question 10:** I like the teacher's methodology.

Students' number	Variables			
	Strongly agree	agree	disagree	Strongly disagree
60	21	14	15	05
Percentage%	48%	32%	15%	5%

**Table 10 .** The Teacher's Methodology in The Classroom.



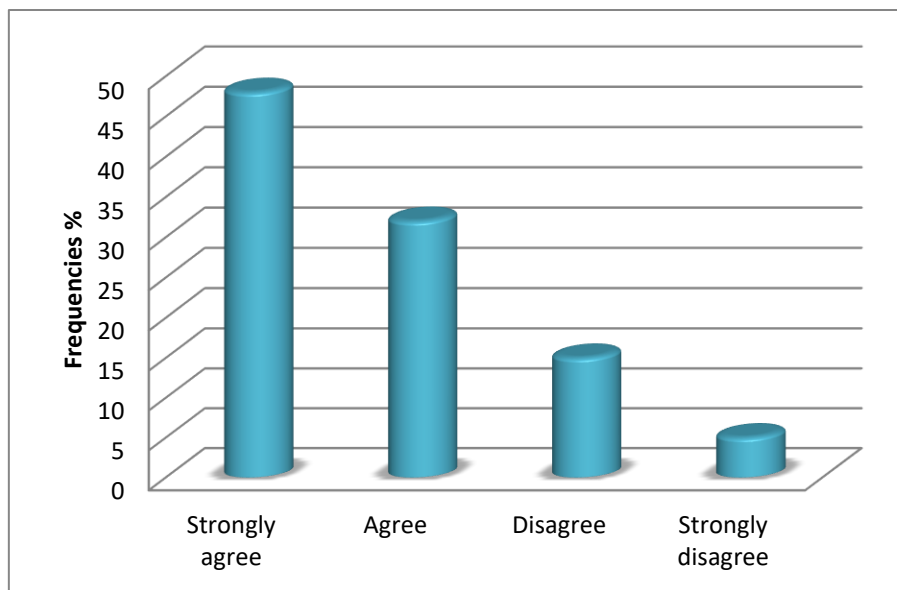
**Figure 10 .** The Teacher's Methodology in The Classroom

The result recorded in the table show that the majority of the students (48%) said that they strongly agreed that they like the teacher's methodology. (32%) of the students agreed with this idea. However, (15%) of the students disagreed that they like his methodology, and (5%) of them were strongly disagreed that they like the methodology of their teacher.

**Question 11:** During classes, I feel like the teacher is my partner.

Students' number	Variables			
	Strongly agree	agree	disagree	Strongly disagree
60	18	19	14	09
Percentage%	48%	32%	15%	5%

**Table 11 .** Teacher / Student Partnership.



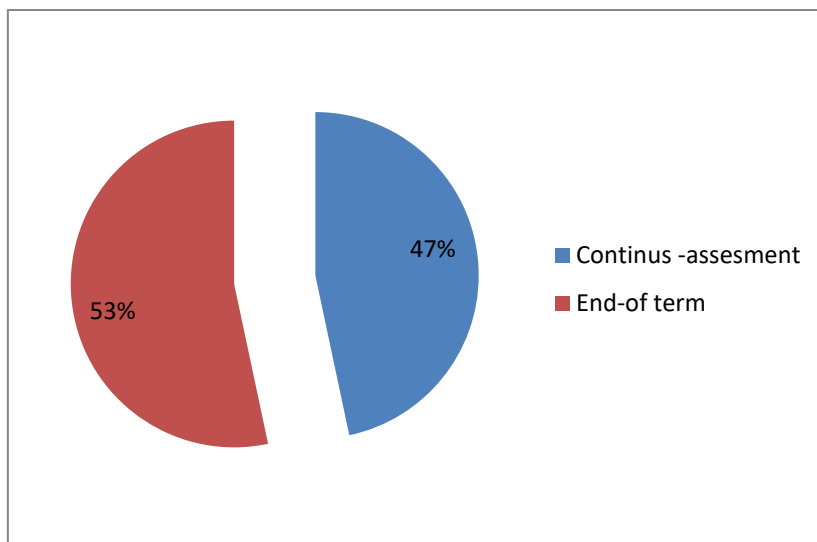
**Figure11.** Teacher / Student Partnership.

The majority of students (48%) strongly agree that they felt like the teacher was their partner during classes , and (32%) agreed with this idea which demonstrate that the teacher shares ideas with his student , makes jokes and communicates with them , creates a funny environment ,and motivates them time to time . However , (15%) of students disagree that the teacher is their partner ; whereas , (5%) strongly disagree that he is a partner for them .

**Question 12 :** The assessment method used to assess learner performance

Students' number	variables	
	Continus -assesment	End-of term
60	28	32
<b>Percentage%</b>	46.66%	53.33%

**Table 12.** Assessing learners performance.



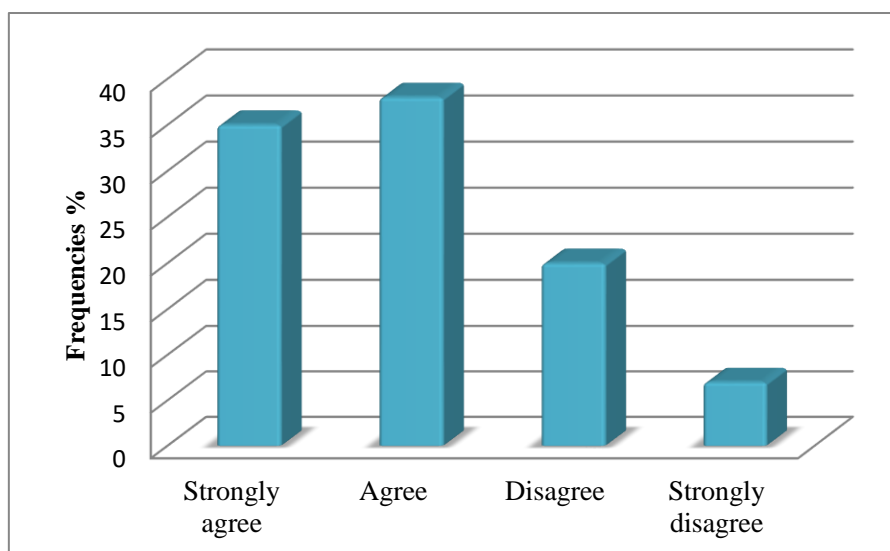
**Figure 12.** Assessing learners performance.

According to the results written in the table, (48%) of the students responded that the assessment method used to assess their performance is a continuous assessment . However, (52%) of students said that it is an end-of-term.

**Question 13 :** The assessment system reflects my real language performance

Students' number	Variables			
	Strongly agree	agree	disagree	Strongly disagree
60	21	23	11	05
Percentage%	35%	38.33%	18.33%	8.33%

**Table 13 .**The Reflection of The Assessment System on Student Language Performance .



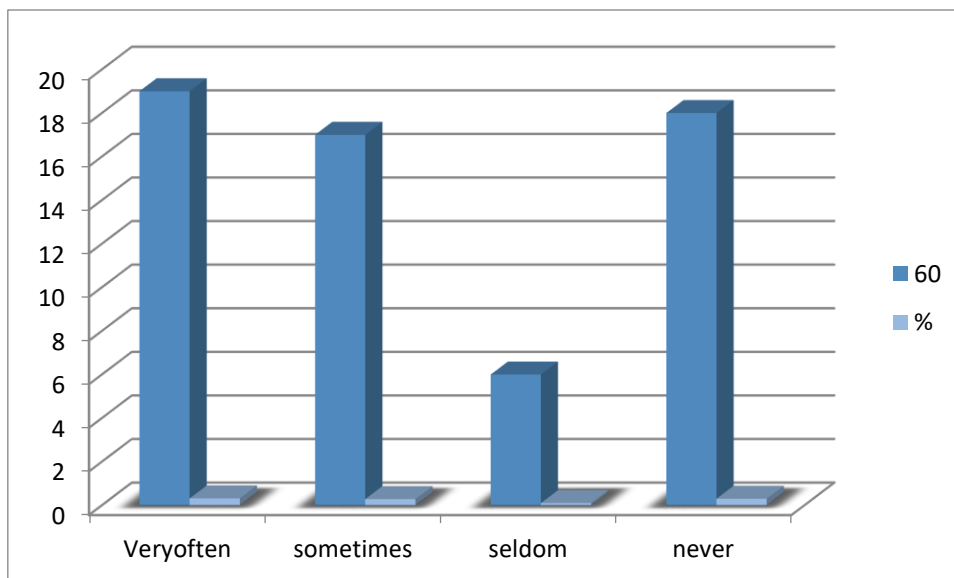
**Figure 13:** The reflection of assessment system on student's real language performance.

From the results we can notice that (35%) of students strongly agreed that the assessment system reflected their real language performance ; whereas , (38%) of them agreed with the idea. However , (20%) of students disagreed that the assessment system reflected their real language performance , and (7% ) of students strongly disagreed with this idea.

**Question 14 :** The teacher is aware of my learning styles and performance.

Students' number	Variables			
	Very often	sometimes	seldom	never
60	19	17	06	18
Percentage%	31.66 %	28.33 %	10 %	30%

**Table 14.** The Teacher 's Awareness of learner's learning style.



**Figure14.** The Teacher 's Awareness of learner's learning style.

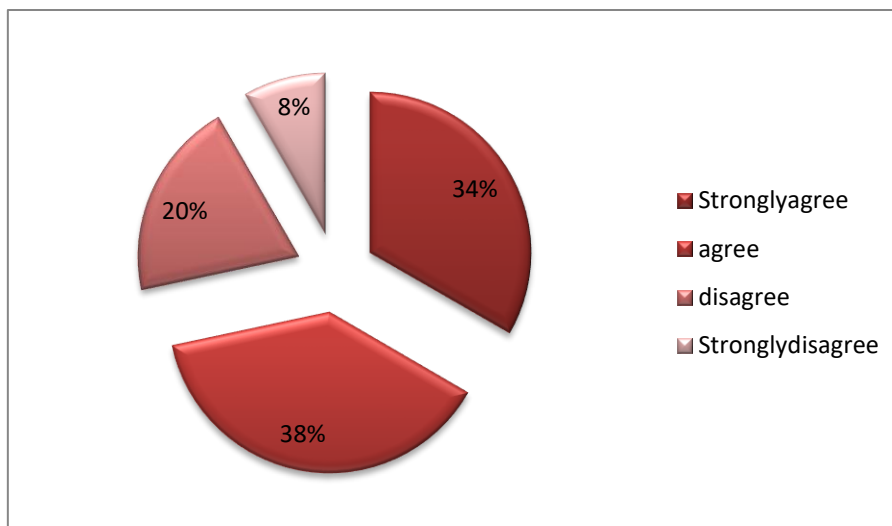
The statistical analysis of the findings obtained from the question 15 which addressed students answers about their teacher awareness from their learning style and performance shows that the majority of students declared that they the teacher is very often aware of their learning styles and performance ; whereas , (32%) of the students and (28 % ) said sometimes he is aware of that . However , (10 % ) of the students said The teacher is seldom aware of their learning styles and performance , and (30%) of them said never .

### Section Three: Learner's performance in language acquisition

**Question 15 :** I am an active participant in classroom.

Students' number	Variables			
	Stronly agree	agree	disagree	Strongly disagree
60	21	23	11	05
<b>Percentage%</b>	<b>35%</b>	<b>38.33%</b>	<b>18.33%</b>	<b>8.33%</b>

**Table 15 :** Learner's Participation in Classroom.



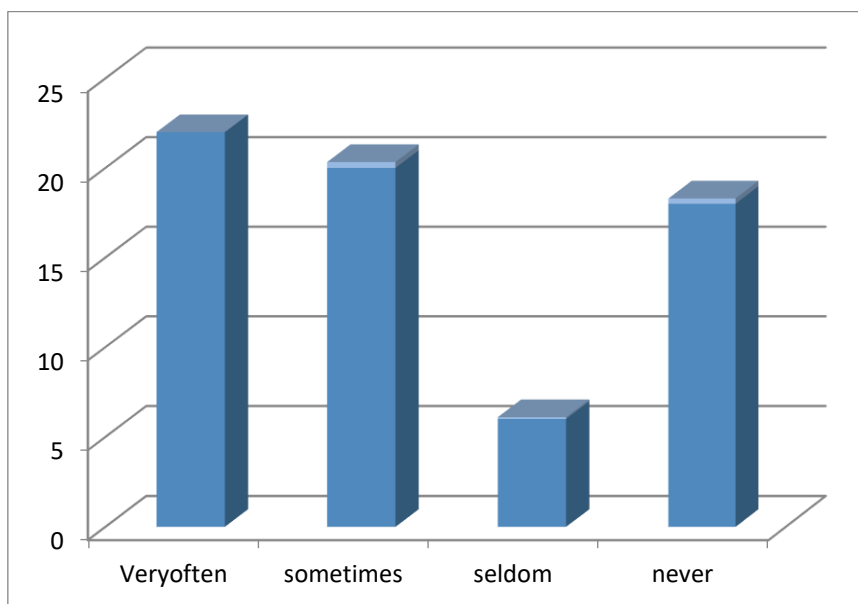
**Figure 15.** Learner's Participation in Classroom.

According to the results which obtained the participation of learner in the classroom . The answers percentages are presented as follow :( 38 %) of students are agreed that they are active learners in the classroom ; whereas , (33 %) of them were strongly agree with the idea . However (20%) of the students disagreed that they are active learners , and (8%) of them strongly disagreed with the idea.

**Question 16:** I give an individual presentation to the class .

Students' number	Variables			
	Very often	sometimes	seldom	never
60	22	20	06	18
<b>Percentage%</b>	36.66%	33.33%	10%	30%

**Table 16.** Students' Assignment and Presentation.



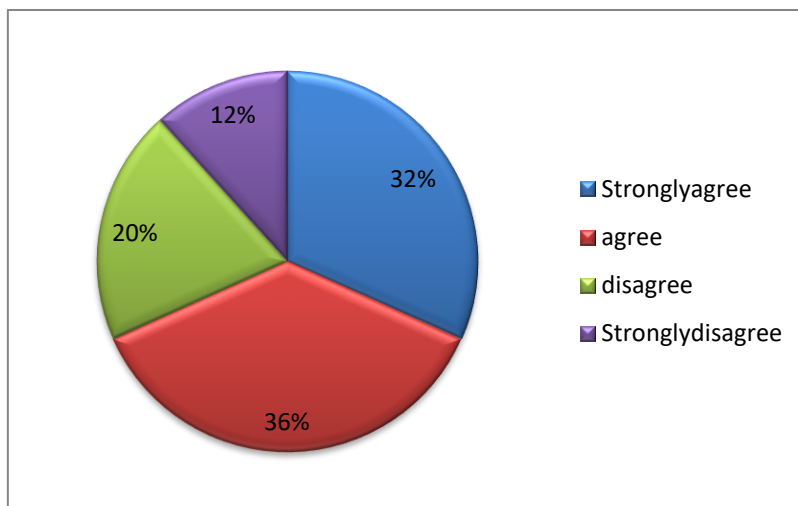
**Figure 16.** Students' Assignment and Presentation

The finding shows that (37 %) of students declared that they very often give an individual presentation to the class ,and (33%) of them said that they sometimes give an individual presentation to the class. However (10%) of students said they seldom give an individual presentation to the class ; whereas , the rest of them (30% ) said never.

**Question 17 :** I perform better in group and pair work.

Students' number	Variables			
	Strongly agree	agree	disagree	Strongly disagree
60	19	22	12	07
Percentage%	31.66%	36.66%	20%	11.66%

**Table 17.** Students' Performance in Group and Pair Work.



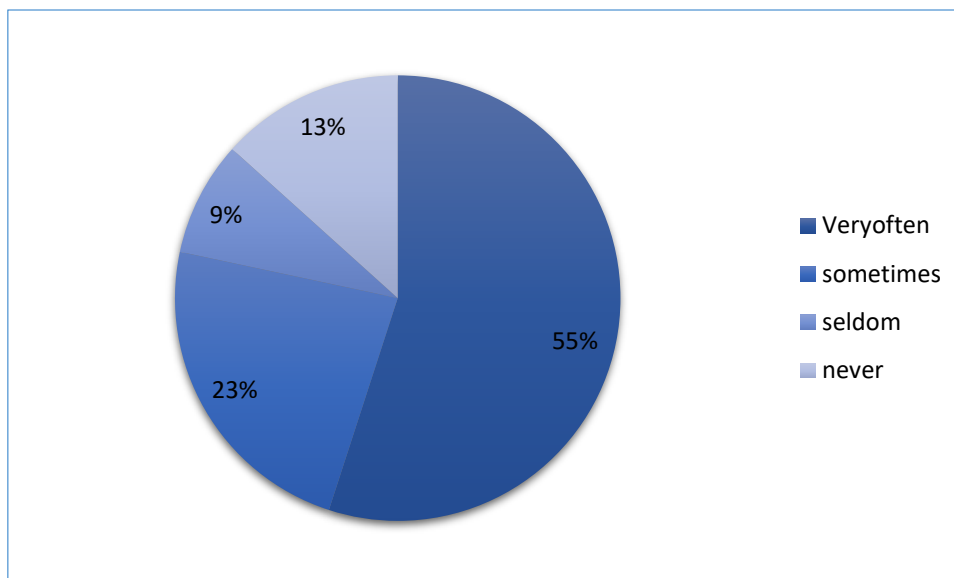
**Figure 17.** Students' Performance in Group and Pair Work.

The statistical analysis of the question 18 shows that the majority of students (37 %) agreed that they perform in group and pair work, and (31%) were strongly agreed with the idea . However (20%) of students said that they disagreed that they perform in group and pair work ,and (12%) of them strongly disagreed with the idea .

**Question 18 :** The teacher gives me the help I need when I am stuck .

Students' number	Variables			
	Very often	sometimes	seldom	never
60	33	14	5	8
Percentage%	55%	23.33%	8.33%	13.33%

**Table 18 :** The Teacher's Help and Guidance.



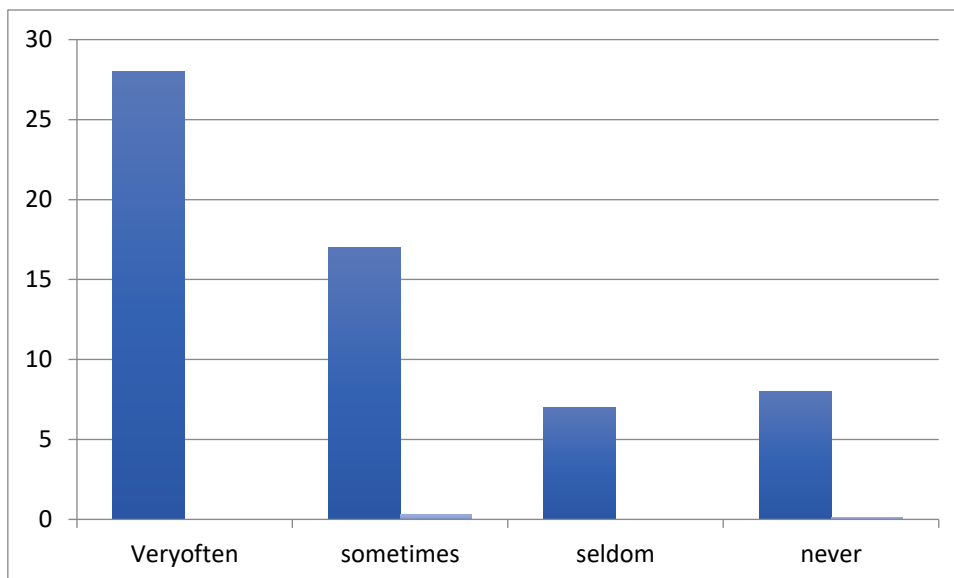
**Figure 18.** The Teacher's Help and Guidance.

According to the findings results , it shows that most of student (55%) declared that the teacher very often gives them help they need when they are in stuck , and (23%) of them said that they sometimes got help from the teacher . However (8 %) of students said he seldom helped them and (13%) of students said that they never receive help.

**Question 19 :** I use the internet to do research or find information for school assignment.

Students' number	Variables			
	Very often	sometimes	seldom	never
60	28	17	07	8
%	46.66%	28.33%	11.66%	13.33%

**Table 19.** The Student's Use of the Internet for School Assignments.



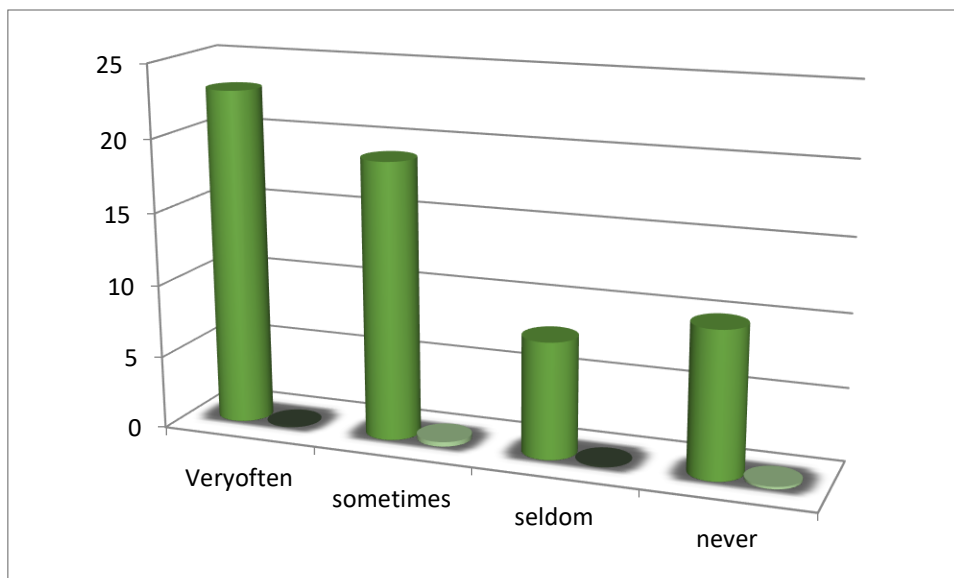
**Figure 19.** The Student's Use of the Internet for School Assignments.

The answers shows that the majority of students (47%) answered that they very often use internet ,and (28% ) of them said that they sometimes used the internet . However , (12 %) of them said that they seldom used it and (13% ) said that they never use the internet .

**Question 20 :** I cooperate and learn with my mates.

Students' number	Variables			
	Very often	sometimes	seldom	never
60	23	19	08	10
Percentage%	38.33%	31.66%	13.33%	16.66%

**Table 20.** Cooperative Learning.



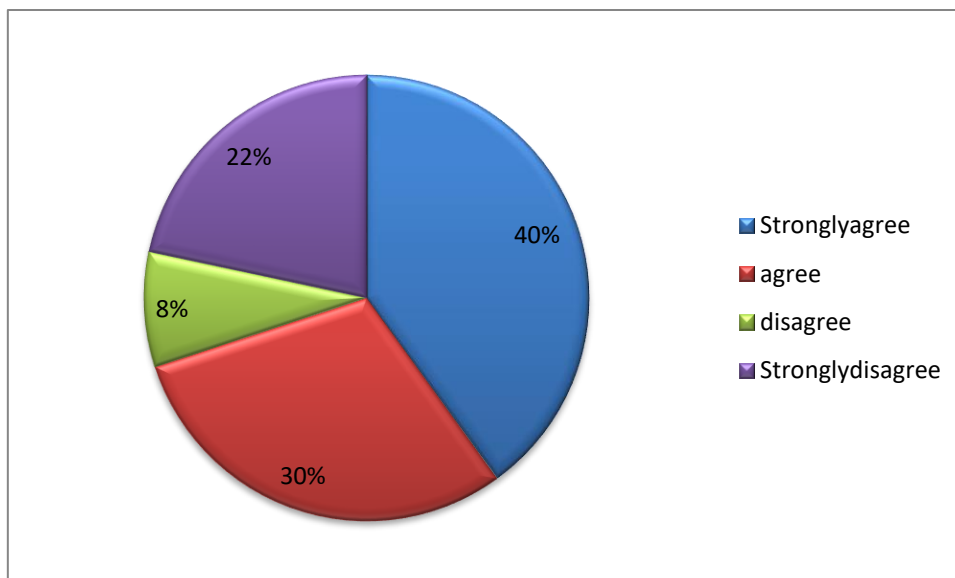
**Figure 20.** Cooperative Learning.

The statistics of the finding asserted that most of the students (38 % ) replied that they very often cooperate and learn with their mates , however (32% ) of them said that they sometimes cooperate and learn with their mates . On the other hand , (13% ) of them said that they seldom cooperate and learn with their mates and (17% ) of them said never.

**Question 21:** I am motivated to learn English by myself.

Students' number	Variables			
	Strongly agree	agree	disagree	Strongly disagree
60	24	18	05	13
Percentage%	40 %	30%	8.33 %	21.66%

**Table 21.** Student's Motivation to Develop as Autonomous Learners.



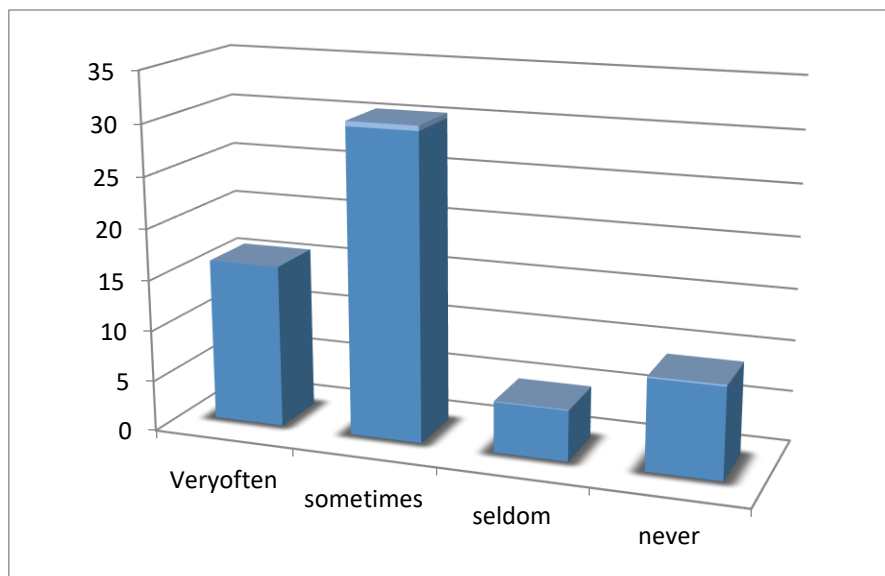
**Figure 21.** Student's Motivation to Develop as Autonomous Learners.

The analysis of the findings asserted that half of students (50%) agreed with the idea and (27%) of them strongly agreed with it. While (8%) of them said that they are seldom motivated and (15%) of them said never.

**Question 22:** I give and receive feedback to/from students in class.

Students' number	Variables			
	Very often	sometimes	seldom	never
60	16	30	05	09
<b>Percentage%</b>	26.66%	50%	8.33%	15%

**Table 22:** Feedback in Class.



**Figure 22.** Feedback in Class.

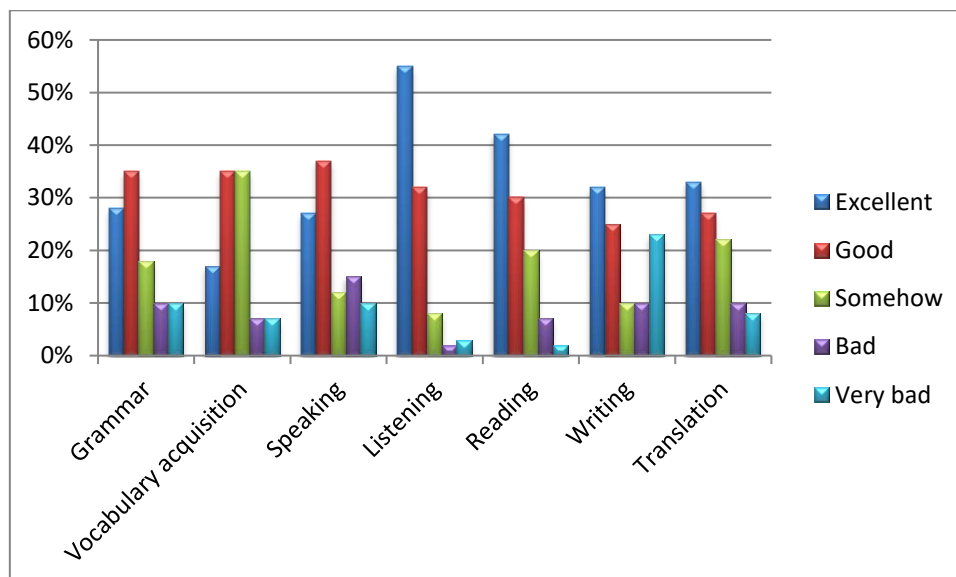
According to the results, half of students (50% ) declared that they sometimes receive feedback to/from students in class , and (27% ) of them answered that they very often do that . However , (8 % ) of them replied that they sometimes receive feedback to/from students in class. While quarter (15% ) of them said never.

**Question 23 :** In the following language areas , my performance is :

	<b>Excellent</b>	<b>Good</b>	<b>Somehow</b>	<b>Bad</b>	<b>Very bad</b>
<b>Grammar</b>	17	21	11	6	5
<b>Percentage %</b>	28%	35%	18%	10%	10%
<b>Vocabulary acquisition</b>	10	21	21	4	4
<b>Percentage %</b>	16.66%	35%	35%	6.66%	6.66%
<b>Speaking</b>	16	22	7	9	6
<b>Percentage %</b>	26.66%	36.66%	11.66%	15%	10%
<b>Listening</b>	33	19	5	4	1
<b>Percentage %</b>	55%	31.66%	8.33%	1.66%	3.33%
<b>Reading</b>	25	18	12	6.66	1.66
<b>Percentage %</b>	41.66%	30%	20%	6.66%	1.66%
<b>Writing</b>	19	15	6	6	14

<b>Percentage %</b>	31.66%	25%	10%	10%	23.33%
<b>Translation</b>	20	16	13	6	5
<b>Percentage %</b>	33.33%	26.66%	21.66%	10%	8.33%

**Table 23.** Students Performance in Different Language Areas.



**Figure 23.** Students Performance in Different Language Areas.

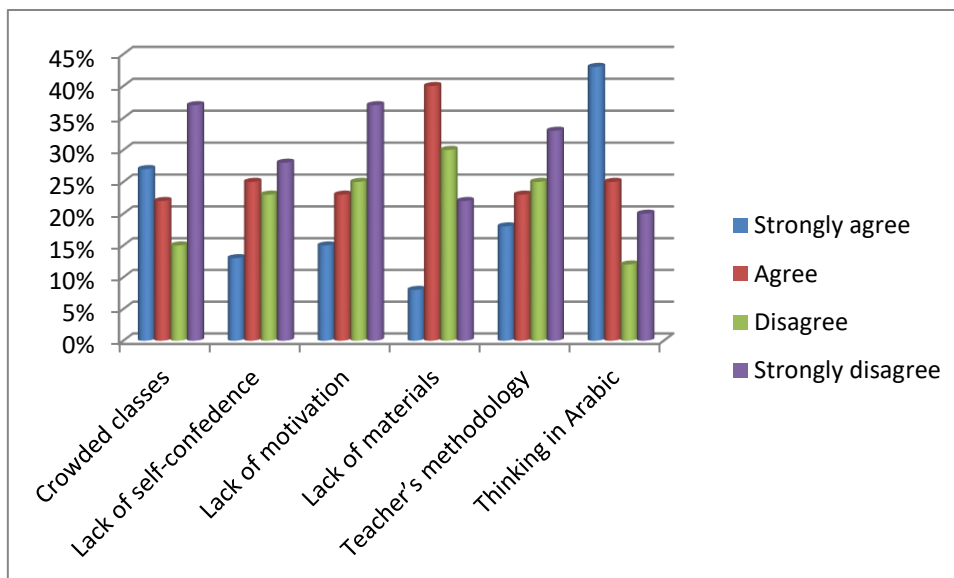
According to the results recorded in the table we can notice that (28%) of students are excellent and (35%) of students are good in grammar. (18%) of them somehow acquire grammar and (10%) of them are very bad. In vocabulary, (16.66%) of students are excellent, (35%) of them are good, (35%) somehow acquire vocabulary. Only (6.66%) are bad in vocabulary acquisition and (6.66%) are very bad in vocabulary acquisition. However, the results show that (26.66%) of them are excellent in speaking and (36.66%) of them are good and (11.66%) of them are somehow perform in a good way in speaking; whereas, (15%) act bad and (10%) act very bad. Moreover, (55%) are excellent in listening, (31.66%) are good, (8.33%) are somehow good, 1.66% are bad, and (3.33%) are very bad. In the other hand, (41.66%) of students are excellent in reading, (30%) of them are good, (20%) of them are somehow good (6.66%) are bad, and (1.66%) has very bad performance in speaking. In addition, (31.66%) of students are excellent in writing, (25%) of them

are good, (10%) of them are somehow perform good in writing , (10%) of them have bad writing and ( 23.33%) of them are very bad .However, (33,33%) have an excellent performance in translation and (33,33%) of them are good in it while (21.66% )of them are somehow good in it .(10%) of students are perform bad in translation , but only (8,33%) of them have a very bad translation .

**Question 24:** My low performance in learning English is due to :

<b>Variables</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Crowded classes	16	13	09	22
Frequencies %	26.66%	21.66%	15%	36.66%
Lack of self-confedence	08	21	14	17
Frequencies %	13.33 %	35%	23.33%	28.33%
Lack of motivation	9	14	15	22
Frequencies %	15 %	23.33%	25%	36.66%
Lack of materials	5	24	18	13
Frequencies %	8.33%%	40%	30%	21.66%
Teacher's methodology	11	14	15	20
Frequencies %	18.33%	23.33%	25%	33.33%
Thinking in Arabic	26	15	07	12
Frequencies%	43.33%	25%	11.66%	20%

**Table 24.** Causes of Students' Low Performance in Learning English.



**Figure 24.** Causes of Students' Low Performance in Learning English.

The results show that the majority of students (36.66%) strongly disagree about crowded classes as a reason to their low performance when (28.33%) are strongly agree and (21.66%) said agree and few of them (15%) are disagree. For the lack of self-confidence most of them (35%) agree that it causes less performance. However (28.33%) answered strongly disagree and (23.33%) of them said disagree, (13.33%) of them are strongly agree about it. According to the lack of motivation, the majority of students (36.66%) strongly agree with this point. However, (33.33%) of them agree with it and (25%) of them disagree and (23.33%) of students strongly disagree with the idea. Concerning the results of lack of materials, (41.66%) of student are strongly agree; whereas, (40%) of them said agree. (30%) of them disagree and (21.66%) strongly disagree. Students who strongly disagree about teacher's methodology were about (33.33%) and (23.33%) said agree. However, (23.33%) of them are disagree and (18.33%) of them were strongly agree. Concerning the analysis of the reason behind thinking in Arabic, the majority of students (43.33%) said strongly agree and (25%) were agree. However, of (11.66%) them answered strongly disagree and (20%) said disagree.

### 2.2.1.2 Interpretation of Results

According to the obtained results, most learners seem to hold positive attitudes towards English language, the majority of them are motivated to learn English by themselves. It also appears that the greatest proportion think that their classes are challenging and may achieve their understanding and this is related to the teacher and his way of managing classrooms. Thus, most of them if not all of them hold positive attitudes towards classroom management. The analysis also revealed that learners viewed that the teacher's role is that of a facilitator and he share some decision about the course with them which represent partnership in teaching EFL classes because it improves learners' interaction by asking questions, expressing agreement and disagreement. Questioning these learners also helped the learners raise their awareness about the use of ICTs, the classroom lack of technology materials is a reason for not moving towards learner-centered approach. Only few of them use internet to do their research. However, the majority of them viewed that the teacher do not integrate ICTs in classroom.

According to the findings, nearly half of the research population sampling acknowledges their teacher's efforts in enhancing their learning by using effective methodology and different texts and activities which meet their interest with the use of end-of-term assessment method to assess their performance but only few of them think that this assessment reflects their language performance; whereas, most of them viewed that their teacher is not aware of their learning style.

The majority of students affirmed that they participate in classroom and they sometimes give individual presentation, because most of them are interesting in working in groups and pair work. They prefer to cooperate and help each other in order to improve their presentation. However, secondary school students keep relying on the teacher as the only source of knowledge. Most of them responded that the teachers very often gives them the help they need when they are stuck. Therefore, teachers do not encourage their students to be more responsible for their learning as they do not rely on LCA in their teaching.

Since corrective feedback are essential components of classroom interaction, some students receive feedback from their peers but much of it is incorrect .Thus , they need to report feedback from their teacher few seconds a day because it allows a learner to reduce the gap , and this will improve student's performance . Moreover , The problem of crowded classes prevents teachers from using activities where learners become disruptive and their disciplining takes much of the teachers' energy . Lack of self-confidence ,lack of materials and thinking in Arabic are the main causes of students' low performance in learning English.

## **2.2.2 Teacher's Interview**

### **2.2.2.1 Analysis**

**Question 01:** How can you best define learner-centered teaching approach ?

In the first item, four teachers defined LCA as the way of making students use their abilities through performance and assessment ; whereas , three teachers viewed that this approach can be best defined as the approach where the learner is the most important element in the teaching process and the teacher is a facilitator.

**Question 02:** From your experience as a teacher ,what is your opinion about the application of learner-centered approach in Algerian secondary school ?

From their experiences , six teachers think that the application of this approach in Algerian secondary schools required a specific number of students at least 25 students in one class and it required the use of pedagogical materials such as ICTs. However, only one teacher said that this approach may be applied in Algerian classes.

**Question 03:** Do you think that learner-centered approach enhances the EFL Learners performance ?

Six teachers responded that LCA increases student's knowledge and improves their performance in learning and students cooperate better within this approach whenever the working conditions are available . Meanwhile, one teacher noted that this approach is not an effective strategy with large classes.

**Question 04:** What do you say about the guiding principles of the learner-centered approach ?

- The teacher's role
- The learner's role
- The use of materials
- Motivation

Teachers described the guiding principles of learner-centered approach which included the role of the teacher, the role of students ,materials and motivation. All teacher answered that the role of the teacher is a facilitator and a guide ; whereas , the role of student is to utilize their ability through learning acquisition and being an active participant .Also , they think that materials are useful because it save time and facilitate learning ; whereas, motivation is important because it encourage the willingness of learning.

**Question 05:** How do you create a good classroom environment ?

In response of how teachers create a good classroom environment , five teachers answered that it can be through controlling the class , controlling student's behaviors and motivating them . However, two of them affirmed that they need to build a good relationship with students based on using materials . In addition , they have to know learning styles and student's characteristics such as language level and intelligence.

**Question 06:** According to you , is the time enough for you during a course ?

Six teachers affirmed that time is enough according to the number of students and their level of acquisition and teachers have to get balance of those things right and they need to plan and prepare .However , Only one teacher sad that time is enough.

**Question 07:** In your course do you stick to one approach or do you use an eclectic method ?

In response to which approach teachers prefer to use , the results were overwhelming that all teachers claimed that the approach can be changed according to the level of students through the change of materials .Also, it is better to use a combination of approaches to ensure that learners needs are met. Therefore, the teacher have to knows his class and his learners needs in order to choose the appropriate method .

**Question 08:** Do you think that student better acquire language skills within a learner-centered approach ?

All teachers confirmed that student better acquire language skills within a learner-centered approach which helps them to enhance their level and performance.

**Question 09:** Do you think that learners are partners in the learning –teaching process?

Six teachers confirmed that learners are engaged in the learning- teaching process , they share responsibility with teachers in order to increase their self-confidence and understanding. However , one teacher said that they should be partner but in the reality they are not because most of them are viewers due to their weakness.

**Question 10:** Which typical materials do you introduce to support students ?

All teachers answered that the main materials used by teachers were textbook , black board ,data show, video and power point, and pictures , they thought it will benefit their students .

**Question 11:** How do you motivate your student and develop their confidence?

Four teachers answered that they motivate students through gifts and by making learning fun. However three teachers claimed that they developing confidence can be

through accepting students' mistakes and encouraging them to work in pairs and groups .

**Question 12:** How do you evaluate your students work ?

All teachers said that they evaluate students through assessment focusing content , process and quality .In addition, they use tests and exams .

**Question 13:** How do you feel about your students' general degree of autonomy?

Three teachers declared that student's autonomy must be followed up by teachers , they try to help students in order to be autonomous through motivation . However, five teachers said that student's degree of autonomy is very low .

**Question 14:** Do you have anything to add ?

Teachers add some pint of view to the interview . One of the teachers declared that learner –centered approach is a good educational system if the conditions are provided such as materials , limited number of students and skilled teacher. Another teacher said that the problem of teaching English is at the basis .In fact teachers preparing students for exams only , but not to learn English and use it in their life .Moreover, A teacher claimed that she does not think that critics should be given to the approach, but an important question is to be asked : who is supposed to apply the approach in practical lesson to clarify the real objective of the method. Also , one of them added that teacher must be always positive if he wants to succeed in his career as a good teacher.

### **2.2.2.2 Interpretation of Results**

Our interview with teachers of English covered the learner-centered approach and learner's performance. In the first item , teachers defined LCA as the way of making students use their abilities through performance and assessment .However, teachers think that the application of this approach in Algerian secondary schools

required a specific number of students and it required the use of pedagogical materials. Therefore, the majority of teachers claimed that LCA increases student's knowledge a

Teachers described the guiding principles of learner-centered approach. They viewed that the role of the teacher is a facilitator; whereas, the role of student is to utilize their ability through learning acquisition. Also, they think that materials are useful because it save time; whereas, motivation is important because it encourages students to learn. Moreover, the results presented that the approach can be changed according to the level of students. In addition teachers evaluate students through assessment and most of them motivate students through gifts. Moreover, the main materials used by teachers were textbook, data show, video and power point. Meanwhile, most teachers create a good classroom environment through controlling the class and student's behaviors. Moreover, all teachers affirmed that time is enough according to the number of students and their level.

## 2.2.3 Classroom Observation Analysis

### 2.2.3.1 Analysis

#### Checklist

**Subject:** Student's Performance within The Learner-Centered Approach

Date of the Activity : Sunday, April 29<sup>th</sup>, 2018.

Number of Students:19.

Class : Second year .

Grammar Session	Available	Not available	Somehow
The student is an active participator	√		
Students are engaged in extended process of asking question		√	
Using materials in useful and a productive way			√
Mistakes are corrected to facilitate learning	√		
A variety of activities are used			√
The teacher explains concepts clearly		√	
The teacher show flexibility and problem solving in approaching the task	√		

<b>Listening Session</b>	Available	Not available	Somehow
Students present their work to others			√
Students are allowed to make some choices	√		
The teacher integrated ICTs in the lesson		√	
The teacher gives feedback	√		
The learner listen and respond	√		
The teacher facilitate the discussion	√		

<b>Writing Session</b>	Available	Not available	Somehow
The learner is set for free kind of writing (topics of interest)	√		
Students written works are assessed regularly			√
Summarizing course content is covered		√	
Interact within a group		√	
Links topic to other experience			√

<b>Reading Session</b>	Available	Not available	Somehow
Students comprehension is assessed throughout the lesson		√	
Texts are made relevant and interesting for students	√		
Students use reading strategies			√
Students are effective readers		√	
Students build skills valuable such as problem solving .			√

### 2.2.3.2 Interpretation of Results

By observing the lessons, a picture of what really happens inside the language learning classroom was provided . The classroom observation depend on learner's attitude and performance , teachers' attitude and role and for the classroom setting. Classroom observation was conducted in four classrooms of second year students in Al-Tamimi secondary school , one class of literary and philosophy branch and three classes of Scientific branch. However , we use checklist in order to describe four lessons concerning listening and speaking , writing expression grammar and reading and writing. The classes are made up out of fifteen to 19 students , most of them are girls .

During the session, learners were not active participants in the learning process , only few students answered the question concerning grammar activities and writing . In fact, the learners seemed uninterested in most sessions and they were rarely participating except for few girls and two boys who showed interest and motivation to learn rather than their colleagues who did not even bring their copybooks . Also, the teacher was the one who cleaned the board and wrote on the date and the title of the lecture. However, the classes were noisy and only few teachers could control it , he facilitate the lesson and he is the one who read the text instead of students, they just listened.

Classroom observation of English lessons revealed the classroom's lack of necessary materials and ICTs which are important in creating LCA environments where learners can develop their autonomy, creativity, and better powers of communication and problem solving. Therefore, teachers did not use computers or data show ,only one teacher used printed pictures for literature branch class and other teacher made an experiment for scientific branch class .

The results obtained from classroom observation shown that the Algerian EFL classroom is not ready to create learner-centered approach environments. Many teachers' efforts to rely on group and pair work are prevented by the large number of pupils in the classroom and the lack of motivation .

This section was an attempt to describe the Algerian EFL situation as it is related to learner-centered approach. The results obtained from student's questionnaire, teachers 's interview and classroom observation revealed that second year literary pupils and secondary school English teachers are not ready for learner-centered approach . Secondary school students are not able to take an autonomous action for themselves as revealed by qualitative data; they always need help and instruction from their teachers. Algerian teachers are not able to use ICTs in classroom which reduce learning acquisition and motivation in the class. In addition, number of experienced teachers are not aware of learner-centered approach because they did not respond to the changes and keep teaching as they used to do. However, there are a few ones who are aware of learner-centered teaching ; therefore , they devote time and efforts to make it reality in their EFL classes .

## Section Three: Recommendations

Algerian secondary school teachers need to open windows and opportunities for discussing and persuading pupils about their real and expected responsibilities and roles in the learning process. Indeed, learners can be motivated and engaged in a given task by making them participate, discuss and negotiate their objectives and outcomes.

### 2.3.1. Recommendations

On the light of the results of the study, some recommendations are proposed to enhance English teaching and learning outcomes within the learner- centered approach .

- ✓ Teachers should regard teaching as a partnership process and students as active , self-dependent participants.
- ✓ It is important to point that teachers need to use ICTs in classroom in order to enhance learner 's learning acquisition and motivation.
- ✓ Teachers need to structure group work activities and encourage classroom interaction to help learners negotiate meaning, learn from each other and exchange ideas.
- ✓ Teachers should select the effective learning techniques that provide the efficient practice of language in real life situations to help students develop.
- ✓ Activities are loosely structured. Therefore, giving more freedom to the learners in accomplishing tasks and even in deciding about tasks would enhance their learning process .
- ✓ It is necessary to reduce the number of students in EFL classrooms .
- ✓ Teachers should provide students with ongoing feedback , and praise their efforts as kind of reward.
- ✓ Teachers should explain to their students the importance of LCA in their learning process to their students .

- ✓ Activities should be planned according to students' interests.
- ✓ Teachers should correct their students' mistakes in a way that does not embarrass them.
- ✓ Allow learners to develop self –confidence .
- ✓ Helping students continuously practice and revise how they perform on one assessment .
- ✓ Teacher should enter class and bearing that classes contain students with different abilities and learning styles, so that courses should regard this variables .
- ✓ Teachers should be trained how to provide a learner-centered teaching environment .
- ✓ Teachers should collaborate with students to create the scoring grade.
- ✓ Develop new assessment and tools to convey evidence of student achievement through learning network.
- ✓ Enhance the ability of educators to support and guide learners in networked environment .

This section represented some recommendations for teaching and learning in relation to learner-centered approach in order to guide both teachers and learners to apply this approach in the Algerian classroom. Therefore, the chapter emphasizes the importance of preparing learners through promoting their autonomy .Moreover, teacher education need to be consistent with LCA to give them necessary strategies to use in their classrooms .Teachers have to provide assessment feedback and they need to use ICTs in classroom in order to enhance learner 's learning . Also, online courses support communications among teachers and students and this create motivation.

In this part, the use of data collection tools represented that most learners seem to hold positive attitudes towards English language and the greatest proportion think that their classes are challenging and may achieve their understanding . Meanwhile , the role of the teacher and his way of managing classrooms affect the learner performance .Moreover, Since the students in the sample are taught by different teachers , the results obtained from the questionnaire somehow differ from a single question.

The interpretation of both the questionnaire and the interview indicated that Algerian teachers and students failed to perform within the learner –centered approach in the Algerian secondary schools. However, most of EFL teachers who participated in this study have a lack of teacher’s awareness of this approach and they suffer from the absence of trainings in TEFL and the lack of materials in the Algerian secondary schools. Moreover, crowded classes have a negative effect on both student performance and teachers way of teaching .

## General Conclusion

This study has investigated EFL learner's performance within the learner – centered approach. This study attempted to highlight the importance of applying LCA to develop second year students 's performance of Al-Tamimi secondary school in M'sila . Our hypothesis was proposed to identify the possibility of the existence of this approach in Algerian classrooms .

The work is divided into two parts .Part one was primary directed towards the theoretical landscape of this dissertation. It has in effect tried to clarify the notion of LCA , its psychological principles and EFL learner performance ; whereas, part two was devoted to the field work of the study. It was concerned with the analysis and the interpretation of the data collected from student's questionnaires, teacher's interview and classroom observation checklist to test the research hypothesis.

Algerian educational system was reformed on the ground of LCA as a learning theory that aims to make learners autonomous by taking more responsibility for their learning process. Moreover, foreign language teaching and learning area in Algeria has been the main concern of many researchers. They have developed many teaching theories that can ensure the desired success of the learning process. Learner-centered approach is one of the most important approach that can reflect the effectiveness of teaching and learning.

The use of LCA helps learners to increase their motivation to learn in the classroom, since using this approach will make them involved in their learning and will perform positively as the course goes on . However , teachers do not apply this approach because of lack of materials and crowded classes .They were unable to abandon their traditional roles and beliefs about the nature of teaching and learning due to a lack of training on such theory of learning.

Qualitative data suggested that overall students were more excited about their learning, more engaged and had their confidence in presenting and working in groups increase as well. Despite some expected difficulties the teacher faced, the study

demonstrates the importance of fostering a positive learning environment for students, and leads future studies to dig deeper into understanding student learning, identity, and pedagogical strategies that can be taken to help improve or enhance these important aspects of the student experience, and ensure students success.

Many other findings have also pointed to the contribution of teacher's teaching methodology and assessment , since evidence of the investigated situation suggests that the teacher's false assumptions about teaching the target language have negatively affected his assessment procedure in general and his daily practices in particular. The results showed that only few students think that this assessment reflects their language performance; whereas , most of them viewed that their teacher is not aware of their learning performance. Moreover, learner's negative attitudes, lack of practice inside and outside the classroom affected their performance .

The finding represented that lack of self-confidence ,lack of materials and thinking in Arabic are the main causes of students' low performance in learning English. Additionally, teachers do not encourage their pupils to be more responsible for their learning as they do not rely on LCA in their teaching. Moreover, classroom observation revealed classroom's lack of necessary materials and ICTs which are important in creating LCA environment.

To sum up , the results in part two which obtained from the study bring us to a final conclusion that the application of learner-centered approach is just a theory that is expected to be put in practice once curriculum designers , educators , teachers and most importantly student cooperate to make it a real process . On the basis of all that has been said, it appears clear that the findings gathered in this study does not support the hypothesis we have set before.

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8-The teacher shares some decisions about course the with the students. **Very often** **Sometimes** **Seldom** **Never**

9-The teacher integrates ICT's in my class. **Very often** **Sometimes** **Seldom** **Never**

10-Activities and texts meet my interest. **Very often** **Sometimes** **Seldom** **Never**

11- I like the teacher's methodology. **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

12- During classes , I feel like the teacher is my patrner . **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

13-The assessment method used to assess my preformance is a :

Continious assessment

End-of-term

14-The assessment system reflects my real language performance . **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

15-The teacher is aware of my learning styles and performance. **Very often** **Sometimes** **Seldom** **Never**

### **Section 03 : Learner's performance in language acquisition**

16- I am an active participant in classroom . **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

17 – I give an individual presentation to the class. **Very often** **Sometimes** **Seldom** **Never**

18- I perform better in group and pair . **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

19- The teacher gives me the help I need when I am stuck. **Very often** **Sometimes** **Seldom** **Never**

20- I use the internet to do research or find **Very often** **Sometimes** **Seldom** **Never**

information for school assignment.

21- I cooperate and learn with my mates. **Very often** **Sometimes** **Seldom** **Never**

22- I am motivated to learn English. **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**  
by myself .

23- I give and receive feedback to/from **Very often** **Sometimes** **Seldom** **Never**  
students in class.

24- In the following language areas (from a to g), my performance is :

	<b>Excellent</b>	<b>Good</b>	<b>Somehow</b>	<b>Bad</b>	<b>very bad</b>
a/ Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b/ vocabulary acquisition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c/ Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d/ Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e/ Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f/ Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g/ Translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25/ My low performance in learning English is due to :

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
• Crowded classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Lack of self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Lack of motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Lack of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Teacher's Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Thinking in Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you for your collaboration !**

## إستبيان خاص بالتلاميذ

### أعزائي التلاميذ

هذا الإستبيان يقدم لكم لغرض جمع معلومات ضرورية لإجراء بحث حول أداء تلاميذ اللغة الإنجليزية في المدارس الثانوية و ذلك ضمن منهجية المقاربة بالكفاءات.

لذا يرجى منكم وضع علامة (√) في الخانة المناسبة التي تناسب تصوراتكم و الإدلاء بتعليقات عند الضرورة.

نحن مهتمون بالطريقة في التعامل مع الأداء التعليمي داخل الاقسام والصعوبات الممكنة التي تواجهكم و سنكون مسرورين جدا بتعاونكم المخلص .

من فضلكم إختاروا الاجابة حسب تفكيركم

### الجزء الأول : معلومات شخصية :

1- ماهو جنسك ؟

ذكر

أنثى

2- ماهو عمرك ؟ .....

3- ماهو عدد السنوات التي قضيتها في دراسة اللغة الانجليزية في المدرسة ؟ أكتب عدد السنوات في

الخانة المتاحة

متوسط.....سنوات

ثانوي ..... سنوات

### الجزء الثاني: توقعات حول استخدام منهجية المقاربة بالكفاءات في الأقسام

4- أنا متحفز لتعلم اللغة الانجليزية

في كثير من الاحيان      أحيانا      نادرا      أبدا

5- الاقسام في ثانويتي فيها تحدي

أوافق بشدة      أوافق      لا أوافق      لا أوافق بشدة

6- الأستاذ يدير القسم والوقت جيدا

في كثير من الاحيان      أحيانا      نادرا      أبدا

7- دور الأستاذ هو مسهل  
أوافق بشدة      أوافق      لا أوافق      لا أوافق بشدة  
                                                                 

8- الأستاذ يشارك القرارات حول الدرس مع التلاميذ  
في كثير من الأحيان      أحيانا      نادرا      أبدا  
                                                                 

9- الأستاذ يدمج وسائل التكنولوجيا التعليمية في القسم  
في كثير من الأحيان      أحيانا      نادرا      أبدا  
                                                                 

10- النشاطات والنصوص تناسب إهتمامي  
في كثير من الأحيان      أحيانا      نادرا      أبدا  
                                                                 

11- منهجية الأستاذ تعجبني  
أوافق بشدة      أوافق      لا أوافق      لا أوافق بشدة  
                                                                 

12- أحس ان الأستاذ شريكي في القسم  
أوافق بشدة      أوافق      لا أوافق      لا أوافق بشدة  
                                                                 

13- منهجية التقييم المعتمدة لتقييم أدائي هي  
 تقييم متواصل  
 تقييم دوري

14- نظام التقييم يعكس لغتي الحقيقية  
أوافق بشدة      أوافق      لا أوافق      لا أوافق بشدة  
                                                                 

15- أستاذي راض عن أدائي وأسلوب تعليمي  
في كثير من الأحيان      أحيانا      نادرا      أبدا

الجزء الثالث : أداء التلميذ في إكتساب اللغة

16- أنا مشارك فعال في القسم  
أوافق بشدة      أوافق      لا أوافق      لا أوافق بشدة  
                                                                 

17- أنا اقدم عروض فردية في القسم  
في كثير من الاحيان      أحيانا      نادرا      أبدا  
                                                                 

18- أنا أدلي جيدا في العمل في مجموعة او أثناء عمل ثنائي  
في كثير من الاحيان      أحيانا      نادرا      أبدا  
                                                                 

19- يقدم الاستاذ المساعدة التي أحتاجها عندما أكون في مأزق  
في كثير من الاحيان      أحيانا      نادرا      أبدا  
                                                                 

20- أستعمل الانترنت في عمل بحوث أو إيجاد معلومات للواجبات المدرسية .  
في كثير من الاحيان      أحيانا      نادرا      أبدا  
                                                                 

21- أنا اتعاون وادرس مع زملائي  
في كثير من الاحيان      أحيانا      نادرا      أبدا  
                                                                 

22- أنا متحفز بمفردي لتعلم اللغة الانجليزية

أوافق بشدة      أوافق      لاأوافق      لاأوافق بشدة  
                                                                 

23- أنا استقبل وامنح الملاحظات من التلاميذ في القسم  
في كثير من الاحيان      أحيانا      نادرا      أبدا

24- في الحقول اللغوية التالية من أ الى ح أدائي هو

ممتاز جيد على نحو ما سيء سيئ جدا

أ-قواعد

ب- مفردات مكتسبة

ت- كلام

ث- استماع

ج- قراءة

ح- كتابة

خ- ترجمة

25- ادائي المتدني في اللغة الانجليزية يعود الى

\*أقسام مزدحمة

\*نقص الثقة بالنفس

\*نقص التحفيز

\*نقص الوسائل

\*منهجية الاستاذ

\*التفكير بالعربية

شكرا لتعاونكم

## Appendix B: Teacher's Interview

### Dear teacher

It will be grateful if you could take the time to share your experience by answering the following questions which are designed to gather information about EFL Students Performance within a Learner-Centered Approach, the case of 2<sup>nd</sup> year student of Al-Tamimi secondary school in Algeria. Your answers are very important for the completion of our work.

### Section 1: Personal Information

- Gender : M\_\_F\_\_
- School : \_\_\_\_\_
- Years of teaching experience: \_\_\_\_\_

### Section 2:

1. How can you best define learner-centered teaching approach ?
2. From your experience as a teacher ,what is your opinion about the application of learner-centered approach in Algerian secondary school ?
3. Do you think that learner-centered approach enhances the EFL Learners performance ?
4. What do you say about the guiding principles of the learner-centered approach ?
  - The teacher's role
  - The learner's role
  - The use of materials
  - Motivation
5. How do you create a good classroom environment ?
6. According to you , is the time enough for you during a course ?
7. In your course do you stick to one approach or do you use an eclectic method ?
8. Do you think that student better acquire language skills within a learner-centered approach ?
9. Do you think that learners are partners in the learning –teaching process?
10. Which typical materials do you introduce to support students ?
11. How do you motivate your student and develop their confidence?
12. How do you evaluate your students work ?
13. How do you feel about your students' general degree of autonomy?
14. Do you have anything to add ?

.....

**Thank you for your collaboration**

## Appendix C: Checklist

**Subject:** Student's Performance within The Learner-Centered Approach

Date of the Activity : \_\_\_\_\_ Number of Students: \_\_\_\_\_

Class : \_\_\_\_\_

<b>Grammar Session</b>	Available	Not available	Somehow
The student is an active participator			
Students are engaged in extended process of asking question			
Using materials in useful and a productive way			
Mistakes are corrected to facilitate learning			
A variety of activities are used			
The teacher explains concepts clearly			
The teacher show flexibility and problem solving in approaching the task			

<b>Listening Session</b>	Available	Not available	Somehow
Students present their work to others			
Students are allowed to make some choices			
The teacher integrated ICTs in the lesson			
The teacher gives feedback			
The learner listen and respond			
The teacher facilitate the discussion			

<b>Writing Session</b>	Available	Not available	Somehow
The learner is set for free kind of writing (topics of interest)			
Students written works are assessed regularly			
Summarizing course content is covered			
Interact within a group			

Links topic to other experience			
---------------------------------	--	--	--

<b>Reading Session</b>	Available	Not available	Somehow
Students comprehension is assessed throughout the lesson			
Texts are made relevant and interesting for students			
Students use reading strategies			
Students are effective readers			
Students build skills valuable such as problem solving .			