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Investigating Teachers' and Students' Attitudes Towards the Student-Centered Approach: Case Study of Teachers and Students of the English Department at MouloudMammeri University of Tizi-Ouzou

Presented by:

Ms. DIDANE Fatima

Ms. FELLOUS Siham

Board of Examiners:

Mr. CHETOUANE Madjid,MAA, Department of English MouloudMammeri University of Tizi-Ouzou; Chair

Mrs.ADEM Karima, MAA, Department of English MouloudMammeri University of Tizi-Ouzou; Supervisor

Ms. BENAISSA Amel, MAA, Department of English MouloudMammeri University of Tizi-Ouzou; Examiner

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Dedication

I dedicate this work to:

My sweet heart mother HADJILA and my father AMAR.

My beloved husband MOHAMMED, who encourages me all the time

To my brothers MOHAMMED and ABDENOUR

To my sisters LILA, LYDIA, and WISSAM

To my parents in law, uncles, aunts, grandfathers, and grandmothers

SIHAM

First and foremost I want to dedicate this work to my family for all their constant support and encouragement including:

My parents RAMDANE and FERROUDJA

My brothers MOHAMMED, KARIM, SAID, HOCINE, and ISHAK.

My sister NADIA, my biggest support

To my aunts, uncles, grandfathers and grandmothers

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To all our promotion classmates, all friends, and to any known and dear person who supported and encouraged us and to every teacher who gave us any piece of advice as guidance throughout the research

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Abstract

The current research seeks to investigate both teachers' and students' attitudes towards the Student-Centered Approach with teachers and LMD students of the English Department at MouloudMammeri University of Tizi-Ouzou. To carry out this investigation, we have relied on the Theory of Planned Behaviour (TPB) developed by IcekAjzen in 1991 as well as on the social-constructivist perspective of Vygotsky. The present study is based on the mixed-methods research, which combines both quantitative and qualitative methods for the collection and analysis of data. To collect the needed information, we have used a questionnaire that has been administered totwenty (20) teachers, in which only 13/20 have been handed back, and one hundred (100) questionnaires have been handed to students, and a semi-structured interview conducted only with eight (8) workshop teachers. For data analysis, it uses a statistical Package for Social Sciences (SPSS) to elicit statistical datafrom the closed-ended questions included in the questionnaire and the interview. On the other hand, Qualitative Content Analysis (QCA) has been used for the interpretation and explanation of the results that have been obtained from the open-ended questions of both the questionnaire and the interview. Moreover, the results of this work have been displayed in terms of pie charts and bar charts. After the discussion of the findings, we have found out that the teachers and students of the English Department at MouloudMammeri University of Tizi-Ouzou hold positive attitudes towards the Student-Centered Approach as well as these attitudes' impact positively on thestudents' learning environment. It is also concluded that even though teachers of the English Department at MMUTO hold positive attitudes towards the SCA, they still confront some problems that hinder the use of the SCA during classes (lack of knowledge, class size, lack of teachers' training…).

Key words: Attitude, The Student-Centered Approach (SCA), Theory of Planned Behaviour(TPB), Social-Constructivist Perspective.

List of Abbreviations

- **AB:** Attitude toward Behaviour.

- **B:** Behaviour.

- **CBA:** Competency Based Approach.

- **CLT:** Communicative Language Teaching.

- **EFL:** English as a Foreign Language

- **H:** Hypothesis.

- **I:** Intention.

- **MMUTO:** Mouloud Mammeri University of Tizi-Ouzou.

- **PBC:** Perceived Behavioural Control.

- **Q:** Question.

- **QCA:** Qualitative Content Analysis.

- **SCA:** Student-Centered Approach.

- **SN:** Subjective Norms.

- **SPSS:** Statistical Package for Social Sciences.

- **TCA:** Teacher-Centered Approach.

- **TPB:** Theory of Planned Behaviour.

- **ZPD:** Zone of Proximal Development.

List of Diagrams

1. Theoretical Framework:

2. Students' Questionnaire:

3. Teachers' Questionnaire:

List of Diagrams

4. Teachers' interview:

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General Introduction

General Introduction

- **Statement of the Problem**

The question of educational contents corresponding to tomorrow's demands has become a vital issue in educational reforms all over the world. In other words, there is a change in most of the educational systems in the world in terms of the implementation of new curricula and a new approach based on competencies. It is also the case of the Algerian educational system which adopted such approach as part of the reform in teaching English as a Foreign Language (EFL) in order to prepare the students to become competent in their real-life tasks.

In 2003, the Algerian Ministry of Education announced the educational reform and numerous changes have occurred regarding the situation of teaching English. As a matter of fact, a new methodology of work has been adopted which is the Competency-Based Approach (CBA). Indeed, it is one of the current methodologies that has been described as an extension of communicative language teaching (CLT) movement which endeavours to develop the notion of the communicative competence. In other words, its primary goal is to modernise and develop education to face globalization requirement.

Indeed, with the introduction of this new methodology in Algeria, there has been a shift from a Teacher-Centered Approach (TCA) to a Student-Centered Approach (SCA). On the one hand, the Teacher-Centered Approach situates the teacher as the one with an active role, who plays a dominant role as being the authority in the classroom; consequently, interaction becomes minimal. On the other hand, the Student-Centered Approach (SCA) aims to develop learners' autonomy and independence by putting responsibility for the learning path in the hand of students (Jones, 2007:13). Moreover, this approach puts the students' interest first,

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acknowledging students' voice as central to the learning experience. In other words, the features of Competency Based Approach (CBA) reflect a tendency towards student-centeredness.

Indeed, the Competency-Based Approach focuses on competencies that are linked to workforce needs; accordingly, these competencies within different contexts require different bundles of skills, knowledge, and attitudes. Therefore, in the educational context both teachers' and students' behaviour are expressions of their beliefs and attitudes. Thus, both of them are important for understanding and improving educational processes. Indeed, there is a relationship between the attitudes teachers hold and the achievement of students in their classroom. In other words, teachers' attitudes shape the students' learning environment and influence their motivation. Attitude is not easily measured as it is a cognitive process that is revealed through words, behaviour, actions, choices, and motivation (Morzano and Wasicsko, 2007).

A number of studies have been undertaken to investigate the use of the Student-Centered Approach by teachers of higher education levels in different contexts. In addition, these studies have merely focused on the degree to which teacher's classroom practices reflect student- centeredness, and the constraints and difficulties confronting teachers. Among these studies, the work submitted by ZULTAN PAUL JAMBOR for the Master's Degree in arts Teaching English as a Foreign or Second Language entitled "Learner Attitudes Toward Learner-Centered Education Teaching English as a Foreign or Second Language (EFL/ESL): Case Study of the Korean University Classroom" (2007). Moreover, so many other works in relation to the subject under investigation have put more emphasis on the teachers' beliefs and their perceptions about the SCA especially in secondary schools, as well as, applying this approach both in public and private schools as a comparative study.

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After taking a look at the works that have been conducted in the English Department at MMUTO in relation to the subject under investigation, it has been found that some of these works investigate one particular strategy used in practising the Student-Centered Approach such as the work submitted by OUALI FAOUZI for the Master's Degree in Language and Communication entitled " Cooperative Learning Techniques to reduce Anxiety Speaking: The Case Study of Third Year LMD Students in The English Department at MMUTO" , also the work of CHEKROUNE LILA entitled " Investigating the Use of Group-Work in the Oral Module: The Case Study of First Year LMD Students in the English Department at MMUTO". However, little attention is paid to the importance of teachers' attitudes towards the use of the Student-Centered Approach as a whole as well as students' achievement. Thus, this study addresses the need to explore both students' and teachers' attitudes towards the Student-Centered Approach and its impact on the learning outcomes in the English Department at MMUTO. Therefore, conducting such an investigation is noteworthy as it sheds light on the teachers' need to introduce the SCA within their classes and make a connection between the theory and the practice (a clear understanding of what the SCA is and how it looks like in practice which is the basic challenge that faces most of the teachers) which in turn suggests a need for a clearly defined set of prerequisite principles as well as knowing the teachers' views regarding what constitutes this approach and the importance of their attitudes in shaping the students' learning environment.

- **Aims and Significance of the Study**

This dissertation is expected to examine the teachers' and students' attitude towards the Student-Centered Approach. The research has been conducted in order to gain a deeper understanding of the existing learner centeredness currently used in higher education. The work has been guided by the following objectives. First, it seeks to establish the nature of

attitudes that both teachers and students hold. Second, it sets out to determine the extent to which the teachers' attitudes influence the students' learning environment. Thus, the significance of this study relies on the fact that it is the first study conducted in higher education that endeavours to find out the extent to which teachers in the English Department at Mouloud Mammeri University of Tizi-Ouzou apply the Student-Centered Approach (SCA) during classes and the importance of their attitudes towards it and its impact on the students' achievement.

- **Research Questions and Hypotheses**

The present research aims at answering the following research questions:

Q1. What kind of attitudes do teachers hold towards the Student-Centered Approach?

Q2. What kind of attitudes do students hold towards the Student-Centered Approach?

Q3. To what extent do teachers' attitudes towards the Student-Centered Approach influence the students' learning environment?

In an attempt to answer the research questions, the following hypotheses have been suggested:

H1. Teachers hold positive attitudes towards the Student-Centered Approach.

H2. Teachers hold negative attitudes towards the Student-Centered Approach.

H3. Students hold positive attitudes towards the Student-Centered Approach.

H4. Students hold negative attitudes towards the Student-Centered Approach.

H5. The students' learning environment is highly influenced by teachers' attitudes.

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- **Research Techniques and Methodology**

To conduct this research, we have adopted the mixed-methods approach, that is to say, the use of both quantitative and qualitative methods for data collection and data analysis. While the quantitative methods are used to get numerical data to make this investigation valid and scientific, the qualitative methods are used for the interpretation and explanation of the qualitative data. The main instruments that have been used to record the needed data related to the subject under investigation are namely an interview and two questionnaires. More precisely, a semi-structured interview has been conducted with eight (8) workshop teachers and two questionnaires have been distributed, one for one hundred (100) LMD students and another one for twenty (20) teachers knowing that the participants of the two questionnaires have been selected randomly, whereas the participants of the interview have been selected purposively.

- **Structure of the dissertation**

The overall structure of this dissertation follows the traditional complex model that is described by Paul Thompson in 1999 (cited in Partlidge and Starfield 2007). This model is composed of a General Introduction, four chapters, and a General Conclusion. The General Introduction presents the statement of the problem, the aim and significance of the study, research questions and hypotheses, research techniques and methodology, and the organization of the dissertation. The first chapter is called Review of the Literature which provides the main theoretical concepts relating to the study of the teachers' and students' attitudes towards student centeredness. The second chapter is concerned with Research Design and Methodology. It introduces the procedures of collection and data analysis. The third chapter is entitled Presentation of the Findings, which consists of presenting the results

in the form of tables, diagrams, pie charts … etc. The fourth chapter is labelled Discussion of the Findings. It discusses the previous findings that have been analysed in the above chapter, trying also to provide answers to the research questions. Lastly, this research ends with a General Conclusion. It provides an overall summary of the results, research limitations and recommendations for further research.

The Review of the Literature

Introduction

The current chapter reviews relevant literature on the Student-Centered Approach as well as the attitudes that are held by both teachers and students in the English Department at Mouloud Mammeri University of Tizi-Ouzou towards this approach. This chapter deals with three basic parts. The first part is devoted to the concept of attitude starting with the attitude concept in relation to EFL learning and teaching, moving to a brief history of the origins of the word, then its main definitions according to some influential scholars. This part also reviews the main components of the concept of attitude as well as its functions. The second part starts by reviewing how some researchers define the Student-Centered Approach (SCA). It further reviews the basic principles of the Student-Centred Approach (SCA) that engage learners for meaningful learning to take place. It also includes some of the strategies used in the Student-Centered Approach (SCA). The third part concerns the theoretical framework on which this research has been based.

1. Attitudes

1.1. The Attitude Concept in relation to EFL Learning and Teaching:

In foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, intelligence, personalities, etc. The matter of learners' attitude is acknowledged as one of the most important factors that impact on learning a language (Fakeye, 2010). Thus, attitude to language is a construct that explains linguistic behaviour in particular.

As such, since attitude can influence success or failure in learning it plays a very crucial role. Therefore, it is believed like any personality trait, attitude is a directly

unobserved hypothetical construct and must be inferred from measurable responses which reflect and evaluate positive or negative attitudes (Ajzen, 2005).

Particularly, in this study attitude is considered as an essential factor influencing the learning process. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. In order to evaluate the students' and teachers' attitudes some definitions of the concept of attitude are needed and noteworthy to mention.

1.2. Origins of the word Attitude

The term attitude is derived from "aptus" which denotes fitness, hence the physical connotation, but like the word aptitude, attitude suggests the mental preparation of action as well (Shrigley et al 1988:664). The definition of attitude is also apparent in the Dictionary of Psychology by Bartlett's contemporary Driver (1952:22) who defines it as: *"A more or less stable set or disposition of opinion, interest, or purpose involving expectancy of a certain kind of experience and readiness with an appropriate response"*.

The origin of attitude as a modern concept has begun at the start of the twentieth century. Before this point, attitude was a physical concept used by artists to describe the posture of stationary figures, actors and dancers (Shrigley et al 1988: 662). After advancement in social sciences research, the psychological meaning surpassed the physical posture connotation. Darwin first used attitude as a mental concept and as having an evaluative quality to describe the emotional readiness of animals in crisis (Shrigley et al 1988:663) Until the middle of the nineteenth century (19th C) research on attitude focused on measurement, after that psychology emphasized on attitude as a mental concept (Shrigley et al 1988:664).

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In the next few decades, attitude's effect on behavior has become the focal point of research and theory and history transformation of attitude from a physical to an evaluative concept progressed (ibid).

1.3. Definitions of Attitude

Attitude theory affects almost every facet of personal life and every field of endeavour. Its formation and change impacts both on group behaviour as well as on individual behaviour.

The concept of attitude is defined by various scholars in different ways. One definition is given by Myers (2002:130): *"Attitude is a favorable or unfavorable evaluative reaction toward something or someone exhibited in one's beliefs, feelings or intended behaviour"*. In this sense, attitude is a social orientation, that is, a tendency to respond to something either favorably or unfavorably. However, attitude is also different from evaluative expressions in the sense that attitudes is an internal evaluative tendency which is just one factor among others that influence evaluative responding, it not only reflects the external situation like context effects, but also maps out a whole range of tendencies such as personality traits and mood (Eagly and Chaiken, 2007:587).

Allport (1935:810) defines attitude as: *"A mental and neural state of readiness which are developed through personal experiences and exerting a dynamic impact upon the individual's response to all objects and situations with which it is related"*. To put it another way, attitude is a mental disposition of the human individual to act for or against a definite object. To Ajzen (1991:181): *"Attitudes are implicated in human behavior, and have an impact on specific behavior indirectly by influencing some of the factors implicated in behaviour"*. To put it simply, attitudes are manifested in human behaviour, which in turn, have a positive or negative impact on that behaviour.

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Furthermore, attitudes are a function of salient behavioural belief, which represent perceived outcomes or attributes of the behavior (Conner and Armitage, 2006). In other words, attitudes explain what consequences a particular behaviour can carry out when performing it as well as how these consequences are viewed, that is, either positive or negative.

1.4. Components of Attitude

Attitudes are classified into three quality states which are Affective, Behavioural, and Cognitive which are referred to as the ABC model which takes into consideration how a person's feel about an attitude object, what the person intends to do, behave, or act regarding that object, and the beliefs a person has about the attitude object. It is assumed that every attitude contains these three components which can be measured and the three together make a person's personality.

1.4.1. Affective components

They are Feelings or emotions that something evokes. For example, fears, sympathy, hate (Wenden, 1991:41). In other words, affective components are the amount of positive or negative feelings that an individual has towards a given object. For example, I am scared of spiders.

1.4.2. Behavioural components

They are the tendency or disposition to act in certain ways toward something. Emphasis is on the tendency to act, not the actual acting; what we intend and what we do may be quite different (Wenden, 1991: 41). That is to say, the behavioural component is a person's

bahviour towards an object and the way the attitude we hold influences the way we act. For example, I will avoid spiders, if I see one I scream.

1.4.3. Cognitive components

They are our thoughts, beliefs, and ideas about something. When a human being is the object of an attitude, the cognitive component is frequently a stereotype (Wenden, 1991:41). Differently said, cognitive components are a person's belief, knowledge about a given object. For instance, I believe that spiders are dangerous.

1.5. Functions of Attitudes

Katz (1960:171) theorized four functions of attitudes that still hold in literature to this day. Katz takes the view that attitudes are determined by the functions they serve for us and are formed primarily through the interactions with others as they facilitate social behaviour. Furthermore, attitudes are functional for the person and are determined by a person's motives, meaning that, they are the motivational bases which shape positive attitudes towards goal objects perceived as rewards or negative attitudes towards other objects perceived as threatening.

1.5.1. Instrumental function

The instrumental function explains why attitudes guide behavior toward valued goals and away from aversive events (Brecker and Wiggins, 1989:418). In other words, individuals develop attitudes that direct them towards pleasurable or rewarding objects and away from unpleasant and undesirable ones. It also serves of maximizing rewards and minimizing punishments.

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1.5.2. Knowledge function

The knowledge function is to give meaning in an unorganized chaotic world by providing the individual with order and stability (Katz, 1960:186). In other words, the knowledge function aids the individual in organizing information into an understandable or cohesive way and provides meaning for life when a person faces ambiguous situations. That is, the individuals' need for order, structure, and meaning. All this refers to the need for a world which is consistent and stable.

1.5.3. Ego defensive function

The ego defensive function allows attitudes to protect the ego from unacceptable impulses that cause anxiety (Ajzen, 2001: 41). It is also to protect the self-image, help the individual deal with conflicts (Katz, 1960:186). In other words, it protects a person's self-image from threats, justify actions that make us feel guilty, and individuals are often unaware of them.

1.5.4. Value expressive function

The value expressive function permits attitudes to express important values to the self-concept (Watt et al, 1960:171). Besides; it is to give expression to self-concepts and self-identity (Katz, 1960:186). In other words, it enables the expression of our centrally held values and tends to establish our identity thereby showing who we are and what we stand for. For example, if a person views himself as someone who belongs to a particular religion he may reinforce that image by adopting particular beliefs and values related to that religion.

These functions allow us to understand the reasons why people hold the attitude that they do (Katz, 1960:171).

The Review of the Literature

1.6. Attitudes versus beliefs, opinions, and values

In order to further understand the concept of attitude, it must be differentiated from what the concept is not. Shrigley (1988) and Katz (1960) discuss how the word attitude is often confused with the words beliefs, opinion, and values.

1.6.1. Beliefs

They are factual and fictional cognitions of information and provide the cognitive component for an attitude, but attitudes also include the feelings towards these beliefs (Shrigley et al, 1988:669). Therefore, all attitudes include beliefs, but not all beliefs are attitudes (Katz, 1960:169).

1.6.2. Opinions

They are cognitions that can occur without one caring deeply about ,and they do not predispose action, but on the other hand, attitudes involve a strong evaluative component (Shrigley et al,1988:670).Opinions are only the verbal expressions of an attitude, while attitudes can be verbal or non-verbal in nature (Katz,1960:169).Thus opinion change cannot fully represent attitude change because a true change in attitude would accompany other relevant changes like behavioral manifestations (Rokeah,1966:547).

1.6.3. Values

They are comprehensive moral or ethical imperatives and are therefore more difficult to change than attitudes because they are culturally bound (Shrigley et al, 1988:671). They also usually have a positive valence and can accommodate multiple attitudes that are either positive or negative in valence (Shrigley et al, 1988:672).

The Review of the Literature

2. The Student-Centred Approach (SCA)

A major premise of the new trend in education is that students should be actively involved in their own learning and in the construction and development of knowledge and ideas. Therefore, more attention should be paid to the individual learning needs of different students so that variations in students learning styles and abilities can be met. Thereby, student-centeredness is not a theory about teaching but rather a theory about learning.

2.1. Definition of the Student-Centered Approach (SCA)

The Student-Centred Approach does not have one universally agreed definition, despite its being a term often used by a number of higher education policies. The lack of such a definition poses a challenge to the academic sector. This must be taken into account when analysing and discussing student-centeredness in all its possible forms and in all relevant contexts.

For the purpose of this study, the definition of the Student-Centered Approach is needed. In a large sense, Collins and Brien (2003:1) define it as:

> An instructional approach in which students influence the content, activities, materials, and pace of learning. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively.

That is to say, the Student-Centered Approach puts the learners' needs at the centre of what they do in class rather than the teacher being the central figure. It is also an approach where learners learn from the teacher, from one another, and on their own. In addition, Weimer (2002:20) defines student-centeredness as: *"Focusing on students' needs, what and how they are learning and the conditions that contribute to their learning. It is an instruction that focuses on what learners are doing; this results in the building of responsibility in*

learning". To put it another way, it is an approach that gives more importance to learning by doing as it promotes the students' autonomy and raises their sense of taking responsibility in constructing their own knowledge.

Finally, the Student-Centered Approach is widely used in teaching and learning. Many terms have been linked with this approach such as flexible learning (Taylor, 2000), experiential learning (Brunard, 1999) and self-directed learning.

2.2. Principles of the Student-Centered Approach (SCA)

According to Lea et al (2003:322) a review of some of the literature reveals that student-centered instruction (LCI) is grounded in the following principles:

A. Reliance upon active rather than passive learning.

B. An emphasis on deep learning and understanding.

C. An improved responsibility and accountability on the part of the learner.

D. An increased sense of autonomy on the learner.

E. Interdependence between teacher and learner.

F. Mutual respect within the learner-teacher relationship.

G. A reflexive approach to the learning and teaching process on the part of both teachers and students.

Thus, having a clear understanding of these principles forms the prerequisite support foundation. First, the SCA puts the students the focus of the learning environment which allows them to be more active, more engaged, and more excited to learn. More importantly, this approach helps students make connections between concepts which deepen their understanding as these concepts are relevant and meaningful to their current lives. In this

respect, the SCA highlights the students' increased sense of responsibility which empowers them to become independent and autonomous learners who take control of their learning. Another basic tenet is the positive interdependent relationship between the teacher and the students, that is to say, a relation of partnership and cooperation where both of the teacher and the students realize that they need each other to reach the learning objectives and develop a sense of academic self-efficacy. All this, creates a respectful learning environment full of energy and challenge. Finally, the SCA is a reflexive approach on the part of the teacher as well as the students, meaning that, a reflexive teacher is the one who evaluates his teaching as he is teaching; he asks some complex questions at the end of each lesson to help students understand what he is doing and why he is doing it. Similarly, when the teacher encourages students to be self-reflexive; teachers are asking them to understand what they are learning as they are learning. Additionally, reflexivity not only allows students to understand what they learned but why they learned it. Therefore, reflexivity should not be confused with reflection.

2.3. The strategies used by teachers to apply the SCA

The Student-Centered Approach involves a variety of strategies that are used in order to promote and facilitate students' learning. Among these strategies: Group-Work, Project-Work, and Class Discussion.

2.3.1. Group-Work

Group-Work has a great potential as students are encouraged to become active rather than passive learners by developing collaborative and cooperative skills. A number of scholars have highlighted the significance of working together. In this context, Brown (2007:224) states: *"Group –Work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated*

language". To put it differently, group-work is an essential strategy that covers a variety of techniques that promote collaboration through the division of roles as students need each other to achieve the common goal as well as responsibilities must be shared among members of the group, as such students become accountable for their own learning and for each other's learning.

Moreover, group-work is the basis for engaging learners in meaningful communicative practice in classroom settings. As a consequence, when group-work is carefully planned and structured this will effectively provide students with more opportunities for active learning.

2.3.2. Project-Work

Project-Work is a strategy which is of great importance as it links between theory and practice. There are various definitions of project-work; one basic definition has been given by Legutke and Thomas (1993:160):

> Project work is a theme and task-centered mode of teaching and learning which results from a joint process of negotiation between all participants. It allows for a wide scope of self-determined action for both the individual and the small group of learners within a general framework of a plan which defines goals and procedures.

Project-Work is often seen as a useful strategy that increases the students' positive motivation as it stresses the importance of cooperation which is one motivating factor among others. It also focuses on the involvement and development of the individual as well as raising their sense of taking responsibility of their own learning. As Hutchinson (1992: 11) adds:

> If I could give only one piece of advice to teachers it would be this: Get your learners to enjoy learning English. Positive motivation is the key to successful language learning, and project work is particularly useful as a means of generating this positive motivation.

2.3.3. Class discussion

Class discussion is one of the useful strategies that are used to engage students in classroom instructions and deepens their learning as well as increase their motivation. It is simply an exchange of views in which students talk about their experiences and give their own opinions. In this sense, Gage and Berliner (1975:470) consider class discussion:

> as the ability to listen to others, to evaluate their arguments to formulates one's own views in the heat of give-and-take, to resist the influence of one's reasoning of personal likes and dislikes for others to continue to focus on the problem at hand despite emotional arguments and influences these skills requires practice in discussion.

This indicates that, class discussion is the interaction between learners through the exchange of their opinions and information in order to develop the discussed topic by communicating, listening attentively to others, and assessing their arguments.

A successful classroom discussion works best in small groups as it requires a small number of participants. In addition, students' voice is of great importance in class discussion as it promotes students' active participation as well as co-constructs the teaching and learning dynamic. Larson (1997) further emphasizes that class discussion encourages students' involvement and higher participation.

2.4. Social constructivist perspective of Student-Centered Approach

The perspective that has been adopted to conduct this research is that of social constructivism. The Student-Centered Approach (SCA) is based on this theory of learning which emphasizes the fact that learners construct their own understanding. Learning is a process of making meaning. Learners replace their existing knowledge and understanding with deeper and more skilled levels of understanding. Social constructivists argue that the world we experience and the individual we find ourselves to be are first and foremost the

product of social process (Cromby and Nightingale, 1999). That is to say, knowledge is constructed through one's personal experiences and interactions with the outside world. The social paradigm is appropriate for this research as it advocates that knowledge and activity are closely related (Berger and Luckmann, 1991). This directly relates the overall research that explores first how teachers' understandings of Student-Centered approach (SCA) are linked to their attitudes and beliefs and how these attitudes shape their practices as well as the impact of teachers' attitudes on students 'achievement.

One prominent social constructivist Lev Vygotsky (1896-1934) argues that knowledge is built up through collaborative and interactive processes between learners in social environments. Drawing on his Socio-cultural theory, Vygotsky proposed the concept of the Zone of Proximal Development. According to Vygotsky (1978: 90):

> …an essential feature of learning is that it creates the Zone of Proximal development, that is learning awakens a variety of internal development processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized they become part of the child's independent developmental achievement.

From here it is obvious that the Zone of Proximal Development **(**ZPD**)** is the area where learning activities should be focused, lying between what the learners can achieve independently and what they can achieve with the teacher's expert guidance. In other words, learning happens primarily through social interaction with others, such as a teacher or a learner's peer.

3. Theoretical Framework

3.1. Theory of Planned Behaviour (TPB)

The Review of the Literature

In psychology, the theory of planned behaviour (TPB) is a theory that links belief and behaviour as well as explaining human behaviour. Furthermore, the theory of planned behaviour has been applied to studies of the relations among beliefs, attitudes, behavioural intention, and behaviour in various fields such as advertising, public relations, advertising campaigns and healthcare. It has also gained a great attention in education such as one of the recent works conducted by Lee et al (2010) which focuses on investigating teachers' intention on the use of educational technology using the three determinants of the TPB. The results of this study indicate that the Attitude toward Behavior determinant was the most powerful influence on teachers' intention to use computers for instructional purposes. Indeed, the theory of Reasoned Action theorized by Icek Ajzen and Martin Fishbein in 1980 began the work on Attitude Theory (Ajzen, 1991:42).In the early 1990s, the social psychologist and the professor of psychology at the university of Massachusetts Icek Ajzen revised this theory by adding another component "Perceived Behavioural Control (PBC)"and renamed it as "the Theory of Planned Behaviour (TPB)" (Ajzen, 1991:43).

The investigation of the current work is based on the Theory of Planned Behaviour proposed by Icek Ajzen in his book "From Intentions to Actions: A Theory of Planned Behaviour" as being consistently the most popular theory in the literature. For this reason, both teachers' and students' attitudes may be one of the major factors in determining whether or not the Student-Centered Approach can take place in high education. The Theory of Planned Behaviour suggests that a person's behaviour is determined by his intention to perform the behavior; in turn, this intention is a function of his attitude towards the behaviour, subjective norms, and perceived behavioural control (Ajzen, 1991). Thus, the study of attitudes can be anchored on the theory of planned behaviour. In addition, this theory holds that only specific attitudes towards the behaviour in question can be expected to predict that

behaviour (ibid). In this sense, the use of the Student-Centered Approach may be the function of the attitude of teachers and students on its use regardless of many other factors.

3.2. Using intention to predict behaviour

3.2.1. Definition of intention

Intention is defined by Ajzen (1991:181) as: *"Indications of how hard people are willing to try, of how much an effort they are planning to exert, in order to perform the behaviour"*. In other words, intention can be a measure of how much effort someone is willing to exert in order to perform a given behaviour or to achieve a specific goal.

The Theory of Planned Behaviour views a person's intention to perform a behaviour as the immediate determinant of action (Ajzen, 1991). In other words, the best predictor of a person's behaviour is his intention, that is, to predict how people are going to behave, it is needed to know what they intend to do. Furthermore, the TPB considers attitude towards behaviour to be the best predictor of intention (Conner and Sparks, 2005). Therefore, in this particular study it has been expected attitude towards behaviour to be the most significant predictor of intention to use the Student-Centered Approach in high education.

- The diagram below shows all of the important pieces of the theory of planned behaviour:
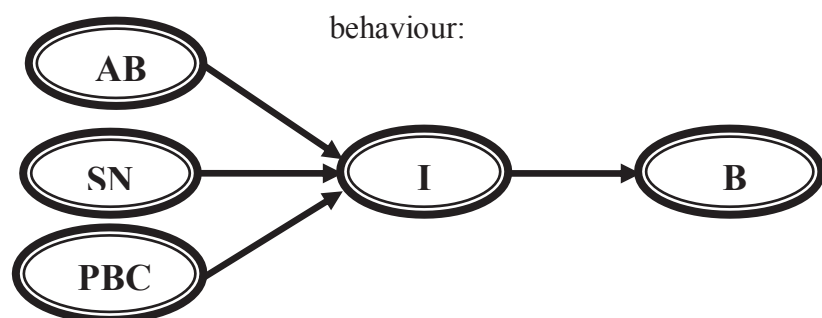
Diagram: The Theory of Planned Behaviour (TPB) (Ajzen, 1991:181)

The Review of the Literature

3.2.2. Determining Intention

As previously mentioned, intention is believed to be determined by three key elements: Attitude toward behaviour, subjective norms, and perceived behavioural control.

3.2.2.1. Attitude towards Behaviour (AB)

Attitude is defined as the degree to which a person perceives the behaviour based on favourable or unfavourable assessment of the behaviour (Ajzen, 1991; Ajzen et al., 2004). In other words, the attitudes of one person to evaluate the behaviour. For example, lets' say you are considering going to a particular dance club. Do you think going would be fun? Or would be boring? Would it make you feel good or bad?

3.2.2.2. Subjective norms (SN)

Subjective norms are attitudes and behaviors that are considered normal, typical or average. They determine others' approval or disapproval of the behaviour. It is defined as any social influence that may determine if the individual performs or does not perform the behaviour (Ajzen, 1991; Ajzen, Brown, & Carvajal, 2004). In other words, the social pressure to perform or not to perform that behaviour. For instance, what would others think of you went to the club? Is it considered taboo? How would your reputation be?

3.2.2.3. Perceived Behavioural Control (PBC)

Perceived behavioural control refers to the belief of the amount of direction one has over the environment. It is defined as the level of confidence an individual has about their ability to perform the behaviour based on how easy or difficult they perceive its performance as it relates to hindrances or facilitators (Ajzen, 1991; Ajzen, Brown & Carvajal, 2004). In other words, it is the perceived ease or difficulty of performing the behaviour. For instance, it

suggests if the tasks will be easy or difficult to accomplish? How easy would it be to go to the club? How much effort is involved? Do you have transportation? Will there be traffic? Is it for away?

Conclusion

This chapter concerns the literature review. It has started with relating the Attitude concept to EFL learning and teaching (English as a Foreign Language), then giving briefly the origin of the concept of attitude in addition to some basic definitions of the concept, its functions and its components. It also includes a number of definitions of the concept of the Student-Centered Approach, then its major principles which we consider helpful to the understanding of our research, moreover, some of the student-centered strategies have been emphasized as well as taking into account social-constructivism as the basic perspective on which this study has been based. A theoretical framework of this present study has been explained at the end of this chapter.

Research Design and Methodology

Introduction

The present chapter is methodological. It describes the research design of the current study and the procedures of data collection and data analysis adopted to carry out the research to investigate teachers and students' attitudes towards the Student-Centered Approach in the English Department at MMUTO.

This chapter is composed of two sections. The first section is labeled procedures of data collection that takes into consideration the participants, the context where the study has been conducted, the research method that is used in order to gather data (the mixed method), as well as data collection tools used to collect both quantitative and qualitative findings (the questionnaire and the interview). The second section is called procedures of data analysis that contains the different methods used to analyze the research. The SPSS (Statistical Package for Social Sciences) software is used for the analysis of the quantitative data obtained from both teachers and students' questionnaires as well as teachers' interviews, whereas qualitative content analysis (QCA) has been used to analyze and interpret the qualitative data obtained from open-ended questions included in both questionnaires and interview.

- **Context of the Investigation and PopulationSample**

This investigation has taken place in the Algerian University, more precisely at Mouloud Mammeri University of Tizi-Ouzou in the English Department. The overall objective of this research is to investigate teachers and students' attitudes towards the Student-Centered Approach. The target population examined in this research consists of students and teachers from the Department of English of all grades during the academic year 2016/2017 who are selected randomly to be the focus in this research. Besides, two questionnaires

havebeen distributed to one hundred (100) students and twenty (20) teachers, as well as a semi-structured interview which has been conducted with eight (8) workshop teachers.

- **Research Method**

In order to gather a great amount of data and gain a clear insight of the study, a mixed methodapproach is adopted. It is defined as the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative approach for the purpose of depth of understanding and corroboration (Johnson et al, 2007:112).In the case of our work, the quantitative method has been used to get numerical data from the closed-ended questions of the questionnaire and the interview, while the qualitative method has been used to interpret the results of the open-ended questions included in both the questionnaire and the interview.

2.1. Data Collection Procedures

For the purpose of collecting data that support our subject under investigation which is teachers and students' attitudes towards the Student-Centered Approach, we have adopted two different kinds of data collection tools: two questionnaires handed to both teachers and students and an interview conducted only with teachers.Truly speaking, we have administered two questionnaires instead of doing a classroom observation due to time constraints,therefore, to know both teachers' and students' attitudes towards the SCA we have handed them two questionnaires to infer from their written responses their attitudes as they can be revealed through words. For the interview, we have conducted it with workshop teachers to infer directly their attitudes as it provides a face to face interaction as well as observing their behaviours and reactions.

Research Design and Methodology

2.1.1. The Questionnaire

The questionnaire might be seen as an effective instrument that serves to collect a considerable amount of data without requiring a lot of time and effort. It is a data collection tool which consists of a set of questions that are written in a particular order. Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to reach either by writing their answers or selecting from among existing answers(Brown 2001 as cited in Donyei 2003: 6).Moreover, the questionnaire as it is pointed out by MC Donough (1997:172) "Is a list of research questions asked to respondents, and designed to extract specific information about a certain topic, more precisely, obtaining statistically useful information from a sample of individuals. In addition, it is convenient to administer and has a unified standard form."

2.1.1.1 Teachers' questionnaire

For the sake of gathering information about teachers' attitudes towards the Student-Centered Approach, a questionnaire has been handed to twenty (20) of them in which 13/20 have been handed back. This questionnaire contains sixteen (16) questions including both open-ended and closed-ended questions. Besides, it is divided into two (2) sections: the first section consists of teachers' attitudes towards the Student-Centered Approach, and the second one deals with the teachers' views about the Student-Centered Approach.

2.1.1.2. Students' questionnaire

The students' questionnaire seeks to collect data about their views and attitudes towards the Student-Centered Approach and whether they appreciate the use of this approach during their classes. One hundred (100) questionnaires have been distributed to students of the

Research Design and Methodology

English Department at MMUTO from different levels. This questionnaire consists of twelve (12) questions and two sections: The first section deals with the students' attitudes towards the Student-Centered Approach; the second part concerns the students' views on the extent to which teachers use student-centered methodologies.

2.1.2. The Interview

2.1.2.1. Teachers' interview

The interview allows the opportunity of greater credibility and greater plausibility of interpretation of the results (McDonough and McDonough, 1997:71). Indeed, it is a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. It is also a conversation in which the roles of the interviewer and the respondent change continually. For the purpose of this research, a semi-structured interview has been conducted with eight (8) workshop teachers in the English Department at Mouloud Mammeri University of Tizi-Ouzou. The participants have been interviewed orally and individually. Semi-structured interviews are based on the use of an interview guide which is a list of questions or topics to be covered by the interviewee; semi-structured interview is flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from both closed-ended and open-ended questions (Tromp and Kombo, 2006).

2.2. Data Analysis Procedures

This part includes the procedures of data analysis. It presents the statistical and the qualitative content analysis (QCA) methods used to analyze the data gathered from the students' and teachers' questionnaires as well as the teachers' interview. Our corpus is

analyzed according to the mixed method which combines both qualitative and quantitative approaches.

2.2.1. Description of the Statistical Method

The main objective of this method is the quantification of data. The SPSS named (Statistical Package for Social Sciences) is one of the most developed computer program which is used in social sciences helping in the description of statistical analysis. It is known for its ability to perform highly complex data treatment and analysis with simple instruction; the results are presented under the form of graphs, tables, and pie charts. Indeed, descriptive statistics are used to describe the quantitative results of the study by providing a summary of the sample and measures using simple graphic analysis (Trochim, W.M.K, 2006).

2.2.2. Description of the Qualitative Content Analysis (QCA)

The Qualitative Content Analysis is a non-statistical method. It is used to describe and analyze non-numerical data. In other words, it is used to analyze the respondents' answers provided in the open-ended questions. This method is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or pattern (Heish and Shannon, 2005: 1278). Furthermore, it is an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step-by-step models without rush qualification (Mayring, 2000: 2).Therefore, in our study the Qualitative Content Analysis has been adopted for the sake of interpretation and explanation of the results that have been obtained from the open-ended questions of both the questionnaires and the interview.

Conclusion

This chapter focuses on the methodology used to carry out the investigation. It provides a clear insight of the setting of the investigation, the subjects as well as the procedures of data collection and data analysis. This work adopts the mixed-methods approach. From one side, quantitative data are gathered through questionnaires and analyzed by the use of the software program (SPSS). From the other side, the qualitative data obtained from the interview and the open-ended questions included in the questionnaires are examined by the use of qualitative content analysis (QCA).

Presentation of the Findings

Introduction

This chapter is devoted to the presentation of the findings of the present study. It is concerned more with the practical side. This chapter is dividedinto three sections. The first section presents the results of the students' questionnaires. The second section displays the findings obtained from the teachers' questionnaire, while the third section is devoted to the presentation of the results obtained from the teachers' interview. Thus, for the purpose of organization and clarity, the results are presented in terms of percentages and displayed in the form of pie-charts and bar-charts.

3.1. Presentation of the results of the students' questionnaire:

3.1.1. Students' attitudes towards the student-centered approach:

Q1. Do you take an active role during workshops?

Yes ☐   **No** ☐
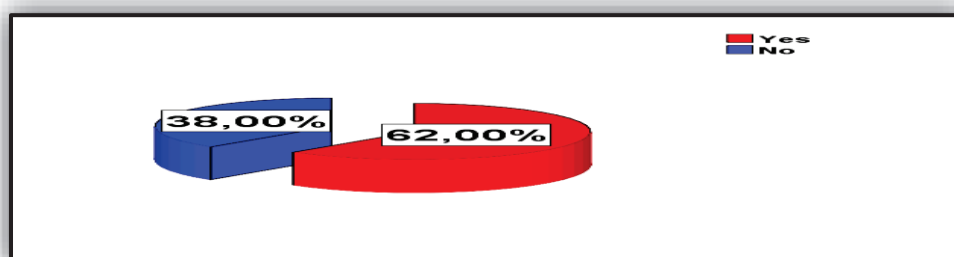
Diagram01.The role of students during workshops

The results in the first pie chart show that **(62%)** of the participants claim that they take an active role during classes, while **(38%)** of them do not.

Q2. Do you make decisions about what and how you learn?

Yes ☐   **No** ☐

Presentation of the Findings
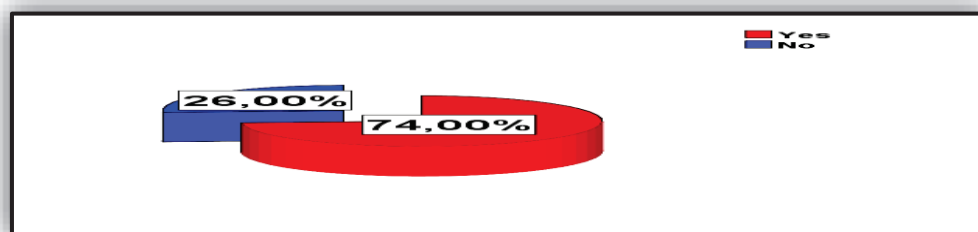
Diagram02.Students' decision-making about what and how they learn

As shown in these results, a great number of the respondents **(74%)** think that theydo make decisions about what and how they learn, whereas **(26%)** are passive in making their decisions.

Q3. Are you given the opportunity to express yourselves during class discussion?

Yes ☐   No ☐

Diagram03. Students' opportunities to express themselves during class discussion

As shown in the results of the diagram above, **(76%)** of the students are given the chance to express themselves during class discussion, whereas **(24%)** claim that they are not given the opportunity to do so.

Q4. Does taking responsibility during classroom activities increase your autonomy?

Yes ☐   No ☐
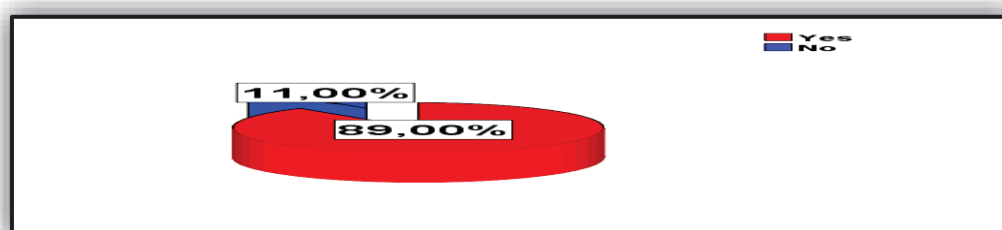
Diagram04. Taking responsibility improves students' autonomy

Presentation of the Findings

Diagram 4 demonstrates that a great number of the target participants **(89%)**claim that taking responsibility during classroom activities increase their autonomy, and only **(11%)** respond that taking responsibility during classroom activitiesdoes not improve their autonomy.

Q5. Do you like when your teachers ask you to work in groups?

Yes ☐   No ☐
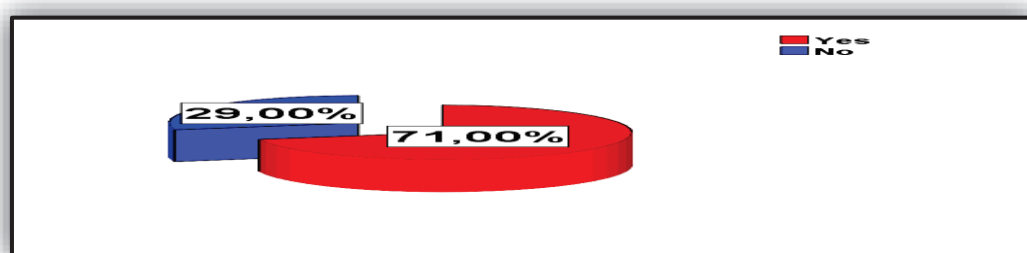
Diagram05. Asking students to work in groups

The statistics above indicate that the majority of the students **(71%)** favor working in groups, while **(29%)** do not prefer this strategy of working.

Q6. Does working in collaboration increase your motivation?

Yes ☐   No ☐
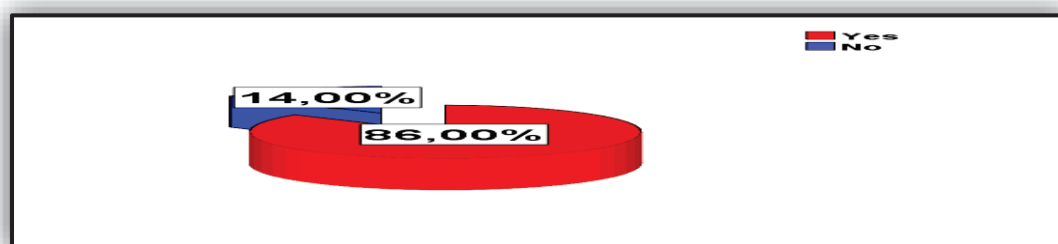
Diagram06.The importance of working in collaboration to increase students' motivation

As displayed in these results, the majority of the participants **(86%)** confirm that working in collaboration increase their motivation, while the rest **(14%)** of them state the opposite.

Presentation of the Findings

3.1.2.Students' views on the extent to which teachers use student-centered strategies:

Q7. How do you find learning when discussing certain topics in class?

Interesting ☐   Very interesting ☐   Boring ☐
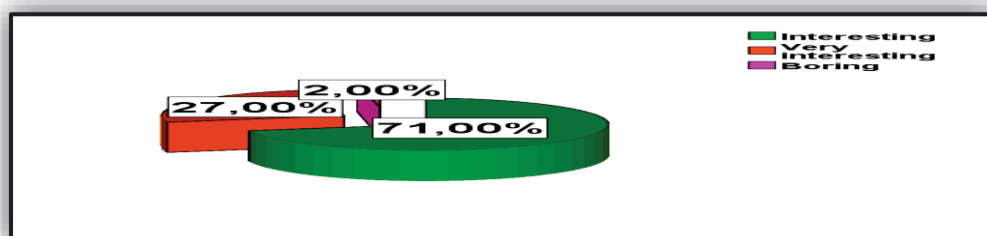
Diagram07. Students' Learning through classroom discussion

The present pie chart explains that the majority of the participants **(71%)** find learning through discussion interesting, **(27%)** of them find it very interesting, whereas only **(2%)** of the target population see learning through discussion boring.

Q8. How often does your teacher engage you in project work?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐
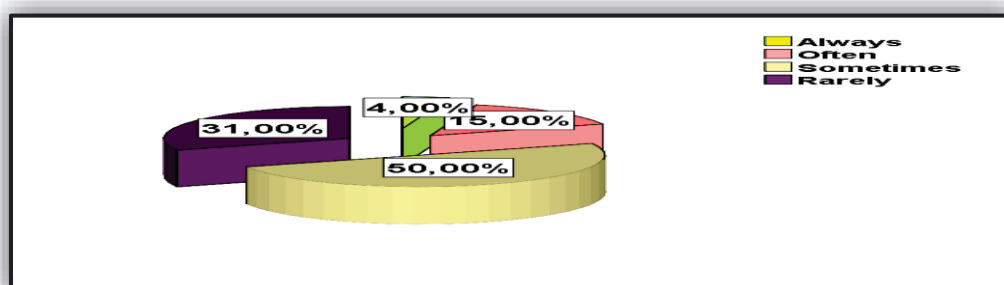
Diagram08. Students' engagement using project work

From the pie chart above, it is noticed that **(50%)** of the students claim that they are sometimes engaged through using projects, **(31%)** of them state that they are rarely engaged. **(15%)**of the respondents answer that they are often involved using projects,and only few of them **(4%)** respond that they are always engaged through projects.

Q9. How do you find learning through project work?

Interesting ☐   Very interesting ☐   Boring ☐

Presentation of the Findings
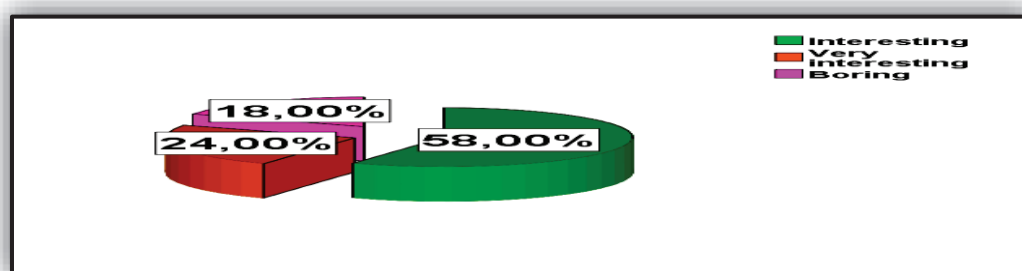
Diagram09. Students' Learning through project work

The statistics above show that the majority of the respondents **(58%)** are interested to learning through projects, **(24%)** of them find learning very interesting using this didactic tool. **(18%)** of the students state that learning using projects is boring.

Q10. Do you enjoy lessons where your teacher does most of the talking while you do most of the listening?

Yes ☐   **No** ☐
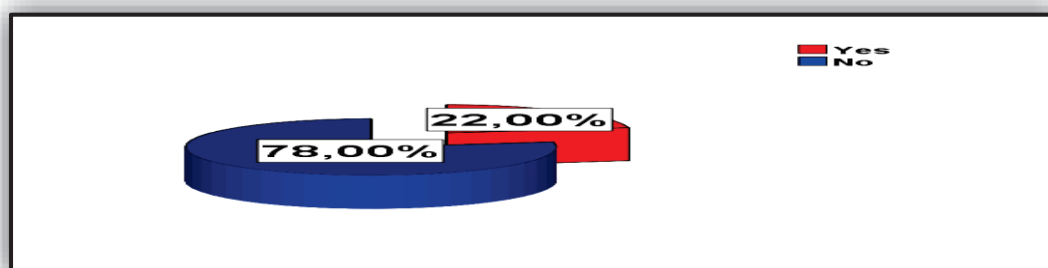
Diagram10. Students' lesson enjoyment

The statistics above show that **(78%)** of the students do not enjoy lessons where they do most of the listening and their teachers do most of the talking, while **(22 %)** of the respondents do enjoy this way of learning.

Why?

Students who do not enjoy lessons where their teachers do most of the talk while they do most of the listening have justified this by saying that, by doing so,they are considered as passive learners they just receive information without any engagement and interaction which

Presentation of the Findings

de-motivates them as some of the students have said: "No, I don'. Because we must participate and discuss the topic together and exchange our ideas and points of view", "No, I don't. Because I easily get bored which makes the whole lesson boring and feel like I have no role in the class which de-motivates me. So, I prefer when the teacher allows us to share our ideas","No, I don't. Because there is no interaction between the teacher and the students, therefore, no feedback and this will make me a passive learner", "No, I don't. Because students will not develop their speaking skills, so it would be better to devote much more time for students as they are learning", "No, I don't. Because doing so prevents us from debate and as the adage says: " Good ideas emerge from debate", whereas for those who enjoy this way, some of them have justified it by saying that it is due to shyness of speaking in front of their classmates and expressing themselves, however others have justified it by saying that it is the best way of learning and understanding as their teachers provide them with a great amount of information and consider listening as an art as these quotations show: " Yes, because I learn and understand lessons better that way" , " Yes, I do. Because we enrich more knowledge, and it is more useful and helpful", "Yes, I do. Because I don't like speaking a lot because I am a shy person so I prefer listening to the teacher rather than talking".

Q11.Class discussion enhances your participation and improves your communicative competence.

Agree ☐   **Disagree** ☐   **Strongly agree** ☐   **Strongly disagree** ☐
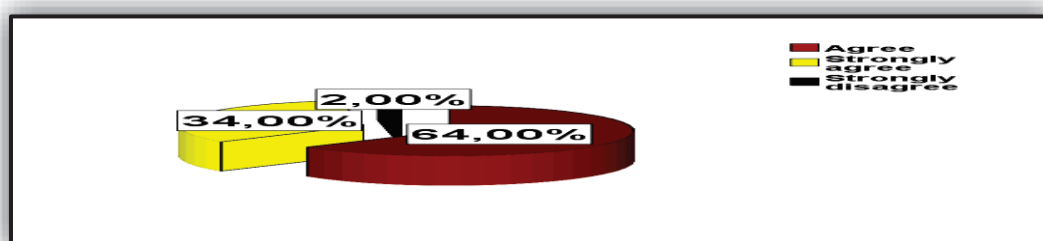
Diagram11.The significance of class discussion in enhancing participation and improving communication

Presentation of the Findings

From diagram 11, it is observed that **(64%)** of the target participants agree that class discussion improves their communication and critical thinking skills, **(34%)** of them strongly agree with this point. However, only **(2%)** of them strongly disagree with the idea that class discussion enhances participation and improves their communicative competence.

Q12. Does your teacher intervene to promote classroom participation?

Yes ☐   No ☐
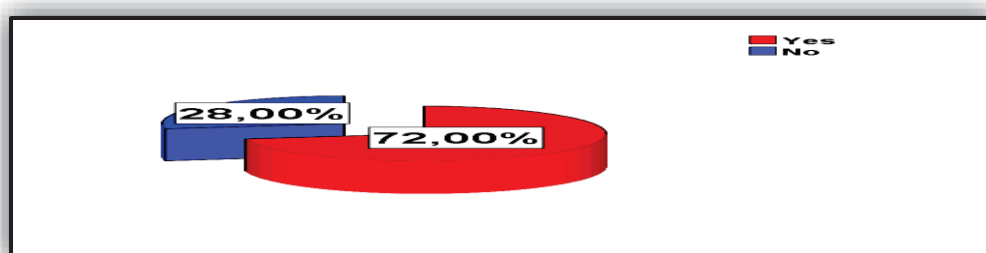
Diagram12. Teachers' interference to promote classroom participation

Diagram 12 demonstrates that a great number of the respondents **(72%)** confirm that their teachers intervene to promote classroom participation, while **(28%)** say that their teachers do not interfere to encourage participation during classes.

3.2. Presentation of the results of the teachers' questionnaire:

3.2.1. Teachers' attitudes towards the Student-Centered Approach:

Q1. Do you adopt a Student-Centered Approach in your class?

Yes ☐   No ☐
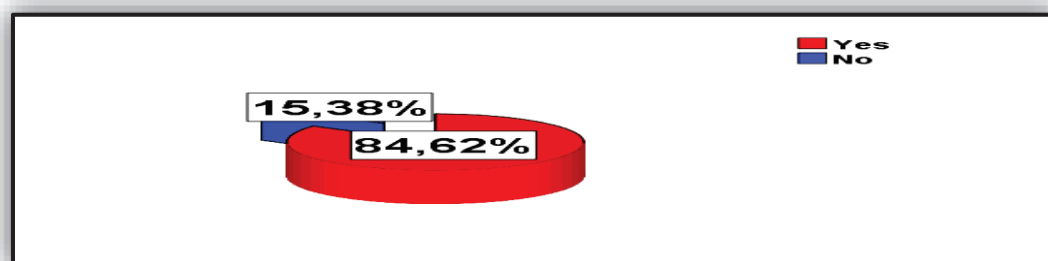
Diagram13. The teachers' adoption of a Student-Centered Approach in their class

Presentation of the Findings

As the results of diagram 13 display, most of the participants **(84, 62%)** do use the Student-Centered Approach during their classes, whereas **(15, 38%)** claim that they do not use it.

Q2. The Student-Centered Approach is considered to be an effective approach in teaching and learning.

Agree ☐   **Disagree** ☐   **Strongly agree** ☐   **Strongly disagree** ☐
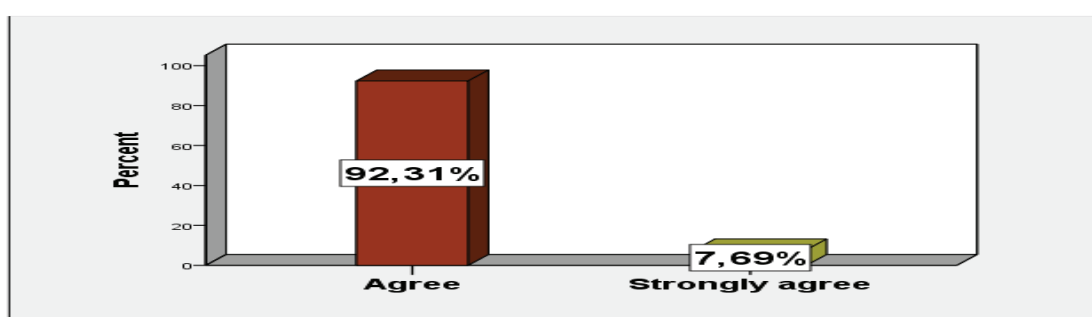
Diagram14. The Student-Centered Approach as an effective approach

As shown above, **(92, 31%)** of the participants respond by saying that they agree that the student-centered approach is an effective approach, and the rest of them **(7.69%)** strongly agree on that.

Q3. Meeting the learners' needs is the main focus of adopting the Student-Centered Approach.

Agree ☐   **Disagree** ☐   **Strongly agree** ☐   **Strongly disagree** ☐
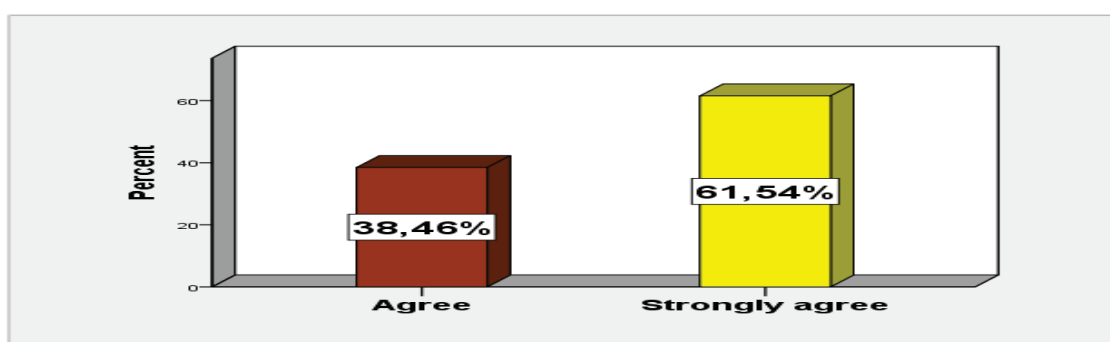
Diagram15.Adopting the student-centered approach to meet learners' needs

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Presentation of the Findings

According to diagram 15, it is shown that **(61, 54%)** of the target population agree that the SCA is about meeting the learners' needs, while **(36, 46%)** of the participants strongly agree that adopting the SCA is for the sake of meeting the students' needs.

Could you justify your answer?

This is justified by the teachers in the sense that students' motivation and will through active learning can be one key factor in meeting the students' needs using the student-centered approach. In addition, developing the students' autonomy leads them to become self-reliant, flexible in their learning, hard-working, as well as improving their skills to cope with real life situations outside the classroom as would be citizens. Furthermore, constructing new knowledge by their own allows them to be creative. Moreover, developing a student-centered mindset as well as using multiple forms of assessment can help in meeting the students' needs.One of the teachers has said: "Yes, at least it gives students the opportunity to develop their learning skills. Thus, the student keeps evaluating his performances till he attains the objective of mastering the language he studies". Other teachers answer: "the students' will and motivation play an important role for the success of this approach", "Yes, because students become self-reliant, flexible, and hard-working","negotiation of meanings enables students to experiment, to be aware, and to realize what they acquire as knowledge and as skills. They can create by themselves", "The students are would be citizens. Therefore, they need to develop their autonomy and skills that would help them cope with situations outside the classroom".

Q4. Do you think that there are benefits from using the student-centered approach?

Yes ☐   **No** ☐

As it is revealed through the findings, all of the participants **(100%)** view that using the student-centered approach is advantageous and beneficial.

Presentation of the Findings

Would you justify your answer?

According to the teachers' explanations the common benefits of using the student-centered approach include developing the students' competences and their self –reliance abilities, increasing their intrinsic motivation by avoiding the spoon feeding concept, fostering active learning and accountability, enhancing the students' sense of contribution to achieve common goals, the feeling of confidence and self-trust through love of search, promoting classroom participation, encouraging both collaborative and cooperative learning, and constructing own knowledge through sharing experience.As some of the teachers have answered: "Yes, of course since it helps students to become autonomous and self-reliant, and to be active agents in their learning process", "Students become more motivated and able to perform and share their hidden abilities and competences", "Develop learners' critical thinking and enable them to be problem solvers, involve them in the learning process by accepting the subject matter being taught, and learners are engaged with the content".

Q5. Do you think your students find learning easier and interesting when student-centered strategies are used?

Yes ☐   **No** ☐

As it is summarized in the findings of this question, all the participants **(100%)** confirm that using student-centered strategies during their classes make learning easier and more interesting.

Q6. **In your opinion, students' motivation in student centered classes is:**

Important ☐   **Very important** ☐   **Of little importance** ☐   **Unimportant** ☐

Presentation of the Findings
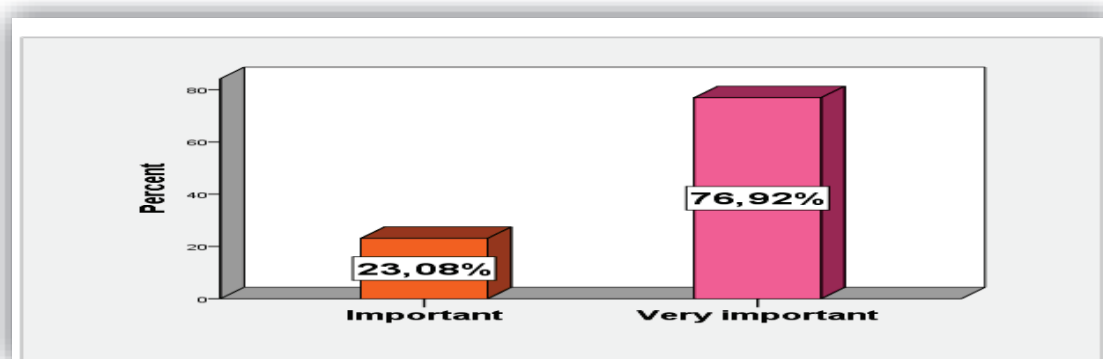
Diagram16.The significance of students' motivation in student-centered classes

From the statistics shown in diagram 18, it is clear that the majority of the participants **(76, 92%)** consider the students' motivation very significant in student-centered classes, while the rest of them **(23, 08%)** claim that reinforcing students' motivation is important in student-centered classes.

Q7. Do you facilitate exchanges between the students in the group?

Yes ☐   **No** ☐

The results confirm that all the participants that represent **(100%)** say that they do facilitate exchanges between the students in the group.

3.2.2. Teachers' views of the Student-Centered Approach

Q8.How could you define the Student-CenteredApproach?

This question has been asked to our participants to identify if they share the same definition of the Student-Centered Approach. The results reveal that the majority of teachers approve that the appropriate definition of this approach is that it is a way of teaching in which the student is the heart of the learning process, while the teacher's role is to provide guidance and help for students in the construction of their own knowledge. They define it also as an approach that makes the learner responsible for his own learning by enhancing their curiosity

and love of discovery, provides authentic material to meet the learners' needs, and make students feel confident. Some teachers respond: "It is a way of teaching based on the philosophy that the student has to be responsible of his own learning. The teacher becomes a facilitator an enabler; interested in group dynamics and psychology. Equip the student so that to be able to have faith and confidence in himself", "it is an approach by which students are the prime responsible (performers) for their learning process", "A Student-Cenetered Approach is an approach which puts learners at the centre of their learning process. Students in this approach are active participants who are involved in the construction of knowledge".

Q9. What do you think of the Student-Centered Approach?

This question seeks to discover what teachers think about the Student-Centered Approach. According to the findings, the majority of the participants think that the Student-Centered Approach is a beneficial approach not only for students but also for teachers. It allows the students to become autonomous and independent learners as well as active participants. It also provides the opportunity for teachers to co-participate with their students. However, few of them respond that the Student-Centered Approach cannot be beneficial, more precisely, in the Algerian context due to many factors that affect both teachers and students' attitudes towards the Student-Centered Approach. As one of the teachers asserts:"It is an efficient, effective way of teaching but to put it into practice in our Algerian context remains extremely difficult. It is due to many factors such as the students' familiarity or readiness, class size and the teacher if he is skilful. The teacher must be skilled at knowing how to adopt it to our context".

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Q10.In your own view, what is the goal behind using the Student-Centered Approach?

Through teachers' answers (13/13), the shared goal behind using the Student-Centered Approach is to develop students' autonomy and increase their intrinsic motivation which makes the learning experience enjoyable by relating it to real life situations. It also aims at preparing students to be future experts in the subject matter they master as well as enhancing students' competencies and improve their critical and analytical thinking as well as social skills. Developing creativity and accountability are of great significance behind using this approach.As it is quoted by some of the teachers: "It aims at making the learning experience enjoyable with real life examples which are expected to raise the students' curiosity and desire to learn and developing their skills", "It develops students' autonomy, enhances the development of skills in critical and analytical thinking, prepares students to be future guide in the subject matter they master. They can be able to relate their experience to the new knowledge they acquire when learning, and increase their confidence in skills or knowledge", "The aim of the SCA is to make students learn by doing".

Q11.According to you, the teachers' role in student-centered classes is a:

Facilitator ☐   **Coach** ☐   **Controller** ☐
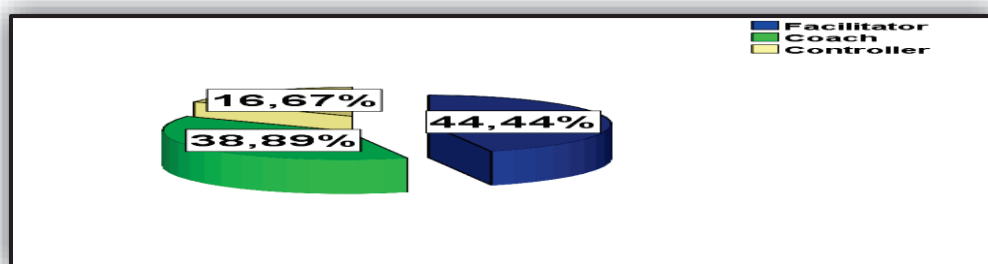
Diagram17. The teacher's roles in a Student-Centered Approach

In this question we wanted to know the teachers' roles in student-centered classes. The results show that **(44, 44%)** of the teachers act as facilitators, **(38, 89%)** of them state that

they play the role of the coach, while the rest of them (**16, 47%**) claim that their major role in student-centered classes is as a controller.

Q12. What didactic support do you need to comply with when using the Student-Centered Approach?

As it is said by the majority of the teachers (11/13), all didactic supports are useful. However, they suggest some of them including visual supports like data show, videos, pedagogical documents (books, texts, and chapters), real life situations, choices of topics for research, and the use of modern technologies.

Q13.Could you use the Student-Centered Approach when teaching large classes?

Yes ☐   **No** ☐
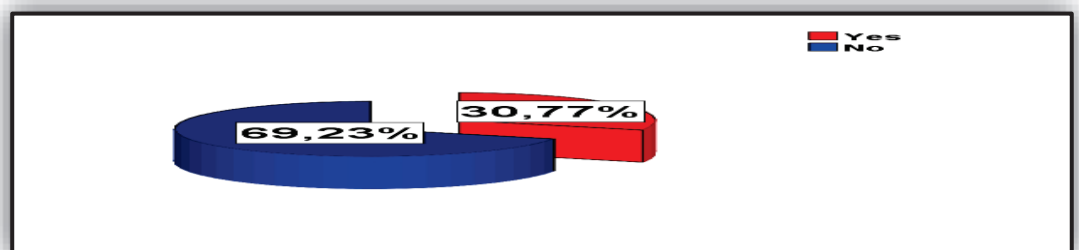
Diagram18. The use of the Student-Centered Approach in large classes

As shown in the results above, **(30, 77%)** of the participants respond that they can use the Student-Centered Approach in large classes, whereas **(69, 23%)** of them claim that they cannot use this approach in large classes.

Q15.Which teaching strategies do you often use?

Group-work ☐   **Class discussion** ☐   **Project** ☐

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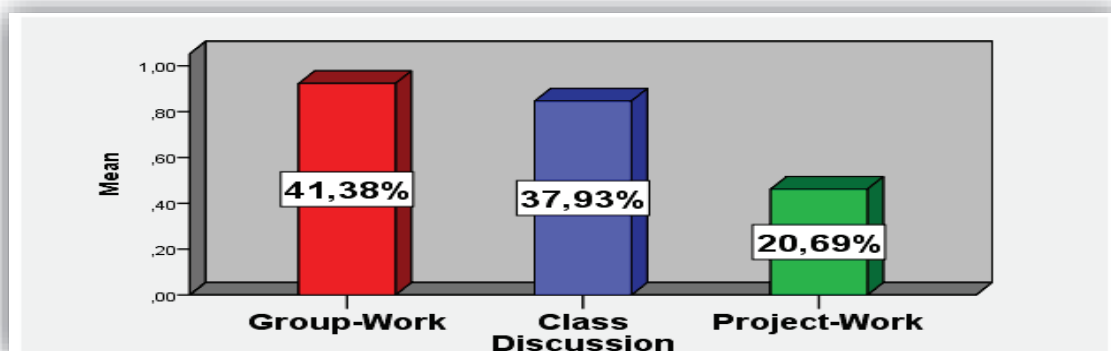
Diagram19. Teachers' use of student-centered strategies during classes

When it comes to the teaching strategies that the teachers use, the findings show that **(41, 38 %)** of the teachers prefer to use Group-Work, **(37, 93%)** of them use class discussion, and (**20, 69%**) of the participants favour the strategy of asking students to do project works.

Q16.Do you think that the strategies used in the Student-Centered Approach help you to cover the syllabus?

Yes ☐   **No** ☐
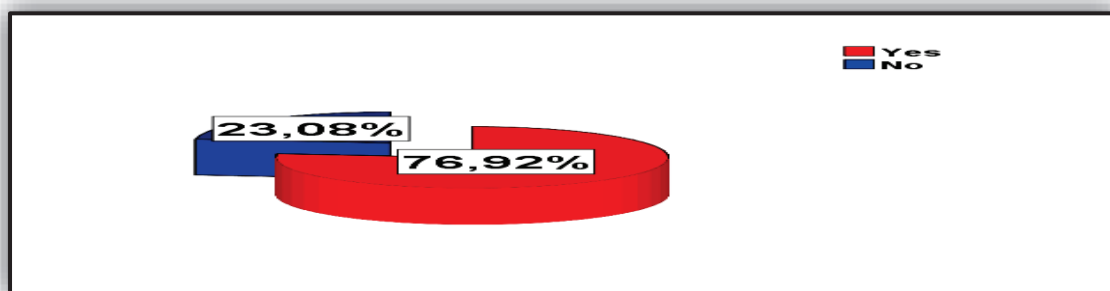
Diagram20. Using the student-centered strategies to cover the syllabus

As the statistics show, **(76,92%)** of the teachers think that syllabus coverage can be achieved through the strategies used in the Student-Centered Approach, whereas the rest of teachers **(23,08%)**think that syllabus coverage cannot be achieved through the use of student-centered strategies**.**

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Q17.According to you, how could student-centered strategies help students develop their team work capabilities?

In this question, a few number of teachers (2/13) haven't answered this question. Others, however, respond that student-centered methodologies help students develop their team work capabilities as they reinforce multiple task works, encourage working in collaboration, give the students the right to choose whatever topic they want to perform, allow students to make decisions about their learning path, put emphasis on mutual respect, help, and group work, increase motivation through intensive interaction, encourage self and peer-correction, and improve students' skills and competences.

3.3. Presentation of the findings of theteachers' interview

The second data gathering tool we used in our work is the semi-structured interview. It is conducted with eight (8) workshop teachers of all grades and specialties. The interview has been considered as a support for us since it helped us to collect in-depth data and get answers to our research questions and hypotheses. The following information is the detailed results of the interview being conducted.

Question one: What do you know about the Student-Centered Approach?

This question has been asked to know whether teachers of the English Department at MMUTO have knowledge about the Student-Centered Approach. For the sake of knowing that, they have given us some definitions of their understanding of the approach. All the teachers define the Student-Centered Approach from the same angle, that is, as a modern approach which puts the learner at the centre of focus and shifts the responsibility of learning to the learner, whereas the teacher in the Student-Centered Approach acts as a scaffold who provides guidance and support for his students as well as facilitates the learning process for

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them. Some of the teachers' answers are as follows: "For me, the Student-Centered Approach as teacher, I will say it is an autonomous approach, which means, where the student is a going to study as an actor , it means he is going to be involved actively in his learning, which means that the teacher here is not a spoon feeder the teacher is not going to give rules, the teacher here is a monitor and a guide that's all and it is up to the learner to discover, search, and present", " The SCAof course, it is centered upon the student. The student has a kind of power;he enjoys some kind of critical power in the class. In student-centered classes there is an interaction while acquiring knowledge. The more effective role is played by the student".

Question two: Do you use the Student-Centered Approach?

Yes ☐   **No** ☐

In this question, all the teachers **(100%)** confirm that they do use the student-centered approach during classroom instructions, as some teachers have said: "Sure, personally I use it. For me, the SCA is equal to learner autonomy", "Yes, I often use it in my Literature classes, I always try to create a joyful atmosphere during the lesson".

Question three: Could you give us examples of how you use the student-centered approach?

This question seeks to identify the way teachers use the Student-Centered Approach, that is, the strategies used during classroom practices by providing us with illustrations. The majority of teachers provide us with nearly the same examples of how they use the student-centered approach during classes. To put it in another way, teachers do apply approximately the same strategies when it comes to practice. Among these examples, group-work, both collaborative and cooperative learning, using dialogues during class discussion, and projects. All teachers say that these strategies give the students the opportunity to express themselves

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freely, increase their motivation (intrinsic), encourage their self-assessment and peer assessment, and make them feel responsible and autonomous.

Question four: What do you think of the Student-Centered Approach? I mean, is it necessary for the success of the students' learning process?

This question has been asked to know how teachers view the SCA. According to the findings, all the participants think that the SCA is an effective approach that must be worthy of attention by teachers nowadays as it is helpful in attaining competency and meeting the criteria of enhancing the students' learning outcomes.

Question five: According to you, which approach is more effective the Teacher-Centered Approach or the Student-Centered Approach?

According to the interviewees, the Student-Centered Approach (SCA) is considered as being more effective than the Teacher-Centered Approach (TCA).

Would you explain why?

They prove this by arguing that in the SCA the learners are the essence of the lesson as they are actively engaged in the classroom practices as well as in constructing knowledge by themselves through skills such as communication and critical thinking. Whereas, in the Teacher-Centered Approach learners are considered passive participants and just recipients of knowledge without any involvement, contrary to the teacher who is viewed as the dominant one. However, out of the eight teachers, one says that even though the SCA is more effective and must be used by teachers in modern times, but the TCA is also irreplaceable because the teacher and the student must co-participate to target academic achievements. Thus, both of the

approaches must be used hand in hand for the development of teaching and learning processes.

Question six: What are the major roles you play when using the student-centered approach?

The results of this question reveal that some teachers share the view that their roles in SCA classes depends on the subject being taught. In other words, they may act as monitors and coaches in a given subject; they can play the role of scaffolds in another subject. Some others have said that their main role is acting as guides and facilitators of the learning process.

Question seven: The student-centered approach is equally about training students to be autonomous. Do you agree with that?

Yes ☐   **No** ☐

In this question, all the interviewees **(100%)** agree that the student-centered approach trains students to become autonomous learners.

Would you explain how?

They explain that, by saying that giving students the chance to feel free through active participation and accountability as well as the choice of performing tasks that enhances social relationships and develop certain skills and abilities to become good citizens. All this makes learning more individualistic and personalized not only learning by knowing, but more importantly learning by doing. That is, focusing on what students areable to do in varying situations rather than on what they know.

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Question eight: What are your suggestions to foster the Student-Centered Approach in the English Department at MMUTO?

We have asked this question to sort out what teachers propose for enhancing the Student-Centered Approach in the English Department at MMUTO. The teachers' responses varied, in the sense that, some of the teachers suggest reading a lot about what makes this approach and how it works so that they areable to use it. Some others offer another suggestion which is the awareness of the importance of the application of the Student-Centered Approach in higher education. Indeed, one of the eight teachers suggest that for this approach to successfully be used, appropriate means (didactic means) are needed which makes the students feel confident and create an environment that facilitates their learning. In addition to all these suggestions, going on a training period is another suggestion mentioned by all the interviewed teachers as it helps them to become competent teachers in a given field.

Question nine: What are the most frequent problems you face when using the Student-Centered Approach?

According to what has been said by the participants, the main troubles faced by teachers when using the SCA are basically related to time, over-crowded classes, students' laziness and lack of motivation and willingness, the traditional way of structuring classrooms, lack of adequate resources (computers, access to the internet, labs...) and lack of preparation and restriction to one discipline. However, one of the eight teachers have said that lack of some teachers' knowledge on what the approach is about can be considered as a barrier.

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Question ten: What is your conception of group-work as being a student-centered strategy?

In this question, all the teachers conceive group-work as being an effective strategy that must exist in every classroom and used by every teacher in a good way. They say that this technique highlights interpersonal and social skills, and it improves the students' communicative competence by sharing their experiences through collaboration and intensive interaction. For group-work to succeed, it should be under the control of the teacher.

Question eleven: To what extent do you insist on each member's responsibility in the group?

According to the answers, teachers insist to a great extent on each member's responsibility in the group which confirms that students' responsibility is highlighted as students' motivation and participation are enhanced as well as flexibility in learning that allows the students to become independent learners.

Question twelve: Do you interfere to help the groups?

Yes ☐   **No** ☐   **Sometimes** ☐
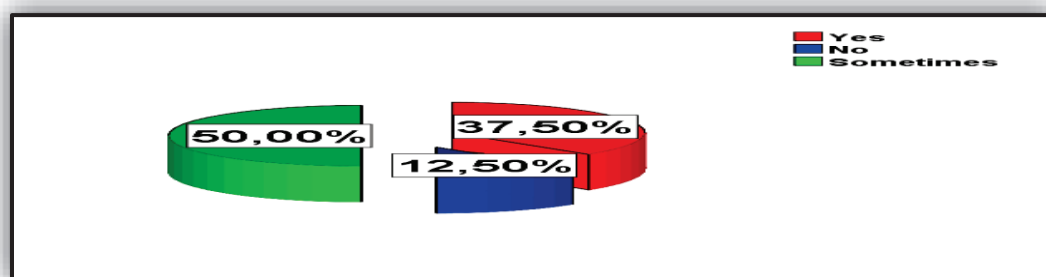
Diagram21. Teachers' interference to help the groups during classroom practices

As it is shown in the diagram above, half of the number of the participants **(50%)** sometimes interferes to help the groups and as they say they interfere only when they notice

that the students are in need of this intervention and without any imposition. **(37, 5%)** of the teacherssay they do interfere to help and guide the group to the right direction. Whereas, few teachers**(12,50%)** do not interfere to help the groups as they say they prefer to let their students learn on their own by taking responsibility and encouraging self and peer-correction.

Question thirteen: What do you think of class discussion and projects as student-centered strategies?

According to the teachers' answers, class discussion and project work are useful strategies used in the student-centered classes as they help in achieving positive motivation through encouraging interaction and students' voices. That is, these strategies stimulate students' motivation and give them the opportunity to express themselves and work hard by investing their efforts to solve problems, allow them to share ideas and discuss different topics which enable them to become critical thinkers.

Question fourteen: How do you interfere to promote classroom participation during classroom discussion?

According to the responses of the teachers, some of them suggest avoiding over-correction so as not to de-motivate students, some others propose providing students with examples, encouraging trial, boosting students' intrinsic motivation through some rewarding expressions (good, very good, not exactly…), also using questioning as an effective technique for stimulating students' active involvement. Two out of the eight teachers have said something different which relates to the way the teacher interacts, communicates to students his attitude about participation and this is very significant.

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Conclusion:

This chapter has presented the results obtained from the questionnaires answered by the one hundred (100) LMD students and twenty (20) teachers in the English Department at MMUTOin which only 13/20 of the teachers' questionnaires have been handed back, and a semi-structured interview conducted with eight (8) workshop teachers of all subjects from the same Department. According to the findings, it is deduced that the Student-Centered Approach is viewed as a useful and effective approach in enhancing the students' learning outcomes as it stresses importance on the students' performance of tasks through a variety of strategies used by the teacher which allow them to improve their competences, develop social skills, encourage active participation, as well as increasing their intrinsic motivation and autonomy. These findings are going to be discussed in details in the following chapter.

Discussion of the Findings

Introduction

This chapter is devoted to the discussion of the main results obtained from the two research instruments: the questionnaire for both teachers and students as well as a semi structured interview conducted only with workshop teachers. In fact, the discussion of the results aims at answering the research questions and checking the validity of the advanced hypotheses.

4.1. Teachers' use of the Student-Centered Approach

As it is displayed in the results of the previous chapter, the majority of teachers that have responded both the questionnaire and the interview do use the SCA during their classes **(see diagrams13 p.36 and question2 p.46)** since they consider its use as being effective for the students'learning.In this respect, some of the interviewed teachers say: **"Yes, of course. I use the Student-Centered Approach in all the subjects I taught, for example in the oral session I always push my students to participate and give them a chance to express themselves".** Another one states: **"Sure!Personally, I use it. For me it is equal to learner autonomy. It is related to the mastery of "to know-how" to teach".** Besides, what we have noticed when we have conducted the interview with workshop teachers is that all of them are familiar with the concept of the Student-Centered Approach as they provided us briefly with a general explanation of what this approach is, their knowledge, and their understanding of the SCA and define it basically in terms of students' choice, autonomy, and students' needs. For instance, one of the interviewees claims: **"For me, as a teacher I will say it is an autonomous approach, that means, where the student is going to study as an actor, he is going to be involved actively in his learning. Which means, here the teacher is not a spoon feeder, he is rather a monitor,a guide and it's up to the learner to discover, search, and present"**Thus, it is worth to pointing out that teachers' knowledge and

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understanding of the SCA is of great significance in determining their attitudes towards its use in their classes.

Furthermore, the rest (2/13) of the teachers who have answered on the questionnaire **(see diagram13p.36)** do not adopt the SCA during their classes. We probably believe that they are lecturers as this approach cannot be used while giving lectures.This is apparent from the teachers' responses **(see diagram18p.43)** as well as the interviewees' answers as the following quotation shows by one of the teachers who is a lecturer and workshop teacher**: "If I teach students in the amphitheatre I do not have the choice, I am the one who gives the lesson and transmits information. So, it is not really SCA. I use the SCA only in workshops but I cannot use it in the amphitheatre with such a large number of students and the time is limited; it is not possible to give a project work for one hundred students or more!"** Another one has said**: "Come on! It is not possible to use the SCA with a class that contains more than 20 students!** Thus, it is important to stress that it is not possible to use the SCA in large classes where the number of students is high, the time is limited, and it is difficult for teachers to interact with students, as the teachers are the authority in their classes. It is up to them to do everything during lesson delivery or let's say they are spoon feeding the students who are just passive listeners and passive receivers of information without any interaction or engagement. After discussing this point, we have come up to the conclusion that is even though there are some teachers, who we believe are lecturers, do not use the SCA, they hold positive attitudes towards it and are aware of its importance as well as have knowledge about how the SCA works.This is deduced after checking the other answers of those teachers who have ticked the "No" box **(see diagram13p.36)** in relation to the principles of the SCA, its strategies, and their knowledge about it.

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4.2. Teachers' attitudes and views of the Student-Centered Approach

Our investigation has been carried out with both workshop and lecture teachers by administering a questionnaire to them, and a semi-structured interview that has been conducted only with workshop teachers.However, more importance has been given to this latter as it fits more our research. Thus, this section is meant to discuss and illustrate with statistics that are presented in diagrams and salient quotations which are presented as said by the participants.

The findings of this research demonstrate that all the participants share the common attitude or the point of view that the Student-Centered Approach puts the learner at the centre of the learning process as one of the teachers asserts**: "Well! Broadly speaking, the Student-Centered Approach gives importance to the learner. He is the centre of attention. It also views the learner not as a passive learner but as someone who should construct his own knowledge, and make the efforts to understand lessons"**. Sener (1997) states that there are multiple realities constructed by individuals and share a common idea that is learners actively construct their own knowledge in a learning process where they try to find meaning in their experiences. This self-learning and construction of knowledge implies that students interact with the content. Students need to be taught less and discover more. It is about using content as a means to gain new knowledge and develop individual ways of understanding rather than focusing on the amount of content being covered. Therefore, teachers must work hard to connect the curriculum to learner interests and desires to facilitate the learning path for students. This is done through a variety of strategies that teachers should select to suit the learners' needs as well as help them to make meaningful learning. In this context, Ramsden (1988:271) notes that: *"learning should be seen as a qualitative change in a person's way*

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ofseeing experiencing, understanding, conceptualizing something in the real world rather than as a quantitative change in the amount of knowledge someone possess".

Besides, **(7, 69%)** of the teachers "Agree" that the SCA is considered to be effective in teaching and learning, while **(92, 31%)** of the teachers "Strongly agree" (**see diagram14p37)**. These results reinforce the idea that teachers of the English Department at MMUTO consider the SCA as an effective approach that must be used by teachers nowadays. One of the teachers reports:**"the SCA is absolutely the most preferable and useful approach for the 21st century student"**Another one quotes:" **I think that the SCA is one of the best approaches that I have ever used to make my students interested in the literature lesson"** others declare:**"I think it is a good approach if we know how to apply it"**, "**It is a necessity and all teachers should base their teaching on this approach today, because it is like competency-based approach. In the SCA, the teacher should create a friendly atmosphere with students so that students feel themselves free to ask and to create"** As Peirce (2003:19) supports: *"The Student-Centered Approach is based on the belief that people learn more effectively when they are interested in a topic or a problem and thus are motivated to seek solutions to such problems".*In other words, the SCA increases the students' motivation and creates more positive attitudes towards the subject being taught.

The effectiveness of the SCA lies in the fact that it seeks to meet the learners' needs **(see diagram15p.37).**That is to say, meeting learners' needs require competent teachers who know how to create a stimulating learning environment where learners discover and create, as one of the respondents claim:**"I see that this approach is very effective. I am going to tell you why? There are some weak learners who want to do things but they don't know how to do them or how things work, and this approach when it is used appropriately, it**

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stretches a kind of self-confidence which may satisfy their needs and lead to better results and outcomes".

As shown in the previous results, the use of the SCA during classes is considered as a helpful approach that trains students to be autonomous learners who assume responsibility for their own learning as well as being central to intrinsic motivation as it has been confirmed by all the interviewed teachers**(See diagram16 p.40 and question two p.46)**. This means that, if teachers give their students freedom through the choice of performing different tasks, they will develop their self-reliance abilities, and social skills, as well as increase their motivation. In this sense, Hansen (2001: 4) agrees that when students are given the opportunity to make choices in their learning, they could indeed be motivated for the intrinsic value of what they have chosen to work at. As Jones (2007:13) also adds: *"learning aims to develop learner autonomy and independence by putting responsibility for the learning path on the hands of students"*. Based on that, the notion of encouraging classroom participation is of great significance and the way teachers interfere is also emphasized as it has been shown in the interview responses. As stated by one of the teachers: **"...participation during classes is one of the useful ways that stimulates the students' motivation, improves their communicative proficiencies, and encourages them to reach accountability in their learning. Of course, promoting classroom participation is not easy. Personally, I use some techniques like questioning and illustrations. In simple words, the more students participate, the more they are active and responsible for their learning"**. As indicated in the results of the students' questionnaire **(see diagram12p.36)**, most of the students confirm that their teachers interfere to promote classroom participation. This may mean that the teacher promotes an active interactive classroom climate which allows the students feel accepted, and reinforces positive relationships between them. Therefore, teachers

Discussion of the Findings

communicate their positive attitudes that are reflected in the environment being created during the learning process and thus internalized by the students as their own positive attitudes.

For this reason, they have added that when adopting the Student-Centered Approach, they are more likely to act as facilitators of the learning process rather than acting just as transmitters of knowledge, whereas the students perform a variety of roles such as researchers and active doers. The teachers help, guide, direct students and let them learn by themselves. In the words of Slavin (1998) *"the teacher helps the learner to construct his own knowledge by giving him opportunities to explore concepts and apply ideas"*. That is, teachers create situations that allow students to make connections with new ideas as well as help them to discover their abilities; this assists them to work on their own ways to solve problems.One of the teachers says: "**Well! As I said I give the impression that I am a passive teacher, but I am not because I always tell them that I give them my feedback at the end. I am there but I don't make them feel that I am testing them or that I am judging them. This makes the learners feel comfortable**".

Thus, in a large sense the responses of the teachers on both the questionnaire and the interview answer the research questions that have been asked in the General Introduction and confirm the hypotheses (1-5) that teachers of the English Department at MMUTO hold positive attitudes towards the use of the SCA during their classes as well as their attitudes which extremely influence the students' learning environment. Moreover, the teachers' positions towards this approach are affected by their understanding of the SCA, mastery of its principles, and therefore impact the students' attitudes and behaviours during classroom practices. To put it in another way, teachers' positive attitudes towards the SCA create a positive student-centered environment for students' achievements.

Discussion of the Findings

This study is grounded in the theoretical framework of the TPB which examines the relationship between psycho-social behavioural attributes (AB, SN, and PBC) on teachers' intention to use the SCA during classes. Therefore, the TPB is a theory that interprets individual attitudes and beliefs by linking them with behaviour and intention. According to this theory, intention predicts behaviour, and attitude is one key element that constitutes intention. Consequently, attitudes predict behaviour. The results reveal that the teachers of the English Department hold positive attitudes towards the use of the SCA. Obviously, their intention is going to be strong which leads the teachers to perform the intended behaviour, that is, to use the SCA successfully during their classes as well as affect positivelyonthe students' learning environment.Thus, teachers' and students' attitudes are extremely essential to successful use of the SCA during classes. The higher the intention the higher the likelihood the behaviour will be performed. This suggests that if teachers have a strong intention to use the SCA, they may be more willing to use it.

In identifying the main elements (TPB) for understanding human behaviour as it relates to intention, subjective norms are another dominant feature influencing the performance of the behaviour. This signifies the degree to which the person feels social pressure to perform the behaviour, that is to say, what a person thinks others expect him to do and to what extent he is motivated to comply with the perceived expectations of others. For example, the more a student is exposed to a teacher's thinking and beliefs about the use of the SCA, the more the student thoughts are influenced and become more motivated to learn that way. This does not imply that the teachers' and students' thoughts become one, but rather that the students' innermost thoughts and beliefs are a synthesis of their interactions with others. Additionally, if teachers view the approval of other influential individuals (colleagues,

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attending meetings and conferences) regarding the use of the SCA and have confidence in using the SCA, then they may be more encouraged to use it in their classes.

Another way to reach the behaviour is passing directly through the PBC. That is, the PBC is related to self-efficacy and external factors that may hinder or facilitate the performance of the behaviour; therefore, since teachers' self-efficacy is high, their intention will be strong which means that they can perform the intended behaviour. To put it differently, even though there are some barriers that may hinder the use of the SCA as all the interviewed teachers confirm, they insist and encourage the adoption of this approach by using its strategies during classes to make the classroom as student-centered as possible. This may suggest, the higher the teachers' confidence about the effectiveness of the SCA, the strongest their intention, therefore, the higher the likelihood the behaviour will be performed and vice versa. Moreover, it is clear from the findings of both the teachers' questionnaire and interview that teachers expose their students to the principles of the SCA and practise a variety of its strategies which promote the students to learn effectively.

Thus, the more favourable an individual's attitude and subjective norms related to the behaviour, and the more prominent the perceived behavioural control of one's actions, the strongest will be the intention to perform the behaviour under study. If teachers value or do not value the use of a particular instructional method, then they may intend to use it more often or less often.

4.3. The students' views and attitudes towards the Student-Centered Approach

The questionnaire which has been administered to students contains implicit questions related to our theme under investigation for the purpose of deducing the students' attitudes, views and awareness about the Student-Centered Approach. In this respect, a series of indirect

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questions have been asked in relation to our theoretical framework to draw some conclusions from the students' responses to answer the advanced research questions.

As shown in the findings of the students' questionnaire, the majority of students are actively engaged in the learning process **(see diagram 01p.30)**.Learners learn best when they are involved as active participants in the learning process, not passive and inactive members who just receive content that is not meaningful to their lives and experiences (Gandara and Kleifgen, 2010)**.** This active engagement results from some strategies which are used by the teacher in the classroom **(see diagrams19p.44)**.Thus, the students' attention to learning is apparent as they view learning interesting when the learning process occurs through discussing and debating some topics in the class, working in groups, and being engaged in projects **(see diagrams08-10 p.33-34)**. That is to say, students like to take active roles although they are not always exposed to such strategies. On the basis of the findings of this study, it is concluded that the preferred student-centered strategies by students are working in groups, engaging in class discussion, and project work **(see diagrams05-07-09 p.32-33-34)**.This proves that the teachers adopt these strategies to stimulate their students' motivation and make them learn more by providing a favourable learning environment. After all, the central objective of every teacher in a classroom setting is to find a method by which he teaches less and makes his learners learn more**.**Brophy (2004:4) also views motivation as**:** *"the intention of acquiring the knowledge or skills that the activities are intended to develop and a willingness to engage in lessons and learning activities"*. In this sense, when the student-centered strategies are introduced within the learning process, this will increase students' motivation, willingness, and create an active learning climate.

The results further conclude that students are greatly given the options in shaping their courses and choosing particular units within their study program. That is to say, students have

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the opportunity to make decisions about what and how they learn **(see diagram02p.31)**. Thus, students are given some autonomy over the learning process as it is confirmed by a great number of students **(see diagram04p.31)** that they like taking responsibility in their learning as it makes it more interesting. Nunan (2000:11) emphasizes the importance of student-centered classrooms as the places where: *"key decisions about what will be taught, how it will be taught, when it will be taught, and how it will be accessed will be made with reference to the learner"*. Given these points, students are given the choice to manage their learning path in the way they want, what makes them enjoy and be interested to what they are doing, as this increases their sense of being autonomous learners who are responsible for their own learning. Thus students become intrinsically motivated. In this respect, Schrenko(1996) observes that the Student-Centered Approach promotes each student's internal motivation and instructional practices.

As far as the students' lesson enjoyment is concerned, the results that have been reported by our study show that **(78%)** of the students **(see diagram10p.34)** enjoy lessons where they part-take as they are given the chance to express themselves through active participation in class discussion **(see diagram03p.31)** and interaction by sharing their ideas with their classmates as well as with their teachers. In this case, being active learners enhance the students' feelings of self-confidence and openness to experience which strongly creates a dynamic enthusiastic atmosphere that fosters the students' interpersonal and social relationships as well as their competence and sense of comfort. However, the rest of the students do enjoy lessons where they keep silent, they just listen to what the teacher says. This is explained by the students' responses that include many reasons such as shyness as the main reason that has been repeated in their answers. That is, there are students who feel shy to express themselves and talk in front of the public because of fear of being criticized and

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marginalized by others or by getting very anxious. Thus, according to Leary (1986:2) shyness can be defined as "*the experience of anxiety in social situations coupled with the avoidance of interpersonal interaction due to fear of interpersonal evaluation*". To put it in another way, shyness blocks students from socialization, that is, avoiding interaction as well as not establishing interpersonal and social relationships, which produce a feeling of rejection and negativity about themselves from fear of being assessed by society and the way others think about them. Sticking to this point, one of the students claims in his answer **"I enjoy this type of learning because I consider active listening as an art and I understand better this way as the teacher provides me with a lot of information and listening to him allows me to take as much as possible of notes."** Therefore, using the SCA during classes may reduce this problem of shyness through working in collaboration, communicating with peers, and establishing positive relationships.

To sum up, it is deduced from the responses displayed in the students' questionnaire that the findings are concordant with some of the major concepts identified in the review of literature in relation to the Student-Centered Approach as well as the theory chosen (such as the attitude's components because the three are interrelated so that they make the students' personality as well as focusing on the knowledge function in relation to both teachers and students). All in all, the results show that the Student-Centered Approach is all about reinforcing students' active engagement during their classes by using a variety of strategies, giving them the choice to direct their own learning, and creating a dynamic and autonomy-oriented environment as it has been inferred from the findings. Therefore, when students are fully engaged in the lesson, they display the most motivated behaviour. In this sense, students hold positive attitudes towards the Student-Centered Approach since they are actively involved during their learning. Of course, this is done through the teacher's interaction,

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guidance, and encouragement that stimulate them to be internally motivated, which cause them to have a strong intention to practise those strategies during classroom instructions. Furthermore, according to the constructivist ideas, what a person comes to hold and experience as internal is modified continuously by interactions with the environment. If these interactions (teacher, peers) are positively internalized by the student, this leads him to be motivated to perform that behaviour. In another sense, it is these social interactions that determine whether the person is going to be motivated or not to perform the needed behaviour. Therefore, it is deduced from the results that both the constructivist perspective as well as our theory share a common main point which is people are influenced by social pressure that makes them either motivated to comply with that behaviour or not.That is, if the teacher encourages the students to use the student-centered strategies during classroom practices, students will exhibit the most motivated behaviour. Therefore, if students view the support of teachers regarding the use of the student-centered strategies and have confidence in practising those strategies, then they may be encouraged and motivated (strong intention) to use these strategies effectively.

In addition, we can say that students' positive attitudes can be enhanced by the teachers' positive attitudes towards the SCA and this can be done through teachers' helpful behaviour, resourcefulness, enthusiasm, good method of presentation, and teachers' knowledge of the subject matter. Thereafter, to facilitate the learning process teachers should be equipped with certain qualities such as putting theory into practice because practice is the best teacher, relate knowledge to what students already know, be enthusiastic, observant, and manage their behaviour as well as communicating some positive emotions to students as they are important to students' motivation.

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4.4. Teachers' benefits of using the Student-Centered Approach

Based on the results of our study, it is clear from the data gathering tools (the teachers' questionnaire as well as the semi-structured interview) that the Student-Centered Approach to a certain degree draws common benefits for teachers and students as well as affecting their attitudes and behaviours.

The findings of the study disclose that the Student-Centered Approach promotes classroom participation and interaction, allows students to become more open and more efficient at making decisions on their own, and monitor their thinking and assume responsibility for their own learning. In addition, according to what has been said by the interviewed teachers, it is advantageous for students to learn new skills including discovering how to learn independently such as researching or asking questions, knowing how to collaborate, communicating with members of a group, helping one another rather than competing. Another benefit of this approach is that teachers and students are considered as partners in the learning process.Based on that, Mc Combs and Miller (2007:110) state: "*students and teachers are partners in caring relationships and be willing to be co-learners and co-creators of learning experiences*". That is to say, the teacher's job is to facilitate the learning process as well as to provide the students with a comfortable atmosphere for learning, which implies that, being a teacher of a student-centered class means helping students to learn, and be as a participant in the learning environment, that is, teachers see themselves as learners. All in all, using the Student-Centered Approach produces learners who can work in a variety of environments, who can build knowledge and understandings by connecting learning to different contexts.

The Student-Centered Approach includes a variety of strategies that are used to involve students in different classroom activities as well as increase their achievements. As

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shown in the findings, all the participants share the view that it is beneficial when using the student-centered strategies in classes **(see question 4 p.38).** The teachers' explanation is grounded in the idea that using such an approach helps the students to develop their competences, and an inner feeling of self-confidence. In addition, these strategies when used effectively and accurately by teachers, this will increase the students' intrinsic motivation, sense of responsibility,enhance their active engagement, and therefore their communicative competence. The whole population agrees on the point, that using the student-centered strategies make the students' classroom environment motivating, enjoyable and makes learning interesting **(see question 5 p.39)** as students have the ability to make a choice in the learning process which makes them enjoy what they do and regulate their behaviours freely, as a result they become autonomous learners. As supported by researchers in the field of education, there is evidence to support the view that the Student-Centered Approach has positive consequences to learning (Darling, 1994).

As it appears from the results of our research **(see diagrams05-07-08 p.32-33)**. There is a number of shared benefits for using those student-centered strategies. Group work is one of these strategies that is seen as an effective strategy that must be used and found in every classroom since it enables students to be actively engaged in their learning and stimulates their motivation through knowing how to collaborate with members of the group**(see diagram06p.32)** as well as develop creativity through learning by doing ,that is completing an activity or performing a given task .As one of the respondents claims:**" Group-Work is an effective technique that a teacher must use ,but I mean with group-work it depends on the difficulty of the task and the level of students(Mixed ability classes).So, the teacher should be careful when selecting who works with whom."** In order for this activity to be successful; it should be conducted under the control of the teacher who assigns the roles of

Discussion of the Findings

each member in the group and insists on each one's responsibility. For instance, the teacher divides his class into groups and each group contains four students and the choice of the topic is either given by the teacher or it is up to the students to choose whatever topic they want. In this context, the teacher assigns different roles for every student in the group, and each member should assume his own responsibility in completing his work, allow the members to communicate and interact through sharing and negotiation of ideas as well as making a link between information, and encourage weak students to learn from good students. Here, the teacher should from time to time test his students and check whether all the members contribute, to make certain that every student is in charge of his assigned role and does not depend on his peers but participate and feel committed to achieve the desired goal for the success of the whole group.

Another fundamental strategy used in student-centered classes, is that of project work **(see diagram07-19p.32-44)**. According to the interviewed teachers project work is crucial since it is being a student-centered strategy as the students can choose the topic and discover their strengths and talents of specific tasks, the learning process takes place only when learners get involved in the topic. Project work is also considered as investigative in nature, as one of the teachers has said:**"Well! The subjects of project work that we give to the students derive from real-life situations"** That is, students learn by doing which stimulates their motivation through contributing to create a worthy product. In this context, project work is sometimes called problem-solving method (valenta, 1993:5). Therefore, project work is a successful strategy that helps in the development of personal skills of the learners by increasing their sense of responsibility and contribution to the group, autonomy and the ability to learn without constant help from the teacher. That is, teachers act as facilitators while

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students work as partners who are engaged in decision-making through being enthusiastic and active during the project.

Finally, class discussion is also emphasized as it is shown through the questionnaires' results **(see diagrams07-19p.32-44)** as well as the teachers' interview as this quotation of one of the teachers show:**"In my opinion, class discussion is one of the motivational strategies that helps students to develop their capacities for a clear communication of ideas and meanings as well as encourage attentive listening and favour the students' voice"** Said differently, class discussion promotes active interaction as it is considered as an interplay of meanings and ideas from both the teacher and the students. In this sense, Aplegate (1969:78) states: *"A class discussion implies active participation. However, in most instances, it becomes a limited dialogue between the teacher and a few pupils"*. Facilitating exchanges is another significant point to consider **(see question 4 p.38)** as teachers ensure the promotion of learning through students' engagement, that is, discussing the different ideas which promote a successful process of communication **(see diagram11p.35)**.

In short, the teachers' benefits of using the SCA can be summarized in terms of enhancing students' intrinsic motivation by holding the feeling of self-confidence, improving meta-cognitive processes through problem-solving, developing communication skills, individual accountability, active interaction and partner relationship which fosters an energized and interactive climate thus empowering positive attitudes between teacher-students relationship as well as student-student relationship. Supporting a high level of personal confidence in everyone's belief about their own ability to achieve their performance goals is the primary motivational goal of the SCA. Moreover, the student-centered strategies can provide a number of significant guidelines including when students are enthusiased, participate, and enjoy the lesson, they are more likely to be engaged in the activities. A

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number of skills are developed when using these strategies such as developing self-confidence and independence, positive relationships are established, communication skills are advanced, and motivation is increased.

Even though all the results that we have gathered show that the teachers' and students' attitudes are positive towards the SCA this does not prove that the results are true because when dealing with human beings as subjects, it is hard to judge the truthfulness and reliability of their responses. In addition, the generalization of any research requires a great deal of validity. To put it differently, as researchers we have not the chance to observe how the lessons are delivered, to observe the teachers' attitudes, actions and behaviours as well as the students' reactions, and to observe the classroom environment that is created during the learning process. Indeed, classroom observation allows us as researchers to be observers or participants because to understand a given world, phenomenon, or issue we must become part of that world.

Subsequently, we can say that even though the current results of this study show that teachers hold positive attitudes towards the SCA, its use still limited because creating a positive classroom atmosphere within a student-centered class as well as putting the SCA into practice is undoubtedly a real challenge for teachers. May be if we have done a classroom observation, we will come to other conclusions such as what teachers know and believe bout the SCA is not in accordance to what they actually do in their classes, because as we know that beliefs are the intermediary between knowledge and actions. In other words, teachers' beliefs are inconsistent with their enacted beliefs and maybe it is an opportunity for us to find the gap between them. We can also come to another conclusion that is teachers' intention towards the use of the SCA may not always be converted to actions. That is to say, teachers may have strong intention to use the SCA but for many reasons they may not integrate its

Discussion of the Findings

strategies in their class (such as students' readiness, teachers' lack of knowledge, and other reasons related to resources) thus an individual do not perform his stated intention, that is, he states an intention to do something but acts in a totally different way or not perform the behaviour at all.

All in all, classroom observation is the key tool that may help us to draw other conclusions like may be finding that there are teachers who have positive attitudes towards the SCA but they do not know how to use it, or teachers who have negative attitudes towards the SCA but they do use it unconsciously without even knowing that they use it.

Conclusion

This chapter has discussed the results obtained from the two research tools; a questionnaire for both teachers and students and a semi-structured interview conducted only with workshop teachers all present valid and strong arguments that support the main hypotheses set at the beginning of the dissertation and provide answers for the research questions. The study reveals that both teachers and students hold positive attitudes towards the SCA, that is, the attitudes they hold are consistent with the behaviour they perform. Both of them view the use of student-centered strategies as being beneficial as long as they play a significant role in creating an enthusiastic learning environment and develop the teaching and learning processes.Althoughteachers hold positive attitudes towards the SCA, stillteachers encounter some barriers that may hinder the use of such approach and which may lead to failure in the learning process. Among these problems as they are previously mentioned, students' readiness,lack of knowledge about the SCA from the part of the teachers,lack of suitable didactic means, class size, and lack of teachers' training program.

General Conclusion

General Conclusion

    This work has investigated the teachers' and students' attitudes towards the Student-Centered Approach. The Case study of teachers and LMD students in the English Department at Mouloud Mammeri University of Tizi-Ouzou. The main objective of this research was to determine whether the SCA is used by English language teachers at MMUTO, as well as deducing the nature of attitudes held by both students and teachers towards this approach. It also aims at exploring the degree to which the teachers' attitudes influence their students' learning environment.

    Using the theory of planned behaviour and adopting the constructivist perspective, this study has attempted to shed light on the Student-Centered Approach and the attitudes that teachers and students hold towards it. In the theoretical framework, we have dealt with the concept of attitude in general, its components, and its functions. We have also highlighted some of the theoretical concepts related to the SCA as an effective approach as well as its tenets in promoting students' learning.

    For the sake of answering the advanced research questions and confirming or refuting the hypotheses suggested in the General Introduction, a mixed method approach has been adopted. That is to say, we have combined both quantitative and qualitative methods for data collection and data analysis. The data have been obtained from two questionnaires administered to both teachers and students (100 LMD students and 13/20 teachers) and a semi-structured interview which has been conducted with eight (8) workshop teachers. For the quantitative part, we have used a statistical method (SPSS) so as to facilitate the analysis of the close-ended questions of the questionnaire and the interview, whereas the qualitative

General Conclusion

content analysis was used for the interpretation and explanation of the qualitative data obtained from the interview and the open-ended questions of the questionnaire.

The discussion of the findings of both the questionnaire and the interview have provided answers to the advanced research questions and confirmed the suggested hypotheses (1-3-5). They have shown that both teachers and students of the English Department at MMUTO hold positive attitudes towards the Student-Centered Approach. It is also concluded that the students' learning environment is highly influenced by the teachers' attitudes. On the basis of the findings of this study, it is revealed that when such an approach is used adequately it helps students become more autonomous, independent, self-confident, and responsible for their own learning.

The research results have shown that despite the benefits of the SCA, teachers still encounter some barriers that hinder its use. Additionally, we have also faced as researchers some obstacles in relation to our subject under investigation. For the barriers that hinder the use of the SCA as mentioned by the teachers are mainly related to time, overcrowded classes that makes students unmanageable, lack of suitable facilities (didactic means), the infrastructure of classes, and lack of teachers' training. All these problems may lead to the failure of the Student-Centered Approach that requires a comfortable environment where the students feel at ease and express themselves freely. Regarding the limitation that faces us while carrying out this work is the need, as researchers, to do a classroom observation as it allows us to obtain a rich and in-depth description of the subject under investigation and a clear insight on both teachers and students' attitudes towards the SCA, as well as observing the classroom environment when using the SCA during courses. Unfortunately, we haven't attended sufficient sessions to get the results that fit our research. This is the reason behind changing the context (from high school to university) as well as the participants.

General Conclusion

We hope that the findings of this study will provide opportunities for further research. Hence, we suggest investigating the factors influencing the implementation of the SCA by in-service teachers, or conducting the same investigation using classroom observation.

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Appendices

Appendix 1: Questionnaire addressed to teachers

This questionnaire is part of a research that aims at collecting information about **teachers' attitudes towards the Student-Centered Approach at the English Department at MMUTO**. Considering the above, we would like to ask you to complete the present questionnaire. All data provided will remain confidential. Your participation is greatly appreciated.

We thank you in advance for your help and cooperation.

Section 1: Teachers' attitudes towards the Student-Centered Approach

Please tick on the appropriate answer or give full answer if necessary:

Q1. Do you adopt a Student-Centered Approach in your class?

Yes ☐

No ☐

Q2. The Student-Centered Approach is considered to be an effective approach in teaching and learning.

Agree ☐

Disagree ☐

Strongly disagree ☐

Strongly agree ☐

Q3. Meeting the learners' needs is the main focus of adopting the Student-Centered Approach.

Agree ☐

Disagree ☐

Strongly agree ☐

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Strongly disagree ☐

Would you justify your answer?

……

……

……………

Q4. Do you think that there are benefits in using the Student-Centered Approach?

Yes ☐

No ☐

Would you justify your answer?

....

....

....

Q5. Do you think your students find learning easier and interesting when student-centered strategies are used?

Yes ☐

No ☐

Q6. In your opinion, students' motivation in student-centered classes is:

Important ☐

Very important ☐

Of little importance ☐

Unimportant ☐

Q7. Do you facilitate exchanges between the students in the group?

Yes ☐

No ☐

Appendices

Section 2: Teachers' views of the Student-Centered Approach

Q8. How could you define the Student-Centered Approach?

…………………………………………………………………………………………………

……………………………………………………………………………

Q9. What do you think of this approach?

…………………………………………………………………………………………………

……………………………………………………………………………

Q10. In your own view, what is the goal behind using the Student-Centered Approach?

…………………………………………………………………………………………………

……………………………………………………………………………

Q11. According to you, the teachers' role in student-centered classes is rather a:

Facilitator ☐

Coach ☐

Controller ☐

Q12. What didactic support do you need to comply with when using the Student-Centered

Approach?

…………………………………………………………………………………………………

……………………………………………………………………………

Q13. Could you use the Student-Centered Approach when teaching large classes?

Yes ☐

No ☐

Q14. Which teaching strategies do you often use?

Group work ☐

Class discussion ☐

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Projects ☐

Q15. Do you think that the strategies used in the Student-Centered Approach help you to cover the syllabus?

    Yes ☐

    No ☐

Q16. According to you, how could student-centered strategies help students develop their team work capabilities?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………….

Appendices

Appendix 2: Questionnaire addressed to students

This questionnaire investigates **students' attitudes towards the Student-Centered Approach**. Your answers are of great significance for our work. For this reason, you are kindly asked to complete this questionnaire and respond honestly. Your answers will be treated confidentially as the information collected is strictly for academic purposes.

Thank you in advance for your help and collaboration.

Section 1: Students' attitudes towards the Student-Centered Approach

Q1. Do you take an active role during classes?

Yes ☐

No ☐

Q2. Do you make decisions about what and how you learn?

Yes ☐

No ☐

Q3. Are you given the opportunity to express yourselves during class discussion?

Yes ☐

No ☐

Q4. Does taking responsibility during classroom activities increase your autonomy?

Yes ☐

No ☐

Q5. Do you like when your teachers ask you to work in groups?

Yes ☐

No ☐

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Q6. Does working in collaboration increase your motivation?

Yes ☐

No ☐

Section 2: Students' views on the extent to which teachers use Student-Centered strategies

Q7. How do you find learning when discussing certain topics in class?

Interesting ☐

Very interesting ☐

Boring ☐

Q8. How often does your teacher engage you in projects?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Q9. How do you find learning using projects?

Interesting ☐

Very interesting ☐

Boring ☐

Q10. Do you enjoy lessons where your teacher does most of the talking while you do most of the listening?

Yes ☐

No ☐

Why?..

....

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Q11. Class discussion enhances your participation improves your communicative competence.

Agree ☐

Disagree ☐

Strongly agree ☐

Strongly disagree ☐

Q12. Does your teacher interfere to promote classroom participation?

Yes ☐

No ☐

Appendices

Appendix 3: Semi-structured interview schedule to teachers

We would like to have an interview with you about **your attitudes about the Student-Centered Approach in English language teaching**. Please share your true opinion with us as it is designed to reach academic purposes. Your answers will be kept confidential.

Thank you very much for your time and participation.

1. What do you know about Student-Centered Approach?

2. Do you use the Student-Centered Approach?

3. Could you give us examples of how you use it?

4. What do you think about it?

   I mean, is it necessary in the success of the students' learning process?

5. According to you, which approach is more effective: The Teacher-Centered Approach" or the Student-Centered Approach?

   Would you explain why?

6. What arethe major roles you play when usingtheStudent-Centered Approach?

7. The Student-Centered Approach is equally about training students to be autonomous?

   Do you agree with that?

   If yes, would you explain how?

8. What are your suggestions for enhancing the student-centered approach at the English Department at MMUTO?

9. Which are the most frequent problems you face when using Student-Centered Approach?

10. What is your conception of group-work?

11. To what extent do you insist on each member's responsibility in the group?

12. Do you interfere to help the groups?

13. What do you think of class discussion and project work as student-centered strategies?

14. How do you interfere to promote classroom participation?

Teachers' interview transcription:

Interviewee one:

Interviewer: What do you know about the Student-Centered Approach?

Interviewee: Yes, I do becauseI have already study it in applied linguistics and theory of learning and teaching. So, this approach gives importance to the learner. The learner is responsible of his own learning and the teacher should not be the center of attention. It also views the learner not as a passive learner, but as someone who should construct his own knowledge, and make the efforts to understand lessons, broadly speaking.

Interviewer: Do you use the SCA?

Interviewee: It depends! Because I have a lot of modules, now, if I teach for example the module of ICT or E-learning students are given a chance to do a lot of exercises and to practice with a computer, it is the same thing in the speaking module. I can give them tasks that I give them the freedom to prepare the task themselves and then to deduce the rules and the grammar, for example, to try to understand vocabulary from context but if I teach linguistics in the amphitheater I do not have the choice, I am the one who gives the lesson. I speak, explain, for 1h and then let the students ask their questions so it is not really very SCA. I use it only in workshops but I cannot use it in the amphitheater because I have a lot of students so it is not possible!!

Interviewer: Could you give us examples of how you use it?

Interviewee: In the speaking lessons, I can ask the student to prepare a dialogue about a specific topic or theme, then I let them perform, I tell them that I will not correct their mistakes and I will not interfere in the middle of the conversation, I let them express themselves and at the end I ask students to correct their own mistakes. So, like that they are kind of self-evaluating their performance and students are more likely to remember their mistakes and weaknesses when they think about them or when they do not take it in a bad way. Also, I give them different topics to prepare presentations; I just give them the freedom to collect data and to prepare the presentation and to organize it the way they want. So this how I did it!

Interviewer: What do you think about it?

Interviewee:I think that the SCA is a good approach if we know how to apply it, and if the teachers have the chance to do it but I still think that teachers need to read more about it because when we say Student-Centered Approach, it does not mean that the teacher does not have a role at all or that he is absent, he should also be a guide.

Appendices

Interviewer: According to you, which approach is more effective: the Teacher-Centered Approach or the Student-Centered Approach? Would explain why?

Interviewee: Everybody believes that the SCA is more important but still the teachers need to be careful when applying such an approach because our way of teaching; I mean teachers have a more difficult task because they should really know how to guide the students without imposing anything on them.

Interviewer: What are the major roles you play when using the Student-Centered Approach?

Interviewee: Well! As I said I give the impression that I can be a very passive teacher, but I am not because I always tell them that I will give them feedback at the end. I am there but I do not make them feel that I am testing them or that I am judging them or that I am making fun of their mistakes, so it really helps the students to feel comfortable it is the same thing with E-learning with First year Master students because at the end I give them a project to do online and I give them like a week or two weeks and it makes them feel that they are free to do whatever they want and to work together online but I tell them that I am there I am watching them I can see what they are doing and then I can give them my feedback at the end.

Interviewer: The Student-Centered Approach is equally about raining students to be autonomous. Do you agree with that? If yes, would you explain how?

Interviewee: Of course, the SCA does encourage students to be autonomous because as I said we give them the freedom to perform the task the way they feel it and they do not need to all do the same job or to all have the same results because it gives importance to the individuality of the students. So, may be some students will prepare a presentation or an online project work they will follow their own method on their own way, and another group of students will follow another method in another way, so they are more autonomous they are given more freedom to approach the task the way they feel they want to approach it.

Interviewer: What are your suggestions for enhancing the SCA in the English Department at MMUTO?

Interviewee: I think teachers needto have more meetings, I think that University teachers need to follow training, they need to be more aware of the importance of the Student-Centered Approach because for my part I am able to explain it because I have already read books about it and I am specialized in that field but for other teachers who have other modules like Literature and Civilization they should also know how to apply this way of teaching and use it with their students. So following training is my suggestion.

Interviewer: which are the most frequent problems you face when using the Student-Centered Approach?

Interviewee: Some students are very lazy, if a teacher gives them tasks where they have to make the effort and they have to work alone, they think that it is because the teacher does not want to teach or he is lazy or the teacher is throwing responsibility on them, students take it in the wrong way not all some of them, they grow up with this idea that the teacher should do everything and the students should listen!

Interviewer: What is your conception of Group-Work?

Interviewee: Well! Group-Work is a good technique that teachers can use, but with Group-Work it depends on the difficulty of the task, the level of the students, on the kind of the class they have (is it a mixed-ability classroom?) there are some students who are very competent they have a certain mastery of the language comparing to some other students. The teacher needs to be careful when selecting who will work with whom.

Interviewer: To what extent do you insist on each member's responsibility in the group?

Interviewee: To a great extent.

Interviewer: Do you interfere to help the groups?

Interviewee: Ah! When it is necessary, I prefer not to, but sometimes it is very necessary for me to do it. So, I do interfere without imposing anything for students.

Interviewer: What do you think of class discussion and project work as student-centered strategies?

Interviewee: Well! They are very important strategies that encourage students' participation, collaboration and make students feel free to express themselves.

Interviewer: How do you interfere to promote classroom participation?

Interviewee: Well! Most of the times I have to give them examples, I cannot do it just like that. I start by asking very easy questions in the beginning because it motivates students when they know the answers they want to participate more. For example, in the speaking module I try to give questions which are challenging but not too challenging as it motivates students to learn, and if the students give the wrong answer I do not act in a very negative way(I say not exactly and not No, it's wrong!) and I also encourage students to try again, I avoid making them feel bad about themselves if they give the wrong answer, that students are here to learn and not to be judged!

Interviewee Two:

Interviewer: What do you know about the Student-Centered Approach (SCA)?

Interviewee: For me, the SCA as a teacher, I will say it is an autonomous approach. Which means that where the student is going to study as an actor, it means he is going to be involved actively in his learning, which means that the teacher here is not a spoon feeder the teacher is a guide that is all and it is up to the student to discover, search and present.

Interviewer: Do you use the SCA?

Interviewee: Sure! Personally I use it and for me it is equal to learner autonomy because the attitude of teachers here as I see in general is that they give everything to the students especially in grammar, in reading and writing, it is related to the mastery of" to know-how to teach". So, the opportunity is given to the student and we are as I say to my students I am not a teacher of English, I am just a guide in English Language teaching that's all!

Interviewer: Could you give us examples of how you use it?

Interviewee: Sure! How I use it, actually trough techniques. We have some techniques which encourage students to learn. The first technique that I use generally is Group-Work or cooperative learning. So, in this case let's say we have an activity, I write that activity on the

board and give students 20 minutes, and then I correct, No! Let's structure the class into groups, generally. Personally, I have the experience of classrooms of twenty (20) students, but if you have a class of (30) students it is really impossible to do it! In a class of (20) students let's say we can form (5) groups, and then it is a kind of competition.First, the teacher should not waste his time in writing an activity. So, I try to form the groups, you should create an atmosphere of competition and give them freedom to name their groups, may be you can give them the choice to choose the structure of the group, but sometimes I give them numbers, I distribute the numbers around the students, and then I ask them to form one group of N°1 and so on. Then, after naming their groups the teacher is going to distribute the tasks, and your task here is to mingle, to pass through groups, to guide, to help them, to give them the techniques. May be the most important here is to not to let some students out of the group, that means, you are going to ask all of them in a group and you say: What is the meaning of this word? And if someone cannot answer you are going to blame the entire group, you say: Imagine you are a football team, who is going to score the group? And you are going to blame all of them and you say: You know that your friend does not know the word, why did not you help him? You are selfish! You are a group and you should collaborate. That's it in general.

Interviewer: What do you think of about it? I mean is it necessary in the success of the students' learning process?

Interviewee: Ok! In teaching English as a Foreign Language, it is important and it is a necessity and all teachers I think should base their teaching on this approach today because it is like Competency-Based Approach. They have the same principles and we should put away the traditional approach of teaching. The teacher is not the king of the class anymore but he is going to create an atmosphere of friendship with students so that they students feel themselves free to ask and to create. Creation is the principle here!

Interviewer: According to you, which approach is more effective the Teacher-Centered Approach or the Student-Centered Approach? Would you explain why?

Interviewee: Of course, I encourage for 100% the Student-Centered Approach. For me the TCA is the traditional one and there is no creation because the teacher as I name him is the king, is the president, of the class and there is some authority as students cannot create at all, if you are going to give them the activity, you are going to give them solutions, you are going to explain for them, so the students are just receivers they are passive in learning. It is a class of passivity; we can see that today many students arrive to the secondary school without any knowledge, how to search, or how to participate, or how to form a sentence this is because the class is teacher centered. I am a teacher and I know what I know about how to teach. This is the question!

Interviewer: What are the major roles you play when using the Student-Centered Approach?

Interviewee: Ok! My role first of all is to make students love the English language, how? Of course, through postures. I ask my students to bring postures related to English language even cartoons and so on, about nature, about topics that they study and once I see the classes they correlated with the English language. The first principle is to ask students: do you love the English language? You should make them love the English language all my classes have posturing inside just above the board "I love the English language" this is the first to do in the beginning of the academic year and then let's make funny, because today if you teach out of

"English is fun", out of grammar, out of cartoons and videos students will not love it because they will just live a routine context. I motivate them through videos, through simple projects, through pictures, and then I guide, you should be a friend too. My principle is to speak to them just in the English language, no French, no Arabic, and no Kabyle, but you should simplify as my second role is a facilitator, the question is how am I going to simplify? For instance, imagine that we have a word which is difficult it is up to the teacher that he prepares his lesson or session to search for pictures that correspond to the word may be, it is up to the teacher to draw on the board and the last solution is to play role "role play" sometimes I find myself as an actor in the class, that is, I should play some situations in order for students understand using gestures and some drama, some play in the class. Another thing is by asking questions (questioning when the message is not clear) such as can you translate that word into your mother tongue? Believe me you will get the answer but it is up to students to come to the board and tell them what is this word in their mother tongue, and then it will be clear for them.

Interviewer: The Student-Centered Approach is equally about training students to be autonomous. Do you agree with that? If yes, would you explain how?

Interviewee: Yes, I totally agree with that. The SCA corresponds to learner autonomy. Learner autonomy we do not say just leave students learn as some teachers exaggerate by saying let them search, it is not up to me to explain the lesson. For me, even this principle is not true at university. In the context of teaching English in the middle school pupils need some kind of scaffolding, that is, help if is going to understand the grammar lessons alone? It is impossible! Learner autonomy starts when a student has some techniques of searching, that is, as a teacher you are going to give him techniques and methods that help him develop his knowledge. It is impossible to search in dictionary if you do not show him how to search and looking up a word in a dictionary because this techniques needs at least some sessions in the class, so it is up to the teacher to bring dictionaries and make the student play words and he is going to see that he is looking in the dictionary, searching for synonyms complete the task and so on. If the teacher asks the students to do a task he should give them the techniques that students should follow, so first do this, second give an instruction, and then you should evaluate them through the process of searching, you should be as his friend during the learning process from the beginning of the year: Have you done your activity? Let me see? Here you need to check it? And do not give tem solutions just put aside check it here please for tomorrow. I think there is a mistake here I am not going to give you the solution, but if you find it you will have an additional mark. Believe me he is going to be motivated!

Interviewer: What are your suggestions for enhancing the SCA in the English Department at MMUTO?

Interviewee: Personally, I think the SCA as I see here in the English Department at MMUTO does not exist. Teachers here I see no pedagogy in the department, that is, the traditional method where the teachers give handouts go to study and take exams. My suggestions, first is to form teachers, the department need to provide training for teachers and then we can evaluate students. Teachers need some training to enhance this approach and to enhance it the department should provide means, it is impossible to work without paper, without posters. So means and training for teachers by competent teachers who are in the field.

Interviewer: Which are the most frequent problems you face when using the SCA?

Interviewee: Well speaking about Problems! In fact, there are many problems especially in our department! In a general way, sometimes the structure of the class, that is, the design of

our classes is traditional meaning that tables are organized in a traditional way. Personally, I like working in the circle way so that every student will face his classmate he is going to see him in the eyes (eye contact), he is going to discuss with him especially in the speaking module. Even our labs are not well-equipped with that! Everything is traditional. If we want to change, we need means of change as I said before. In fact, means is the principle. The second problem is the number of students in the class, in a number of 40 students come on! It is impossible to speak about the SCA, that is, the teacher cannot provide scaffolding for every student. If teachers want change, the department should adopt groups of 20 at least!

Interviewer: What is your conception of Group-Work?

Interviewee: Well it is a good technique as it allows students to communicate and share their experiences but if a teacher cannot organize his work it becomes negative. In most of the times, Group-Work becomes negative in the Algerian school, we can see that in a group there are some students who may behave in English or they are weak learners, we find them that they are neglected in the groups or they isolate themselves from the group, so they do not work. Here in one way we encourage those who are good at English to ameliorate themselves, but the others here is a dangerous situation. So, the teacher should form groups which consist of good students and weak students so that weak students learn from good students. The teacher should ask every students of the group what is this? Why have you used that? The teacher asks the students how to do and not to give them answers.

Interviewer:To what extent do you insist on each member's responsibility in the group?

Interviewee: In fact, students' responsibility is highlighted in introducing the SCA in workshops. So, I will say that I extremely insist on every student's responsibility in the group.

Interviewer: What do you think of class discussion and project work as student centered strategies?

Interviewee: Personally I consider class discussion and project work as being one of the motivational strategies that are used by teachers to make their students active during the learning process.Actually, these strategies allow the students to make their voices be heard by sharing ideas, discussing and debating topics in the classroom of course with the teacher and their peers too. Well! I can say that such strategies can be used to encourage collaboration and develop students' communication skills by negotiating meaning, discussing different issues, making decisions and solving problems. Well! I think that in this Department teachers should pay more attention to use these strategies as they are really beneficial for students not only in their studies but also prepare them for real life situations.

Interviewer: How do you interfere to promote classroom participation?

Interviewee: Ah! Classroom participation to be promoted first you should motivate students. Second, the teacher should create an atmosphere of humor and fun in his classroom, believe me that they are going to love you and they are going to study but you should limit them in some principles that are related to respect and general respect in class. You should set limits from the first day! Moving to motivation, students are easy to be motivated. Some teachers say that we motivate students by marks? Let me say that for me it is not a convincing argument because here we teach students to love marks. That is the reason why students in the exams at the university level try to cheat because we educated them to love marks and grades. Well! For me motivating students can be done through organizing some English theatre in the

class, some cultural activities in the school, may be proposing for students an excursion of the school. I come back to participation; I motivate them with objectives and make some challenging conditions. That's it for me! So, you should go beyond the class to promote participation, you say come on! You are studying English language it is an international language. My conclusion here is that there is no weak student; there is no weak student there are just weak teachers!

Interviewee Three

Interviewer: What do you know about the Student-Centered Approach?

Interviewee: I think that modernity as a concept as a theory lies on the fact that everything and all the approaches whatever their names, whatever their methodologies they are in essence student-centered.

Interviewer: Do you use the SCA?

Interviewee: Yes, of course. I use it in all the modules, in oral for example it's clear, in literature probably it is the module that you are going to think that oral and literature are different. I mean in literature the teacher is going to speak but i do not think so, personally even in literature we have to make students participate. Even in modules like literature you have to make students involve in the learning process. It is the SCA not like the traditional approach, the teacher is considered as the master and the student as we say in terms of power is the slave.

Interviewer: Could you give us examples of how you use it?

Interviewee: I think that the first and the most important thing to do before starting or even during their explanation is to see what students have understood, to see what they think about the subject, there is I think in warming up it is the first step before giving your course is to warm up, that is, to see what your students think about the subject. To write the title for example, in a way or another, students already have an idea of course it depends from one student to another;

Interviewer: What do you think about it? I mean is it necessary in the success of the students' learning process?

Interviewee: I am not well positioned to say whether it is good or bad. To give a simplistic idea .Yes, I think it is good for this new generation.

Interviewer: According to you, which approach is more effective: the Teacher-Centered Approach or the Student-Centered Approach? Would you explain why?

Interviewee: Of course the modern one the SCA is the best one and the most effective one. I mean making students participate, even we can think of modules like ESP because it is according to what the students need. We can extend this topic and speak about learners' needs.

Interviewer: What are the major roles you play when using the SCA?

Interviewee: It depends, we have the teacher has to be flexible after all. Sometimes you have to guide, sometimes is more than guiding it is rather monitoring.

Appendices

Interviewer: The Student-Centered Approach is equally about training students to be autonomous. Do you agree with that? If yes, would explain why?

Interviewee: Yes, I totally agree. Because I think that we have to think of a lot of ideas and details concerning this point. It pushes me to think about the role of education which is not only knowing here, coming here and learn something but the most important is to prepare the individual to become a good participant in society.

Interviewer: What are your suggestions for enhancing the SCA in the English Department at MMUTO?

Interviewee: Well! My suggestions are first teachers have to read a lot, they have to know that there is no boundaries between disciplines because I believe that there are some teachers who think that disciplines are limited, so we have to start by thinking about cultural studies which are by definition the sense that there is no limits between disciplines. To be a good teacher of literature you have to read a lot about linguistics. Another suggestion that I really find necessary is teachers' need for a training program. Because it is something that really matters!

Interviewer: Which are the most frequent problems you face when using the SCA?

Interviewee: Students are most of the time disinterested and de-motivated in education in addition to crowd classes. Another problem, here we feel that students are not prepared, are not habituated to do such a large exhausted intellectual enterprise. I mean they are habituated to think only in one discipline in one direction. I think this is problematic, we feel that they do not try to liberate their imagination and their thinking, they are oriented towards one discipline and avoiding thinking, they do not like to be intellectual. That is to say, the student has to master a lot of things about one thing and one thing about a lot of things. For example, I am teaching Literature, I have to read a lot about it and I know many things concerning literature this is my specialty, the contrary, and one thing about everything, that is, even in Medicine for example it is not. Because I am a teacher of Literature, it is normal to ignore things about Medicine, about Linguistics and so on.

Interviewer: What s your conception of Group-Work?

Interviewee: Well! It is a motivating technique. For example, in Oral I ask the students (most of the time 3 or 4 students) to think of one topic to monitor what they are doing to be like a teacher for the sake of organizing, orienting, and directing this activity. I ask them to prepare something or sometimes to choose whatever they want and then present it in front their classmates or the class.

Interviewer: To what extent do you insist on each member's responsibility in the group?

Interviewee: Yes, of course in Group-Work the aim is to insist on each member's responsibility because in GW when students expose what they have done, all the students have participate.

Interviewer: Do you interfere to help the groups?

Interviewee: It depends, but most of the time yes. Of course it depends on the degree, sometimes just giving for them some information, sometimes helping them, sometimes correcting for them some mistakes, but of course when they do this I try to avoid participating

correcting them because I believe that correcting too much for the students is not good especially for beginners (First year and second year students).

Interviewer: What do you think of class discussion and project-work as student centered strategies?

Interviewee: In fact, class discussion and project-work are very important strategies that should be introduced by every teacher in every classroom because these strategies teach students how to act and behave in complex situations in different contexts not only in the class but also outside the classroom. Personally, I do practice these strategies with my students because I like this way that is to create a sort of meetings with my students by discussing different points, I mean I always try to motivate them so when they participate this means that they are motivated to learn. Also, students may develop their critical thinking abilities using such techniques, by fining the source of the problem and try to solve it of course by passing through different steps like asking questions in relation to the problem, formulating hypotheses, using appropriate tools to collect the data needed, and then to discuss and evaluate the results. So, I think that they should be more applied in the context of University.

Interviewer: How do you interfere to promote classroom participation?

Interviewee: As all the teachers or may be some of them know that participation is an extremely a critical element for learning. I mean getting students to participate is a constant struggle. For this reason, teachers should be intelligent and careful in promoting classroom participation. Personally, as I said before I avoid over-correction, encourage the students by some positive comments or expressions such as "good, very good", and explain for them that what they do is very interesting. In fact, all this is done to motivate students and help them transcend their anxiety or shyness. This is my way, generally speaking.

Interviewee Four

Interviewer: What do you know about the Student-Centered Approach?

Interviewee: Well! It is an approach that focuses on the student while the teacher is just a guide.

Interviewer: Do you use the SCA?

Interviewee: Yes, of course.

Interviewer: Could you give us examples of how you use it?

Interviewee: I always encourage my students participate by giving them a variety of activities and tasks, and give them also homework to prepare them for future lessons.

Interviewer: What do you think about it?

Interviewee: I think that it is a modern approach that should be used by every teacher especially here in our department. It is also an effective approach that increases the students' motivation and promotes their active learning.

Interviewer: According to you, which approach is more effective the Teacher-Centered Approach or the Student-Centered Approach? Would you explain why?

Appendices

Interviewee: Of course, I think it is relevant to use the SCA since the learner is more active, more motivated, more responsible for his learning, and he is rather a decision-maker than just a passive knowledge receiver.

Interviewer: What are the major roles you play when using the SCA?

Interviewee: Well! I always try to be the guide, the major work is done by the students I tell them that they should rely on themselves to solve problems I rarely interfere to help them just by giving them some cues that help them to reach the solution.

Interviewer: The SCA is equally about training students to be autonomous. Do you agree with that? Would you explain how?

Interviewee: I do agree with that. I mean the SCA not only prepares students for their studies but also for their future professional life. So, the SCA focuses on the student as being an individual who is a responsible social agent who works towards benefiting his society.

Interviewer: What are your suggestions for enhancing the SCA in the English Department at MMUTO?

Interviewee: Yes, of course. First of all, I suggest peer work as student-centered strategy. That is, I ask a student a question then I ask another one to comment on what has been answered by the first student in order to teach students how to accept the opinion of the other as well as encourage and motivate them to work collaboratively. Another suggestion which is very important and which I think it does not exist here is following training for teachers so that they will become experts in a given field. These are my two suggestions for enhancing the SCA in our Department.

Interviewer: Which are the most frequent problems you face when using the SCA?

Interviewee: The major problems in this department are crowded classes and less motivation from both teachers and students.

Interviewer: What is your conception of Group-Work?

Interviewee: I think that working in groups the students can have effective learning. I mean students can comment on each others, communicate and discuss ideas, negotiate meanings, and know how to collaborate with each other and I think this works in a positive way! I can also have a negative side but not always! I mean in my classes this technique works in a good way with good results too. Group-Work is effective in the sense that it motivates students to work and invest their efforts to learn and use the English language frequently.

Interviewer: To what extent do you insist on each member's responsibility in the group?

Interviewee: To a great extent! I always tell my students to share responsibilities between them, work and contribute for the common goal of the whole group.

Interviewer: Do you interfere to help the groups?

Interviewee: Yes, I do. I interfere to help and guide the groups to the right direction.

Interviewer: What do you think of class discussion and project work as student-centered strategies?

Interviewee: They are good strategies. They can help the student to express his thoughts and views with his teacher and his peers too. Both of these strategies may actively engage students in the learning process, positively motivate them to talk show their communicative capacities, they also teach them how communicate with others, how to work together in a collective way to solve different problems, and observe the way they behave and react during the learning process.

Interviewer: How do you interfere to promote classroom participation?

Interviewee: In my own way of teaching, I always try to correct some mistakes but I push the student to work first by himself to see to what degree he can find the answer or complete the task, I try to test students from time to time, I encourage trial also, making some fun, and give examplesto create a dynamic environment.That's what I do.

Interviewee Five:

Interviewer: What do you know about the Student-Centered Approach?

Interviewee: Of course a Student-Centered Approach is centered upon the student. The student has a kind of power; enjoy some kind of critical power in the class. In the SCA there is an interaction while acquiring knowledge. The more effective role is played by the student.

Interviewer: Do you use the SCA?

Interviewee: Yes, I often use it in my Literature classes.

Interviewer: Could you give us some examples of how you use it?

Interviewee: How I use the SCA is that at the beginning, I always try to create a joyful atmosphere in class to make the students feel emotionally close to the teacher. So, I often start by this. I create a kind of link between me and my students; this link is psychological and emotional, why? Because it is very important for students to be emotionally involved when they approach the literary texts, I guess this is one of the best strategies I have ever used to make my students interested in the literature course.

Interviewer: What do you think about it?

Interviewee: I think that this approach when it is used adequately, it establishes self-confidence. The SCA, I think is one of the approaches that would provoke excitement from the part of the students that's why first I think it is a good approach.

Interviewer: According to you, which approach is more effective the SCA or the TCA? Would you explain why?

Interviewee: For sure the SCA is more effective than the TCA but of course the teacher has to play a role not a major role that teachers used to play in the past, but the teacher must centre and direct the comments and the analysis that are given by students. A teacher as helper is appropriate for this approach.

Interviewer: What are your major roles you play when using this approach?

Interviewee: The role of the teacher is to give freedom to students, you know when you give freedom to the student, he feels of self-confidence and personal power and when the student has gotten this feeling he becomes more responsible as far as the tasks assigned by teachers

are concerned. The student would like, love to share this feeling in the class. I am a Literature teacher so I deal with texts, novels, chapters in novels, in plays, and so on. So, I do not choose myself the passage that students of mine would analyze or comment, I give them the freedom to choose any passage and say a word, an argument, explain how this can lead to whatever literary approach or theory is then used.

Interviewer:The student-centered approach is equally about training students to become autonomous. Do you agree with that? If yes, would you explain how?

Interviewee: Yes, I totally agree with that. The SCA helps the students to become more and more autonomous at the beginning students lack self-confidence but when this approach is applied in the class, the students by time get to feel self-confident and more autonomous.

Interviewer: What are your suggestions for enhancing the SCA in the English Department at MMUTO?

Interviewee: We can think about group or individual assessment. Also, I think that it is our teaching that should be done in unconventional way. When the teacher comes into the class and traditionally got all the students and starts lecturing or explaining the lesson and so on. So, this way of going is to be if you want changed, that's my point of view. So, we can adopt more interesting teaching strategies (like assessing students individually or in groups) and the aim of any strategy that every teacher designs should be to make the classroom environment joyful.

Interviewer: Which are the most frequent problems you face when using the SCA?

Interviewee: Some students have the difficulty to express themselves but then the teacher should from time to time talk to these students and explain to every student that they should not all say the same thing or express the same opinion.

Interviewer: What is your conception of Group-Work?

Interviewee: Its aim all the time is to foster the interest of students because sometimes a classmate can help a weak student to progress. Group-Work is about dividing the class into small groups and making the teacher the one who directs and shows but the one who does not decide. As a teacher of Literature I generally propose four passages and I divide the class into four groups and each group chooses the passage it likes to discuss and to analyze. It is a very good thing to do this way.

Interviewer: To what extent do you insist on each member's responsibility in the group?

Interviewee: It is difficult to speak of such a thing, making everyone is responsible. I think that the teacher should not enforce or impose responsibility on students. It is the student who should evolve into this state of mind of being responsible himself and that's only when this kind of strategy would succeed. It is the student who set from the beginning that it is Student-Centered Approach.

Interviewer: Do you interfere to help the groups?

Interviewee: Yes, yes. The teacher from time to time interferes can say for example that this word in the passage is very important but you do not say exactly what makes this word important to whatever literary movement you discussed before.

Interviewer: What do you think of class discussion and project work as student-centered strategies?

Interviewee: Well! They are one of the strategies that may raise the students' amount of talk in the class and engage them in communication. It also improves the students' thinking through enabling them to interpret, analyze, and exchange ideas.

Interviewer: How do you interfere to promote classroom participation?

Interviewee: I often say to my students that what you learn in class and especially when you have contributed, so this cooperative aspect of learning is very important. I often tell my students that when you help and contribute to some learning in class, you will never forget it. This is the first thing to say to make them react and say their opinions and thoughts, simply, to make them engage in the learning process. And as I said in the beginning I give them free choice to go to every page, and every line they want in the passage being studied at the moment. That's the way I do it. I think that I make my students feel that they are not as powerful as the teacher in the class; they come just next to him in terms of power.

Interviewee Six

Interviewer: What do you know about the Student-Centered Approach?

Interviewee: The SCA is an approach that is centered on the learner, so the strategies used by the learners, the learners' differences. Everything that relates to learners is taken into account in this approach.

Interviewer: Do you use the SCA?

Interviewee: Yes, of course.

Interviewer: Could you give us examples of how you use it?

Interviewee: You know that students have not the same capacities. I notice that my students are different in the way they perceive things. For example, if they are given a task, they do not deal with that task in the same way because I am aware of their differences, it is an important aspect that I always take into account. For instance, the student who is a bit slow, I will give him more time to do the task, I often ask them questions like do you have any question? And I give the opportunity for others to participate and answer on the question.

Interviewer: What do you think about it? I mean is it necessary in the success of the students' learning process.

Interviewee: Yes, of course. You know that there is a shift from the focus on the language to the focus on the learner. It means that, it is not enough to focus on grammar, form, structure of the language. It is important to look at the learners, the way they learn, their capacities, their motivations and other many aspects that are related to the learner that should be taken into consideration (Motivation is one example) as it is very important to learning and if the teacher is not aware of the impact of motivation on the students learning, this will pose problems and failure of the learning process.

Interviewer: According to you, which approach is more effective the SCA or the TCA? Would you explain why?

Appendices

Interviewee: The SCA is for sure more effective than the TCA of course according to many scholars which is the one adopted nowadays. Because it gives more opportunity for the student to discover what he can do by himself while searching, interpreting, analyzing and synthesizing ideas as well as making connections between concepts and relate them to real life situations.

Interviewer: What are your major roles you play when using the SCA?

Interviewee: Well! In the SCA the teacher's role is different. You know that when using the SCA, this role is to be a guide, scaffold that is to help the student to solve problems. The teacher has to create the necessary conditions for the student to learn and develop his skills. The teacher does not only transmit knowledge but rather he helps the learner (in speaking, writing, reading, and listening) to construct the knowledge.

Interviewer: The SCA is equally about training students to become autonomous. Do you agree with that? Would you explain why?

Interviewee: Yes, of course I do agree. It is a very good point to consider in applying such an approach. For example, when the teacher gives the student some research (to write an essay or search about a given topic) so the student has to go and do some research, look for some information, and come back with his results and finally present his work in front of his work in front of his class (this is autonomy) and the learner by doing so he learns better himself.

Interviewer: What are your suggestions for enhancing the SCA in the English Department at MMUTO?

Interviewee: The biggest problem is time. We have to finish the program and it is not easy! So, I propose and encourage teachers to give students more assignments and prepare projects.

Interviewer: Which are the most frequent problems you face when using the SCA?

Interviewee: You know in our department you see the problems that we encounter, like strikes and then we do not have time to finish the program, also the conditions we have not the needed means to provide comfortable conditions for students.

Interviewer: What is your conception of Group-Work?

Interviewee: It depends! Well Group-Work should be under control because sometimes when you give an assignment to a group of students some students work hard but others do not. Si, I think that Group-Work should be controlled, that is, the teacher has to check whether all the members of the group are working together and contributing or not. What is good in Group-Work is that students sometimes learn better when they collaborate with their peers. So Group-Work is a good strategy but should be conducted under the teacher's control.

Interviewer: To what extent do you insist on each member's responsibility in the group?

Interviewee: Well! It is very important. I always tell the students that they should take responsibility in their learning

Interviewer: Do you interfere to help the group?

Interviewee: Yes, as I have already said I often interfere to help the students.

Interviewer: What do you think of class discussion and project work as student-centered strategies?

Interviewee: I think that they are good strategies that stimulate the students' motivation and their feeling of being confident.

Interviewer: How do you interfere to promote classroom participation?

Interviewee: Well! I generally promote classroom participation through giving examples, discussing various issues and allow the students to give their opinions to propose solutions if necessary and also through the questioning technique.

Interviewee Seven

Interviewer: What do you know about the Student-Centered Approach?

Interviewee: In learner-centered approach the students are at the center of the teaching/learning process. That is, they are considered as active builders of knowledge and this relying on their teachers' guidance.

Interviewer: Do you use the SCA?

Interviewee: Yes, I do.

Interviewer: Could you give us examples of how you use it?

Interviewee: I use it through group work and peer work in which the students play a dynamic role and learn from each other following the teacher's guidance.

Interviewer: What do you think about it? I mean is it necessary in the success of the students' learning process.

Interviewee: student-centered approach is necessary as it considers the students as active participants in the teaching/learning process. It allows students to construct knowledge by actively participating and collaborating with each other. Students can share and exchange knowledge through different communicative tasks.

Interviewer: According to you, which approach is more effective the SCA or the TCA? Would you explain why?

Interviewee: Student-centered approach is more advantageous than teacher-centered approach. Simply, because it is innovative as well as helps the learner to be active and discover by himself.

Interviewer: What are your major roles you play when using the SCA?

Interviewee: As a teacher, I play various roles such as explaining the students what to do, guiding the students when necessary, providing students with concrete examples, assigning students various tasks which require collaboration and reflexion, and providing students with feedback.

Interviewer: The SCA is equally about training students to become autonomous. Do you agree with that? Would you explain why?

Appendices

Interviewee: Yes, I do. One of the student-centered approach aims is to promote students' autonomy by taking into account their teachers' guidance. This is only one aim of many.

Interviewer: What are your suggestions for enhancing the SCA in the English Department at MMUTO?

Interviewee: I suggest the following: Limiting the students' number in class, using good infrastructure, and preparing the students to become familiar with this approach.

Interviewer: Which are the most frequent problems you face when using the SCA?

Interviewee: Problems related to time, infrastructure, authentic materials, and so on.

Interviewer: What is your conception of Group-Work?

Interviewee: Group work is based on collaboration and reflexion. In group work the students do a set of pedagogical tasks such as explaining, providing examples, taking notes, and so on.

Interviewer: To what extent do you insist on each member's responsibility in the group?

Interviewee: To the extent that each member should participate.

Interviewer: Do you interfere to help the group?

Interviewee: Of course, the students need my help and guidance.

Interviewer: What do you think of class discussion and project work as student-centered strategies?

Interviewee: I think that they are effective in the sense that they encourage the students to participate and invest their efforts in searching and discovering their capacities in doing a task, that is, they develop a can do attitude from the part of students.

Interviewer: How do you interfere to promote classroom participation?

Interviewee: By motivating the students and through provision of models.

Interviewee Eight

Interviewer: What do you know about the Student-Centered Approach?

Interviewee: The SCA is getting your students working individually or in groups in their projects. We can get students present something and ask his peers to evaluate him actually self-evaluation helps them to identify what is good and what is not what we call critical thinking it is very important. But we have to teach people to be positive because being positive stimulates people to be enthusiastic because without enthusiasm people are reluctant in their work. This enthusiasm builds self-confidence because without confidence there is no progress no participatory work. This is emotional and psychological before being pedagogical or didactic. Emotions are an important part of didactics.

Interviewer: Do you use the SCA?

Interviewee: Well! If you believe in it obviously you will use it. So, personally I use it. Even teachers should emancipate themselves from their traditional culture Teacher- Centered

Approach. Everybody speaks about the Student-Centered Approach but when it comes to implementation teachers forget it.

Interviewer: Could you give us examples of how you use it?

Interviewee: Of course by using some techniques during the learning process like Group-Work, giving students some research, and more important giving the chance to students to discuss some issues together to create a dynamic learning environment. Well! This is my own way of working with my students.

Interviewer: What do you think about it? I mean is it necessary in the success of the students' learning process.

Interviewee: I think that it is the most suitable one nowadays. In this approach students should feel at ease and when they feel so they know that they you are not going to censor them or judge them negatively and they will be willing to work. So, everything depends on attitude because sometimes we can have attitude without doing anything just the way you look at your students they understand whether you appreciate their work and whether they are ready to cooperate. Indeed, everything is theory now it depends on the way you implement it. This can be judged through the way students conduct their work and the way students behave in classroom activities as well as the extent to which teachers are successful in implementing the SCA.

Interviewer: According to you, which approach is more effective the SCA or the TCA? Would you explain why?

Interviewee: Here, to be honest it is again theory. Actually, it depends on situations and the classroom habits of your students. If your students have been used to Teacher-Centered Approach, the moment you tried them have worked and express themselves and their ideas they are reluctant because they have not been given this belief in their own potential to do things providing that the teachers supplies them with the necessary guidance. But in modern times, we realize as university teachers that students are not given enough research skills and enough autonomy. This has to do with developing and turning students into autonomous, that is, social subjects or social agents who are productive, who act, and who believe on their potential. Sincerely, the SCA should not just remain a slogan the problem is that we sloganize people, in other words, we say that we know about (theory) it but when we come to implementation (practice) we forget about it. This is a great problem even among the majority of our teachers!

Interviewer: What are your major roles you play when using the SCA?

Interviewee: I have just said it; I try to motivate my students. I tell students if they try they can do good things by their own they are just as good as any other students but we have to supply them with the necessary assistance and guidance to help them develop academic skills as well as life skills. The most important is to convince your students that you are doing so not just to get a mark. I always tell my students do not work for grades forget about it but rather work to develop academic skills that someday become life skills or social skills which are used to explain things, solve problems, and to communicate. I am speaking out of experience because the things I learned as a teacher or as a student helped me to meet very important people because these social skills will turn you into an important social agent this will open doors for yourselves and other people, think about seminars, the things that you can do as a teacher, the things that you can do as a translator or interpreter in a company. So, the

teacher should convince his students it is very important. The teacher tries to make them think that they have the capacity to do things and may inspire them. Everybody is gifted with genius and it is the function of the teacher to do this, there are rare teachers who can do this!

Interviewer: The SCA is equally about training students to become autonomous. Do you agree with that? Would you explain why?

Interviewee: Yes, I do agree. I think I have previously explained why autonomy is important. You are not going to spend your life as teachers or as learners. You are not going to spend your life as teachers or as students, you are not going o use your knowledge to influence people or diagnamize, I mean, it is just about what you can do , what people consider is the individual, his gifts and his capacities to solve problems as well as to provide resources. We should be able to become a true resource provider and a good decision-maker.

Interviewer: What are your suggestions for enhancing the SCA in the English Department at MMUTO?

Interviewee: Actually, I do not have any suggestions. It is up to the students to do this individually because they are supposed to be autonomous they are supposed to do things. Every teacher has gotten his own unique way of working and inspires his students; I do not pretend to be able to give lessons to other people. I have my own way of working that people should humble enough to always question the way they interact and communicate.

Interviewer: Which are the most frequent problems you face when using the SCA?

Interviewee: Well! Everything depends on what we do with the Student-Centered Approach? The way we implement it in theory it can be done but how do you implement it as an individual and physical in a given class.

Interviewer: What is your conception of Group-Work?

Interviewee: I think that in Group-Work there is a need for interaction, communication, collaboration, cooperation; clarity and organization are strategical resources in modern society without these Group-Work cannot succeed. Even in your family, the family member should work together; they need to be an authority and society is structured in above the same fashion. Efficiency and order, we cannot have good results without order and an authority leading. Communication also is important because if you cannot know how to communicate with others this will create a chaos around you. Therefore the teacher should convince his students on the long run impact of this strategy because we know in theory what Group-Work is! As a teacher you have to have the authority because people love you and respect you because you know that you are intellectually honest with them and this is something which is very rare!

Interviewer: To what extent do you insist on each member's responsibility in the group?

Interviewee: To a great extent! The problem is that to finish a project it took me four weeks, so it is time consuming, but the result is worthwhile. I have students coming to the board trying to present their work and explain in front of the class. I was very happy but it took a certain time.

Interviewer: Do you interfere to help the group?

Interviewee: Yes, sure. Teachers should interfere because there are some teachers who do just laissez-aller and encourage laziness. Teachers have to be responsible by explaining to students that they have some tasks to perform, competencies to achieve in the long-run, and some skills to develop. The best example is the one of Group-Work; there are some teachers who do not check the result of the work when students work together!

Interviewer: What do you think of class discussion and project work as student-centered strategies?

Interviewee: Well! I extremely encourage teachers to introduce such strategies in their classes because they are very important and push students to be motivated. Well, the most important thing in using these strategies is that the subjects of project work that we give the students derive from real-life situations. Additionally, in my opinion class discussion is one of the motivational strategies that help students to develop their capacities for a clear communication of ideas and meanings as well as encourage attentive listening and favour the students' voice. These two strategies enhance students' participation, develop their exploratory skills, and foster their engagement during the learning process.

Interviewer: How do you interfere to promote classroom participation?

Interviewee: I always try to make my students participate as much as they can because it is one of the major keys to stimulate their motivation. Well, doing some theatre in the class and make students play some roles this is my way of working to promote classroom participation. Another way is to choose a particular issue or subject and discuss it with them of course by debating, giving opinions, criticizing, making links between concepts and ideas. This way will create an interactive classroom atmosphere and make them love the subject matter being matter.