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**A Dissertation Paper Submitted in Partial Fulfillment of the Requirements for a
Master Degree in Linguistics and Applied Didactics**

**Enhancing Students' Speaking Skill through
Learner-Centered Instruction approach
Case Study: 1st year LMD Students of English at
Ahmed Draia University of Adrar.**

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Dedication

This dissertation is dedicated to

Our parents.

Our brothers.

Our sisters.

And all our families.

*We appreciate their everlasting love, patience,
encouragement and support and without them,
we would not have been able to accomplish our Master dissertation.*

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Abstract

In this dissertation, we present the role of Learner-Centered Instruction approach in enhancing students' speaking skill. We aim to explore the effects of using this technique in improving and developing learners' speaking skill. Throughout this work, we also intend to show the importance of using this technique with first year LMD students of English at Ahmed Draia university of Adrar. It investigates the role of LCI approach and its positive influence on students' speaking. Its aim is to guide the learners to be more motivated in the classroom. Thus, we hypothesize that if the teachers apply the LCI principles and techniques, it would result in developing the learners' speaking production. In addition, we aim to show the different activities that can enhance and motivate the learners. In this study, our work is based on two questionnaires, one for the students and the other for the teachers to collect data which show that the LCI approach is the very effective technique to develop students' speaking skill.

Key words: LCI, enhancing, students, speaking, ability.

List of abbreviations

EFL: English as Foreign Language

IELTS: International English Language Testing System

L1: First Language

L2: Second Language

LCI: Learner-Centered Instruction

LMD: License Master Doctorate

MT: Mother Tongue

SCI: Student-Centered Instruction

SLA: Second Language Acquisition

%: Percent

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General introduction

A considerable number of researchers agreed that the aim of the majority of people around the world is to speak English as a foreign language fluently without difficulties.

Algerian learners in their classrooms suffer from not being able to speak English fluently. For those reasons, we tried to focus our study on how to improve students' speaking skill and this would be via implementing the Learner-Centered Instruction (LCI) activities.

Actually, educators have realized that the effective way of learning has shifted from the focus on Teacher-Centered to Learner-Centered classrooms. This latter is beneficial because it focuses on the learner's needs and includes important activities which improve the students' ability in learning.

This subject investigates the problem of speaking in a foreign language, especially the case of 1st year LMD students at Ahmed Draia University of Adrar. LCI approach is used as a tool to enhance the speaking skill of the learners, because we noticed that students find problems when it comes to practice and they face difficulties in communication especially in oral expression courses.

We hypothesize that: In English as a foreign language, if the teacher applies the Learner-Centered Instruction approach, this will enhance the students of 1st year LMD speaking skill.

Our work is divided into three chapters:

The first chapter deals with Learner-Centered Instruction approach as a general method that is used in the process of learning in the foreign language classroom. Whereas, the second chapter is about the speaking skill in English as a Second Language classes with some learner-centered activities which help students to develop in that skill. The last chapter is the practical part of our work that includes the questionnaires by which we verify the validity of our hypothesis.

Chapter one

Learner-Centered Instruction

in EFL classroom

Introduction

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

1.1 Definition of Learner- Centered Instruction

Over the past century, society has required schools to prepare students for an increasingly complex set of social and economic realities. In response to these changing educational conditions, educators and researchers have developed new approaches to the systematic provisioning of learning. One line of inquiry and theory sought to develop an approach that provides an active, individualized, and engaged the learning experience: an experience which the teacher facilitates, but does not dominate. One of the most popular descriptors of this approach is Student-Centered learning (Christensen,2008). Namely, LCI approach is an accepted technique that improves and motivates students.

Learner-Centered Instruction is a teaching idea that can replace many traditional teaching challenges. Learner-Centered learning is the view that couples a

focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners) (McCombs and Whisler 1997, p. 9). In other words, this approach focuses on the learners' needs, and the students are responsible for doing every thing, whereas the teacher is just a guider or a facilitator. Moreover, learning becomes important when topics are related to the students' lives, needs, and interests. Therefore, Learner-Centered environment depends on the students' background and their experiences.

1.2SLA Theories and LCI Definition

Different definitions were drawn about the role of LCI in language classes. For example, LCI requires students to accept responsibility for “their own development through self-managed learning” and to be “actively involved in the development of their classmates” (Foreman & Johnston ,1999, p.377). Moreover, we can find many theories of SLA (Second Language Acquisition) that support the use of LCI in L2 instruction. The following are some important theories that are interested in the use of LCI:

Jean Piaget's theory on sociocognitive conflict in small group learning suggests that children learn a lot from the interaction of their peers. They complete their ideas and correct their mistakes far from the existence of the teacher(1932). This means that students can learn from each other and the use of group work is very important in learning.

From a constructivist view, Vygotsky, L. (1986) argues that childrens' mental functioning develops first at the interpersonal level as they learn to internalize and transform the content with others. This becomes important in the development of new

understanding and skills. That is to say, the use of groups in the learning process allows students share their experiences and create collaborative interactions.

Social cognitive theory presented by Albert Bandura shows that Student-Centered Teaching is based on the assumption that people in social context learn from observation. Also, it categorizes the elements of human development as environmental, behavioral, and cognitive (1993, p.117-48). To be precise, LCI approach focuses on the learner' experiences and ability.

Ning, H. and Downing, K. assume that “adapting a student centered approach to learning and teaching can lead to an increase in student involvement; exerting a positive influence on students’ affective and cognitive domains, as well as their perception of the learning environment” (2012, p.219-37). This means that Student-Centered approach when it is used, it will help the students in and outside the classroom in the way of dealing with problems. Also, it will motivate them in their learning process.

According to Krashen, S. and Terrell, T. second language acquisition is driven by a comprehensible input (1983, p.55). In other words, we acquire the language when we understand the input if we do not understand this input we can not acquire the language.

They also claim that the classroom is the preferable place for second language acquisition where students can learn a comprehensible input (Krashen and Terrell, 1983, p. 56). That is to say, learners learn better in the classroom since it is the place where the teacher can give different activities which help in learning.

Therefore, all these SLA theories claim that adapting or implementing LCI approach in the classroom will increase and develop the students' level in learning.

1.3 Classroom Activities of LCI

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

1.3.1 Jigsaw Activities

It is one of the cooperative learning activities that are based on the information gap. In which the teacher divides the students or the class into groups. Each group has pieces of information that are needed to complete the whole activity. The practice must be completed by the members of the entire group. For example, the teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speakers' points of view. Students are divided into three groups and each group listens and takes notes on one of the three speakers' opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now play the role of using the information they obtained (Richards, 2006, p.19). In order to finish these kinds of activities, the learners must use their own language meaningfully under the supervision or the facilitation of the teacher.

1.3.2 Reasoning-Gap Activities

These are done by obtaining new information from one and another already known through inference and practical reasoning. For example "working out a teacher's timetable on the basis of given class timetables"(Richards, 2006, p.19). This

activity is very important because it increases the ability of conveying information by using reason and logic to find the solution for the problem.

1.3.3 Number Heads Together

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

1.3.4 Games and Debates

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

1.3.5 Student Follow-Up on Other Students' Comments

According to M Wiederman (2015) the students have to raise their hands to ask a question, answer one, or offer a comment. The instructor then responds before moving on. Other students often do not hear the students' comments or do not listen, figuring

that the instructor will provide what the class needs through the instructor's follow up to the student's comments. However, some instructors respond to student comments by calling on another student, asking him/her to summarize or repeat what the first student said, and then to agree/disagree, or add anything that is missing, etc. Doing this at least from time to time increases the rate at which students listen to other students' comments and think about them critically (p.4).

1.3.6 Reciprocal Teaching

Reciprocal teaching is a learning activity where a teacher and a group of learners are engaged in an interactive dialogue. At first the teacher models the planned activity and later each member takes turn being the teacher. Reciprocal teaching could be restricted a part of a lesson whereby students enact teaching activities or could cover a whole lesson including questioning, explaining, discussing and implementing class work. The idea is to help learners acquire effective general and specific skills in different domains (Allybokus, 2016, p.38). This means that the students can learn easily by presenting the lesson as the teacher does.

1.3.7 Information Gap Activities

They are useful activities to active learning towards learning English as a second language, in which, "one group or individual has information needed for the other person or group to do a task".

In information gap activities, when the students start searching about the information that is needed in order to complete the whole activities they will use their own language. This will develop or improve their language skills and their grammar. For example, students are divided into A-B pairs. The teacher has copied two sets of pictures. One set for (A) students contains a picture of a group of people. The other set

for (B) students contains a similar picture but it contains a number of slight differences from the A picture. Students must sit back and ask questions to try to find out how many differences there are between the two pictures (Richards, 2006, p.18). Thus, this activity involves the students to ask for clarification and misunderstandings.

1.4 Characteristics of Learner-Centered Instruction

Learner –Centered Instruction is an approach that has essential characteristics that have an affective impact on the language classroom.

1.4.1 Face to Face Promotive Interaction

According to Johnson & Johnson “Individuals promote each other's success by helping, assisting, supporting, encouraging, and praising each other's efforts to achieve. Certain cognitive activities and interpersonal dynamics only occur when students get involved in promoting each other's learning” (1999,p.71). In other words, Learner-Centered Instruction allows the students work on groups and this will explore interaction which encourages their participating in the lecture.

1.4.2 Individual Accountability

Johnson & Johnson state that “Common ways to structure individual accountability include (a) giving an individual test to each student, (b) randomly selecting one student's product to represent the entire group, or (c) having each student explain what they have learned to a classmate”(1994, p. 71). Namely, the learner should be individually responsible for his/her learning process in doing his/her own part of the work from the whole group.

1.4.3 Using Prior Knowledge

During the learning process, learners integrate what they have learned with prior learning and construct new meanings (Moffett & Wagner). Thus, LCI approach develops the students' ability of thinking.

1.4.4 Group Processing

Crandall notes that: "through this processing learners acquire or refine metacognitive and socio-affective strategies of monitoring, learning from others, and sharing ideas and turns. In that reflection they also engage in language use" (1999, p. 226-44). According to Crandall, group processing will help the students to learn from each other by exchanging information and correcting these mistakes. Moreover, it will improve the learners' speaking skill especially when they are in debate.

1.4.5 Changing in the Roles and Responsibilities

Unlike the traditional approaches, Learner-Centered Instruction approach changes the role of teacher from being responsible for the learning process to being just a guider, whereas the learners are taking the role of responsibility (Moffett & Wagner 1992).

1.4.6 Providing Self-Reflection Opportunities

They are "particularly powerful when interspersed within a scenario at provotal moments to provoke learners to think how they would handle the situation" (pulse learning). This will develop learner's self-reflection in dealing with problems which they may face in a real situation.

1.4.7 Including Relevant, Relatable, Real-Life Scenarios

Derek Johnson argues that “immersive scenarios that place learners in a relatable situation they must then problem-solve to a successful outcome can be effective” (pulse learning). This means that when the students are learning, the teacher should include relevant and relatable problems or situations that are similar or nearly the same to those which they faced in their real life and that increase the students’ ability to solve their problems.

1.5 Benefits of Learner-Centered Approach

LCI encourages students to develop many goals. Here are some benefits:

1.5.1 Increasing Decision-Making

According to Schwartz and Pollishuke, the main goal of a child-centered approach is to encourage children to develop greater decision-making, solving their problem of the skills and hence to promote greater independence (1991). Moreover, this approach involves the learners’ minds in creative activities and develops their ability to make decision in the real life.

1.5.2 Increasing motivation

Schrenko, L observes that the Learner-Centered approach increases each student’s internal motivation and instructional practices such as modeling, asking higher order questions and mediating thoughts. Which means that through this approach the learner will be improved like to be motivated, asking questions and solving problems.

1.5.3 Developing Critical Thinking

Critical thinking is the ability to analyze all faces of an argument or concepts. Students who are critical thinkers are able to reach a deeper level of understanding and creating new solutions for old problems (study). That is to say Student-Centered Instruction increases critical thinking in students by giving them the freedom to solve problems actively in the classroom.

1.5.4 Cooperation

Student-Centered Instruction focuses on activities that engage students with the material at hand. This frequently requires students to work in pairs or groups. Student-Centered Instruction increases the collaborative skills of students by allowing students the opportunity to work with others to solve problems (study). Hence, students can learn better at cooperation.

1.5.5 Enhancing Learners' Life Skills

Using a LC approach helps learners to be more independent, resourceful, interactive and cooperative as well as enables them to build interpersonal relationships. Bellanca et al. further observe that the learner-centered approach enhances certain attributes in the learners and as a result promotes various life skills such as:

- ❖ Individual differences are put aside, competition is reduced.
- ❖ Students practice interpersonal skills and hence develop feelings of individual self-worth.
- ❖ Learners benefit from exploring issues from different viewpoints.
- ❖ As learners work with each other with different levels of maturity, a sense of community and cooperation develops.

- ❖ Students make stronger connections, see interrelationships among subjects and have a positive attitude towards school and learning.
- ❖ Flexibility in placing students in appropriate settings makes them see themselves as part of a continuum.

1.6 The Teacher Role

In the traditional methods of language learning like grammar translation, the teacher is the doer of everything in the learning process, he seemed as controller. However, in SCI approach, the teacher is only a facilitator. “Learner-Centered teachers connect students and resources. They design activities and assignments that engage learners. They facilitate learning in individual and collective contexts” (Weimer, 2002, p.76).

In the past, the teacher seemed like the one who had the right to talk, the source of knowledge or the one who present activities and answers them in front of his/her student without pushing learners try. Whereas in LCI approach the teacher is just a guider, this means that the students are responsible for their learning. Learner centered approach gives the learners the opportunity to take decisions about their learning. Weimer (2002) claims that "the amount of decision making it takes to motivate students must be weighed against their intellectual maturity and ability to operate in conditions that give more freedom at the same time they also require more responsibility. Most students arrive in classrooms having made almost no decisions about learning" (p.41). He suggests that when students have the right to take decisions for example; the teacher gives them topics concerning their course and let them choose the topic that interests each one of them or they bring another topic which they like. These will motivate the learners.

Tårnvik (2007) stated that “no longer is the student expected to be a passive absorber of information; instead, the teacher acts as a facilitator and does not need to be an expert in the particular content” (p. 32-36). Whereas, Salter et al (2009) state that “guided faculty in redesigning their course to give students and instructors new roles in which students would be more actively engaged and not just be lectured by the instructors”(p. 27-38). From both Tårnvik and Salter et al, we deduce that the roles of the teacher in this common approach are just to guide and facilitate the academic track for learners.

To sum up these roles, Weimer claims that learner centered instruction changes the role of the teacher from being a source of knowledge to a guider.

1.7 The learner Role

According to Guskin (1994) Students have to know what role they will have in each course. This responsibility will promote lifelong learning and self-responsibility for the acquisition of the course content. Learner-Centered educational environments must focus on the individual learner in combination with pedagogical strategies that include the knowledge about how students learn. Research shows the passive lecture-discussion format where the student role is just listening in contrary to principles related to student learning (p.16-25). That is to say, students should be motivated in the classroom by doing their homework and testing their understanding.

“Students in the student-centered approach have the responsibility to often develop concepts, reasoning, and ideas on their own as they strain to tackle the tasks they have. To achieve this, students have to learn to listen to one another and direct questions to the teachers where they are not able to handle the task” (Al-Zu’be 27). This

means that learners have to improve themselves by listening carefully to each other and ask their teacher when find any difficulties.

Moreover, the relationship between the teachers and learners needs to be improved, because it is ideally seen as one of trust, cooperation and understanding. On the other hand, learners have to behave well towards their teachers and toward other learners; such respect is expected to be reciprocal. Then they need to have a special time set aside for their work and to search for help if needed. They support this by arguing that they have to be courageous enough to ask for clarification when they do not understand and to have extra classes outside regular school time (Mamonaheng, 2007,p. 138). In other word, students ought to be responsible for everything they do in and outside the classroom.

Some learners are afraid to speak because they are anxious about making mistakes. Learners know that they should not just keep quiet, as the teacher might think that when they are silent they understand everything, while that is not necessarily the case. Whereas other learners argue that to make a mistake is human, so they should feel alright about making mistakes so that they can be corrected. As a result, they will know the correct thing. Therefore, learners need to participate in every day class activities and in debates where they have a chance to improve their language and learn more. However, students must feel confident enough to participate. By speaking and participating in class learners gain both knowledge and skills (Mamonaheng, 2007, p.139).

Moreover, learners have to be given the freedom of studying individually or in groups in order for effective learning to take place. In groups they have to be cooperative with other learners. This can happen through projects where they show their investigative, decision-making and creative skills. Also, learners are aware of their

culture and they want to be productive in their traditional handicrafts, which will help them to understand their culture better (Mamonaheng, 2007,p.139).

Conclusion

Student-Centered Instruction is an approach in which learners are given the opportunity to talk most of the time within the classroom. As we mentioned before about the application of LCI approach in classroom, it will provide an effective environment towards learners. Also, it is a good way to be used to teach learners any foreign language in order to practice the language better than hear it. In this chapter, we have elucidated the SCI approach's definition and its relation to SLA followed by its characteristics and benefits, classroom activities, and the roles of both the teacher and the learner in this approach.

Chapter Two

The Speaking Skill in EFL

Classroom

Introduction

In teaching and learning any language for example English, we have four skills which are: listening, speaking, reading, and writing. Speaking is an important skill to EFL learners to be developed. Teachers of foreign languages should focus on the speaking skill in order to develop the communicative competence of their learners. This chapter is based on the speaking skill itself; first of all we will define speaking. Then we will present the relationship between listening and speaking as well as the differences between writing and speaking. In the following point, we will explain some problems or difficulties that face students in speaking, in addition to types of classroom speaking performance .Finally, we will tackle the different activities that are used to teach the speaking skill.

2.1 Definition of Speaking

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

2.2 The Relationship between Listening and Speaking

Integrating skills is intended to allow English language learners to perform better in a communicative competence paradigm. Moreover, it is widely understood that people can connect any language skills, but it is acceptable to mix those that share the same channel of communication, such as Reading–Writing and Listening–Speaking (Brown, 2000). However, teachers may ask to what extent there is improvement by integrating one skill (the primary skill) with another skill (the supporting skill), or how a supporting skill can improve the primary skill. Therefore, some academics like N. Osada, (2004) have argued that “Speaking does not of itself constitute communication unless what is being said is comprehended by another person” (p.55). This means that speaking and listening are usually present in communication and that shows the interrelation between the two skills.

According to H.D Brown (2004) there is “a natural link between speaking and listening” (p.275). This means that when a conversation happens, listening and speaking are related naturally and the teacher should pay attention to include these two skills in the teaching process. Moreover, both of the two skills support each other especially in the activities which used to teach speaking.

J.S. Noblitt stated that language learning starts from Listening and Reading (declarative knowledge); therefore, students have to be involved in that knowledge so that they can start producing language and adapting spoken language. In other words, listening comprehension supports spoken ability. Bozorgian (2012) conducted a research in which she represented the relationship between listening and other skills in an International English Language Testing System (IELTS). In her initial investigation, she drew special attention to the fact that developing Listening in the classroom

produces a significant improvement in other skills. Based on her results, she states that Listening is the basic foundation of language acquisition, and that there is a strong correlation between audio skills with a different language system. It is important to point out that, despite the close relationship between speaking/listening skills in nature, in this study reading was more strongly related to listening. Therefore, it could be said that listening is clearly connected to the development of speaking (p.657-63).

From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of listening comprehension. Only in a limited context of speaking (monologues, speeches, or telling story and reading a loud) can we assess oral language without the listening participation of an interlocutor (Brown, 2000, p. 140). This affirmation again shows the strong influence of listening on the speaking skill. To emphasize this aspect is to understand that listening is often implied as a part of speaking, as one will not be able to speak a language without listening (Brown, 2000, p. 119).

Thus, Speaking and Listening have a close relationship. This means that, without listening we cannot speak any language. EFL Learners should listen more in order to speak the target language fluently.

2.3 Writing and Speaking Differences

Speaking and Writing are known as the productive skill in the English language. But, the two skills are completely different from each other. According to Brown, writing and speaking differs from each other in many levels. The first difference is orthography; the spoken language contains phonemes, rhythm, intonation... etc.

whereas the written one contains punctuation, pictures ...etc. another difference is performance; the oral production disappears when the speaker finishes his/her speech unlike the written language; the writer takes time. Complexity is also a difference in which the spoken language is less complex because sometimes it uses informal forms. Whereas, the written one is more complex because of the formality. The last difference proposed by Brown is vocabulary. Speakers tend to use clear and understandable vocabulary, while in the written production, the writers tends to use vocabulary that is somehow complex (p.303). Consequently, speaking and writing skills differ in the matter of orthography, performance, complexity and vocabulary.

2.4 Students' Difficulties in Speaking

EFL students often face some difficulties while dealing with the speaking skill. According to Ur(1996) , there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, nothing to say, low or uneven participation, and mother tongue use.

2.4.1 Inhibition

When students try to say things in a foreign language in the classroom they are frequently repressed. They worry about making mistakes, frightful of feedback or worry of losing face. They are shy of the attention that their speech attracts. Littlewood (2007) declares that a foreign language classroom can make shyness and anxiety easily. Moreover, when the teacher manages talking, he may request that his students communicate facing their partners which can lead to stressful and anxious situations while performing oral exercises (Bowman et al, 1989).

2.4.2 Nothing to Say

Learners frequently complain that they can not consider anything to state and they have no encouragement to convey what needs to be said. They have nothing to express perhaps because the teacher chooses a topic which is not appropriate for them or about which they know practically nothing (Rivers, 1996). It is difficult for some students to react when the instructors request that they say something in a foreign language since they may have little thoughts regarding what to state, which vocabulary to utilize, or how to use the grammar correctly (Baker and Westrup, 2003). This means that students do not participate when they have nothing to say about a certain topic.

2.4.3 Low or Uneven Participation

Burchfield & Sappington (1999) defined Participation as “the number of unsolicited responses volunteered” (p. 290); and low participation is about the amount of each student’s time of talking. In a large group, students do not have the opportunity to speak most of the time because only one student can talk at once so that the others can hear him/her. There is a tendency of a few learners to overcome while others speak very little or not at all.

2.4.4 The Use of The Mother -Tongue

When a number of learners share the same mother-tongue, they tend to use it because it is easier for them. These are a few reasons why learners utilize native language in class. Firstly, when the students get some information about a subject that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is something natural. Furthermore, using the first language to explain something to another is useful if there is

no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it (Harmer, 1991). Thus, students can not improve their foreign language when they face these reasons.

2.5 Types of Classroom Speaking Performance

According to David Nunan, there are six categories of oral production that students are expected to carry out in the classroom (p.271).

2.5.1 Imitation Performance

A part of classroom speaking time might be spent producing "human tape recorder" speech, where, for instance, learners rehearse an intonation shape or attempt to pinpoint a specific vowel sound. This practice is for concentrating on some specific component of language form. "Drills" offer students a chance to listen and to orally repeat certain strings of language that may represent some semantic trouble either phonological or syntactic. They can build up certain psychomotor examples and to connect choosing syntactic structures with their appropriate context.

2.5.2 Intensive Performance

Intensive talking goes one stage beyond imitative to incorporate any speaking performance that is intended to practice some phonological or linguistic parts of language. Intensive speaking can be naturally started or it can ever frame a portion of some pair work activity, where learners are "going over" specific forms of language.

2.5.3 Responsive Performance

A decent arrangement of students discourse in the classroom is responsive: short answers to educator or student-initiated questions or remarks. These answers are normally adequate and do not reach out into discoursed. It is meaningful and authentic.

2.5.4 Transactional (dialogue) Performance

Transactional language, carried out for purpose of conveying or exchanging particular data, is an unlimited form of responsive language.

2.5.5 Interpersonal (dialogue) Performance

It is done with the purpose of keeping up social connections than for the transmission of realities and data. These conversations are somewhat trickier for learners since they can include a few or all components, for example, an easygoing register, everyday dialect, emotionally charged dialect, slang, ellipsis, mockery and a covert “agenda”.

2.5.6 Extensive (monologue) Performance

Students at intermediate to advance levels are approached to give extended monologues as oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologs can be arranged or impromptu.

2.6 Activities Used to Teach Speaking Skill

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

2.6.1 Discussion Activities

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

2.6.2 Role playing

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

2.6.3 Information gap

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

2.6.4 Brainstorming

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

2.6.5 Storytelling

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

2.6.6 Interviews

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

Conclusion

To sum up, we have given an overview about the speaking skill in EFL classes. This skill is considered as the most important and the most difficult one among the others which are listening, writing and reading. In addition to this, we have discussed the speaking relationship to listening and its differences towards writing. Also, we tackled the difficulties that face students in learning this skill and its type of classroom performance. Finally, we have suggested many activities which may help the teacher in developing his/her learners' speaking skill.

Chapter Three

The Practical Part

Introduction

The third chapter deals with the practical part of our research. It investigates the enhancement of students' speaking skill throughout Learner-Centered Instruction approach. Thus, in order to realize this research and collect data we intend to tackle two questionnaires one for the teachers and another for students at the department of English in the University of Adrar. In this chapter, we are going to describe, analyze and discuss the questionnaire results. Finally, we will present what we found about the role of LCI approach in enhancing students' speaking skill.

5. Target

1.1 The Students

The target is chosen from the first year LMD students at the University of Ahmed Draia of Adrar. We deal with twenty students chosen randomly out of the total population of about 200 divided into 3 groups. We chose first year because most of them face difficulties in the speaking skill. That is why the teacher should apply the best method to enhance their oral expression.

5.2 The Teachers

The teachers' questionnaire was done by six (6) teachers at Adrar University. Some of them had taught oral expression and the others are still teaching it. Through their experiences and attitudes of developing their students in oral classes, we collected different views about the LCI approach if it could be considered as the best method to develop students' speaking skill.

6. Description of the Questionnaires

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

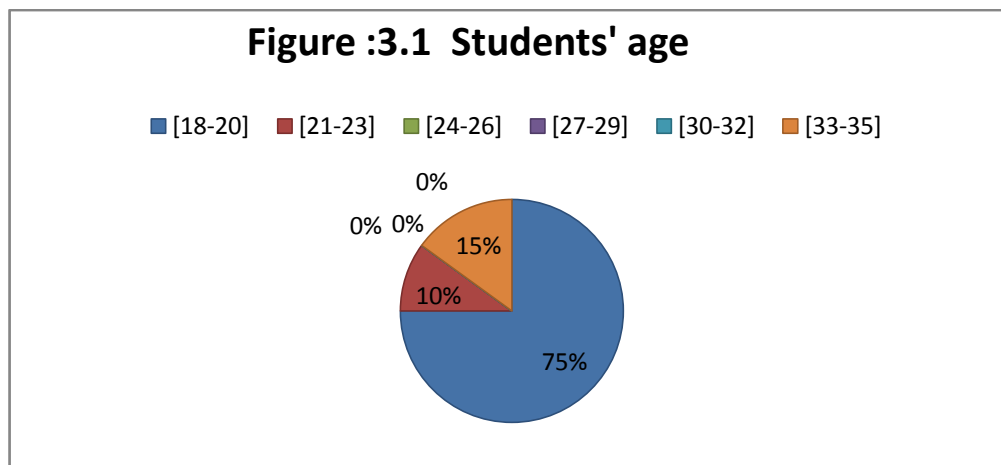
Students' questionnaire includes the background information of the students, students' understanding of the speaking skill and their attitudes, students' preferences and learner-centered instruction approach. It took around 4 days. On the other hand, teachers' questionnaire was important because it shows the experience of the teacher that helps us to understand the role of LCI approach in enhancing students' speaking skill. It took more than a week.

3. The Analysis of the Students' Questionnaire

3.1 Section One: Background Information.

Table: 3.1 Students' Age

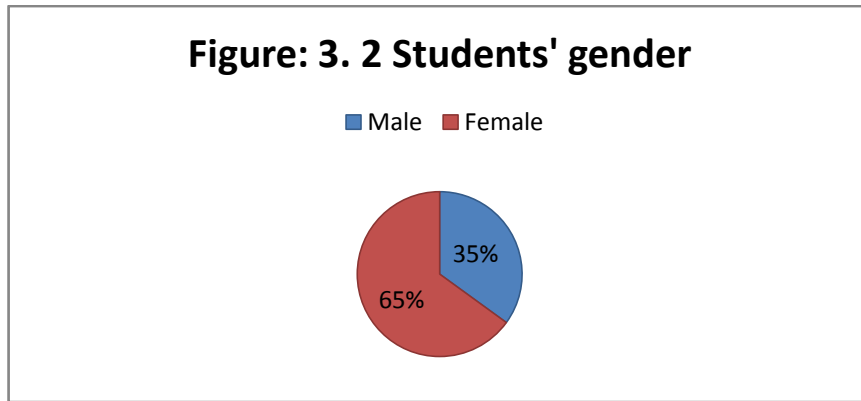
years	[18-20]	[21-23]	[24-26]	[27-29]	[30-32]	[33-35]	total
Number	15	2	0	0	0	3	20
%	75%	10%	0%	0%	0%	15%	100%



The result from the table before shows that the age of the students varies in our sample. The age of the students is divided into six fields that contain 3 years. All the participants are learning English as a foreign language, and their age starts from 18 till 35 years old. We have 15 students who represent the high percentage which is 75% their age starts from 18 to 20years old. This may mean that some of them represent the normal age of first year LMD students, who are 18 and 19 years old whereas the others may have repeated at least one year in their education. 2 participants represent 10% their age is included in the field of [21-23] in the diagram. This also means that they have repeated at least 2 or 3 years in their education. 3 participants whose age is between 33 and 35 years old constitute 15% in our sample.

Table: 3.2 Students' Gende

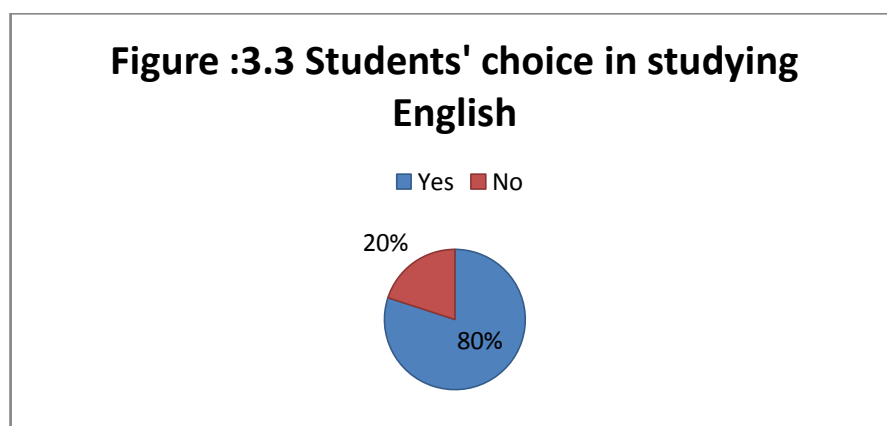
Gender	Male	Female	Total
Number	7	13	20
%	35%	65%	100%



From the table above we notice that female have the great variety than males. 13 participants of females in this study represent 65% whereas 7 males constitute with 35% from the whole sample that is 20 students. Thus, the result shown is that females prefer studying English.

Table: 3.3 Students' Choice in Studying English

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

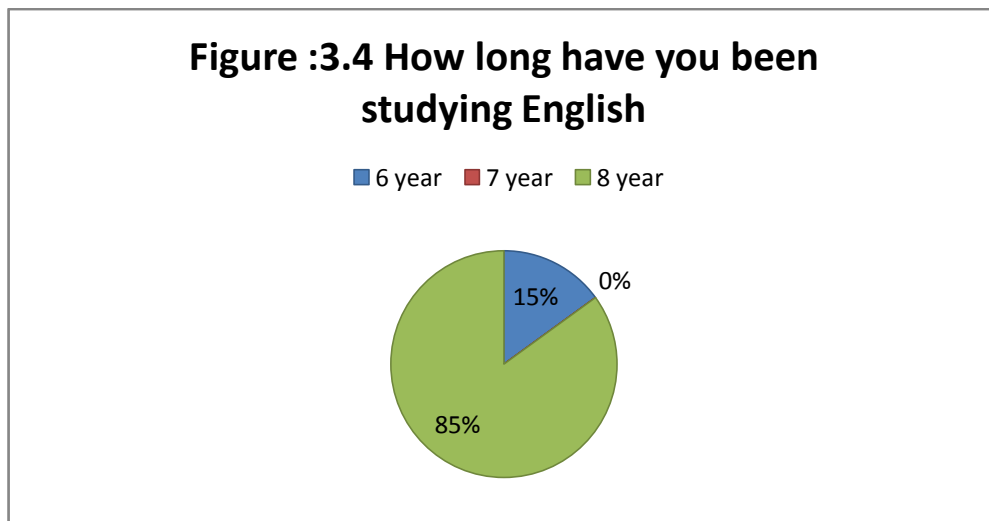


The table shows the students' choice toward English. 16 participants answer "yes" which mean that English was their first choice. This represents 80% from the

whole sample whereas 4 students reply by “No” which constitutes 20%; this mean that they choose other branch but their average did not allow them to follow what they wanted. The purpose of this question is to know the students motivation towards learning English language.

Table: 3. 4 How long have you been studying English?

Years	6 year	7 year	8 year	total
Number	3	0	17	20
%	15%	0%	85%	100%

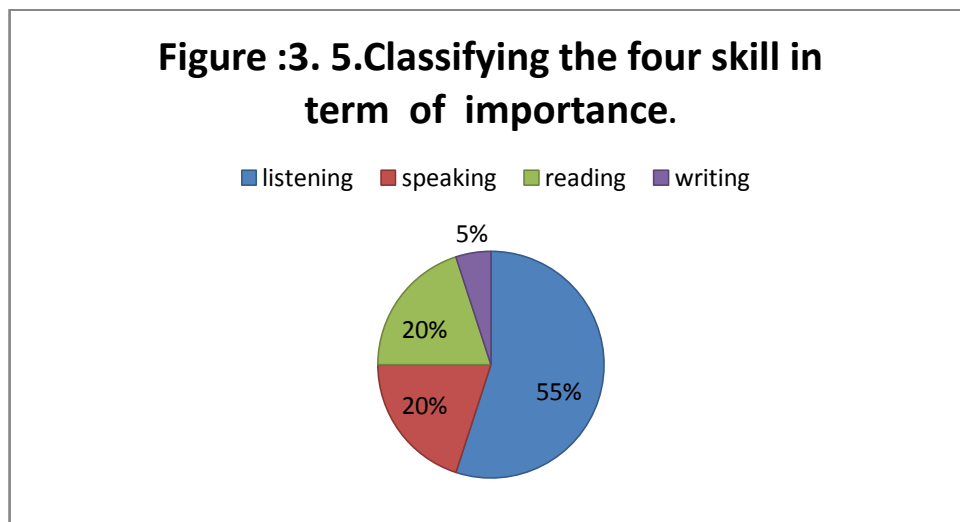


The graph shows that 17 students who constitute 85% were studying English for 8 years which is the normal number for their academic level. Whereas 3 participants who represent 15% have been studying English for 6years because they were studying the old system in middle school and no one has been studying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

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

Table: 3. 5. Classifying the four skills in terms of importance to your learning

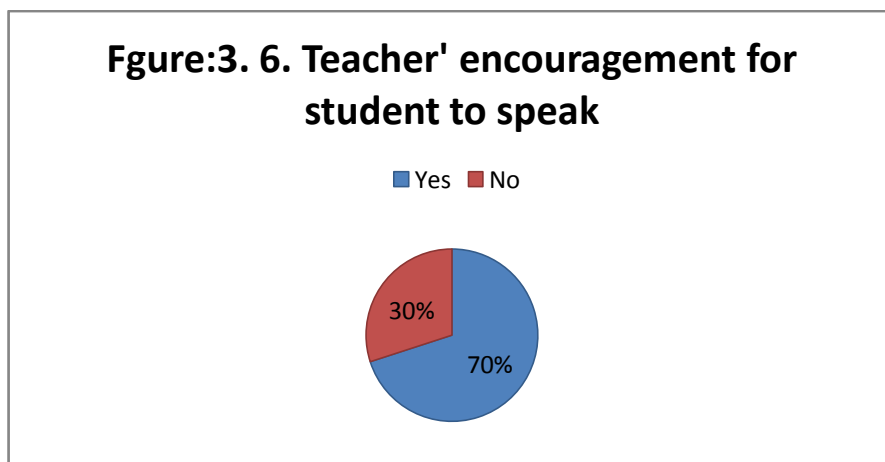
Options	Listening	Speaking	Reading	Writing	Total
Number	11	4	4	1	20
%	55%	20%	20%	5%	100%



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

Table: 3. 6. Does your teacher encourage you to speak in the classroom?

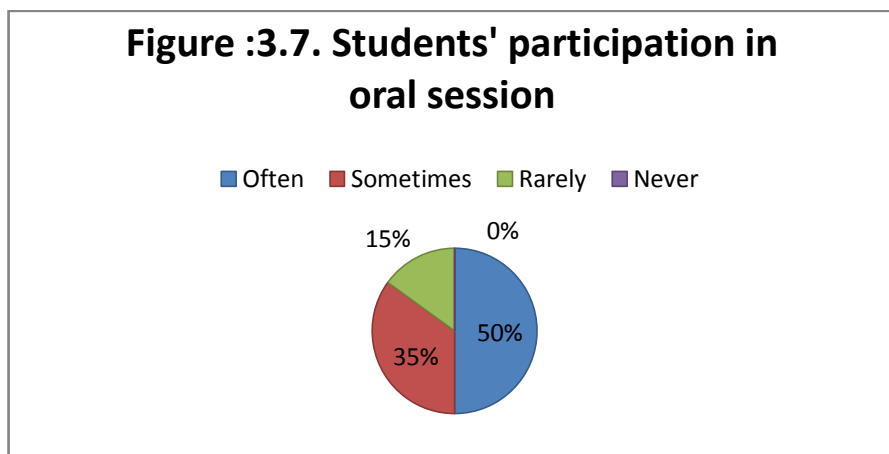
Options	Yes	No	Total
Number	14	6	20
%	70%	30%	100%



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

Table 7: How often do you participate in oral expression sessions?

Options	Often	Sometimes	Rarely	Never	Total
Number	10	7	3	0	20
%	50%	35%	15%	0%	100%



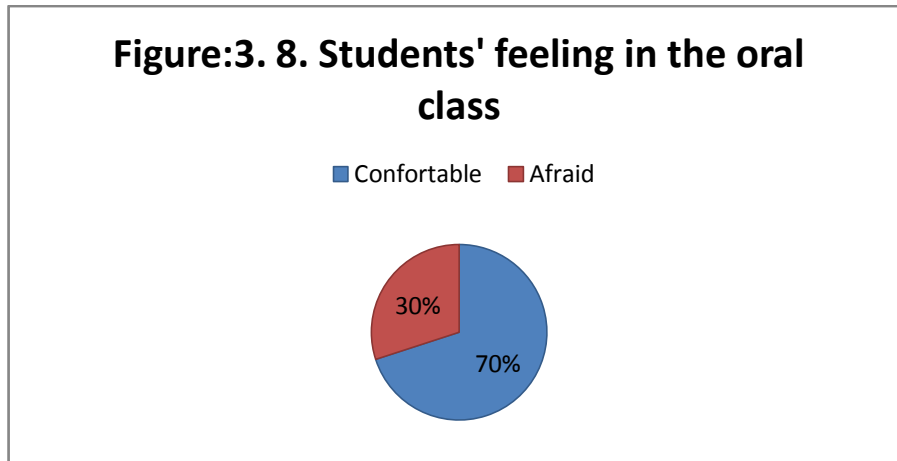
The table above shows that 10 participants answered “often”, and this represents 50%; and 7 students answered ‘sometimes’ which constituted 35%. While 3 students represent 15% of our sample state that they participate “rarely”. This may be because they are not motivated enough to participate in that class. The aim of this question is to know the frequency of the students’ participation in the oral session to improve their speaking skill. Below, is the table of students’ reasons behind their participation.

Table: 3. 8 Students’ justification of their participation in oral expression.

Options	Reasons	Number	%
Often	1) To increase my speaking skill 2) Because in oral expression I have the opportunity to express my ideas.	10	50%
Sometimes	1) Because the subjects are not interesting 2) Because of the activities chosen by the teacher	7	35%
Rarely	1) Because I do not have a lot of Vocabulary 2) I prefer to listen more than to participate	3	15%
Never		0	0%

Table: 3.9. Do you feel comfortable in the oral class/ or afraid from mistakes?

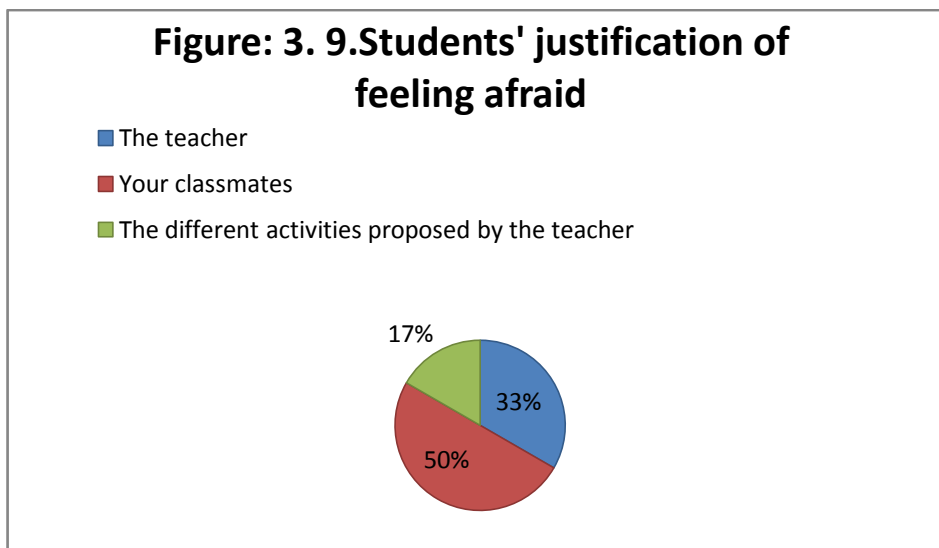
Options	Comfortable	Afraid	Total
Number	14	6	20
%	70%	30%	100%



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

Table: 3. 10. Students’ Justification of Feeling afraid

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

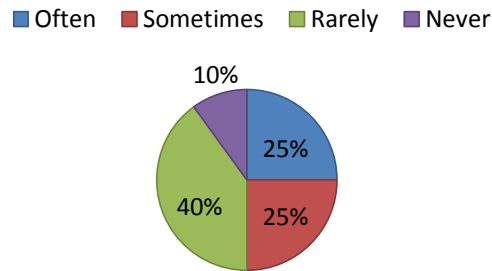


From the graph of the figure 3.9, it is clear that 6 students whose answer was “afraid” have different reasons. One student justifies that she is afraid because of the different activities proposed by the teacher. 2 students justify their answer that the reason is the teacher and 3 students justify that they feel afraid because of their classmates. The aim of this question is to know why the students feel afraid in the oral expression.

Table: 3. 11. Do you practice English outside the classroom?

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

Figure:3.10. Practicing English outside the classroom

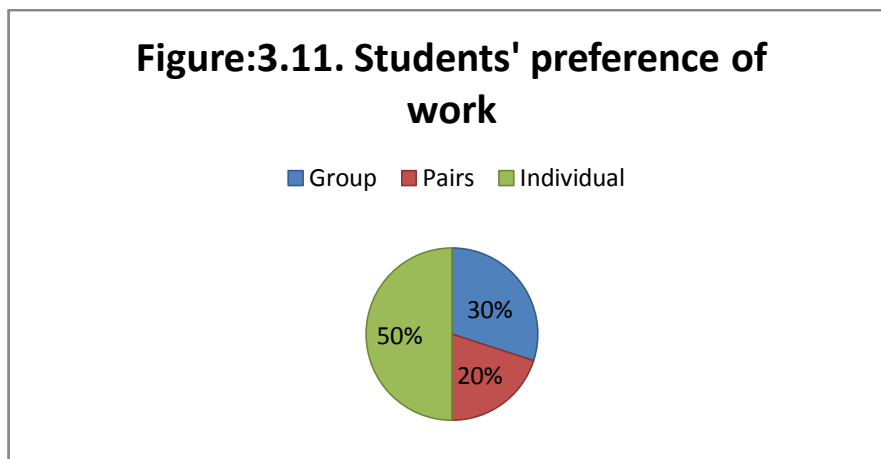


The table shows that only 5 students who represent 25% “often” speak English outside the classroom. Also 5 students who represent 25% answered “sometimes” and 8 students who represent 40% answered “rarely”. 2 students who constitute 10% state that they use English outside the classroom. The result shows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

3.3 Section three: students’ preferences

Table: 3. 12. Do you prefer work in group, pairs or individual?

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



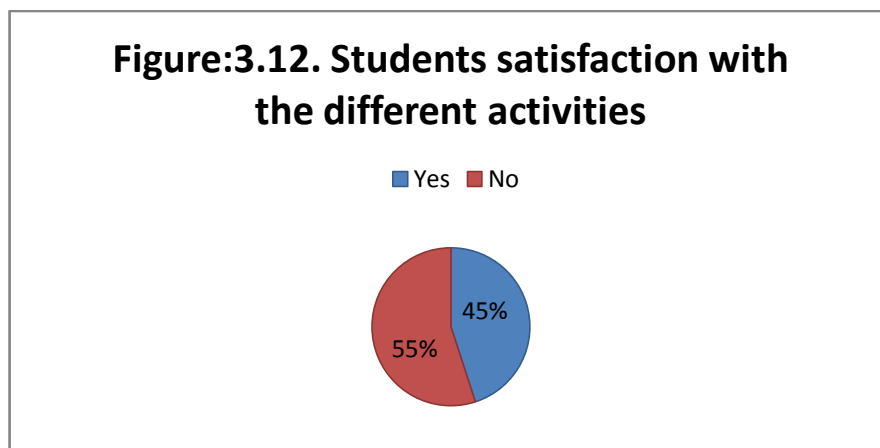
The figure: 3.11. shows that the majority of the participants, 10 students who represent 50%, prefer individual work maybe because they are shy students or they prefer to work alone whereas 6 students who constitute 30% prefer to work in groups. This means that they are extroverted students and prefer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

Table: 3.13. Justify Your Answer

Options	Reasons	Number	100%
Group work	I prefer exchanging ideas with others I prefer learning from my classmates To get new information	6	30%
Pairs	To make my work easier My friends encourage me and let me express my self	4	20%
Individual	It makes me more comfortable I do not like noise I like being alone to organize my work	10	50%
Total		20	100%

Table:3.14. Students’ satisfaction with the different activities

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

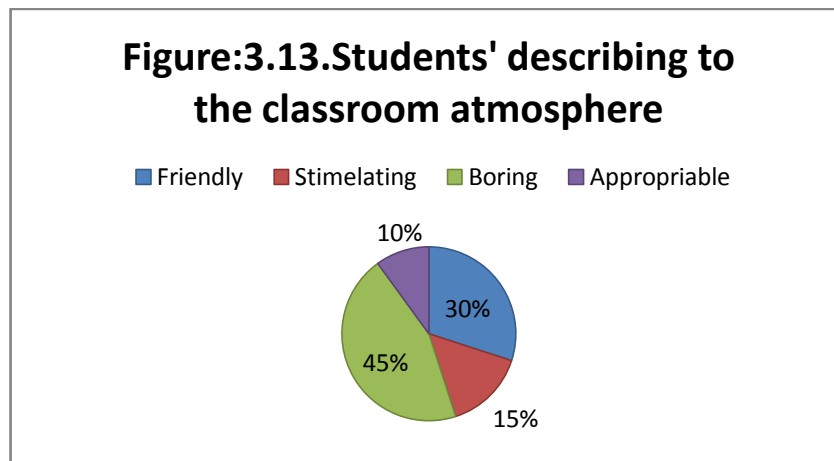


From the table, we notice that just 9 students in our sample who represent 45% answered “yes”, and this means that these students like the different activities used by the teacher in the classroom and are interested with the different topics which makes them speak and motivated. 11 students who represent 55% answered ‘No’. Those students are not satisfied with the different activities which are performed in the classroom.

3.4 Section four: Learner-Centered Instruction

Table: 3.15. How do you describe the atmosphere of your class?

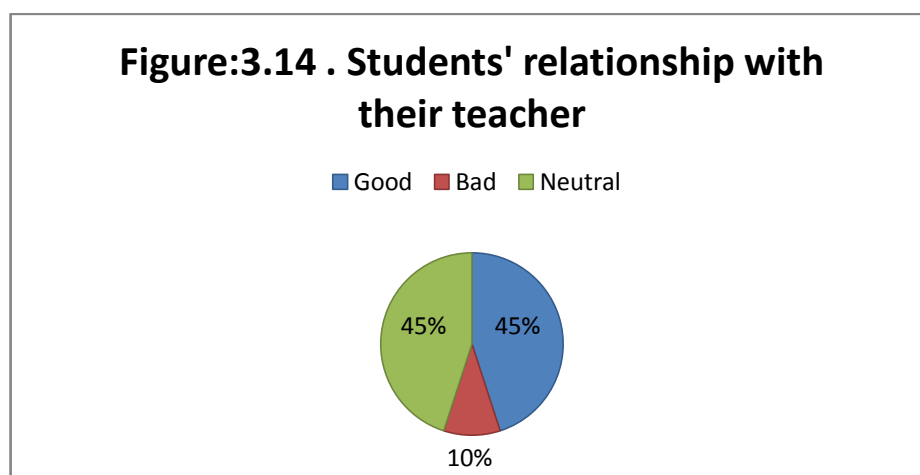
	Friendly	Stimulating	Boring	Appropriate	Total
Number	6	3	9	2	20
%	30%	15%	45%	10%	100%



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

Table: 3.16. How is it the relationship between you and your teacher?

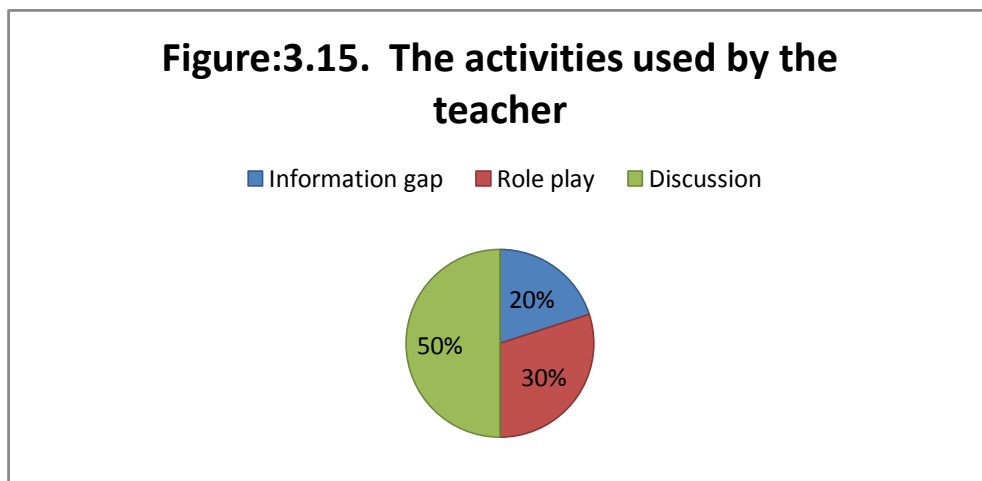
Options	Good	Bad	Neutral	Total
Number	9	2	9	20
%	45%	10%	45%	100%



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

Table: 3. 17. Most of the time, which kind of activities does your teacher use?

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



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

Table: 3.18. How often does he invite you to speak?

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



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

Table: 3. 19. How often does the teacher correct your mistakes?

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

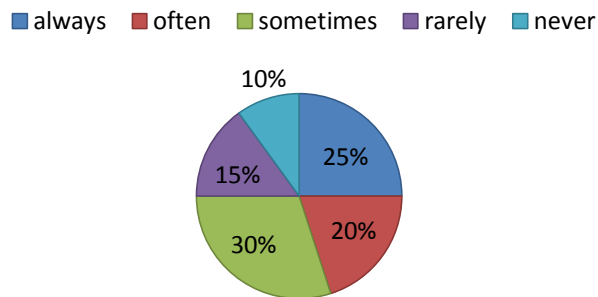


The figure: 3.17 shows that the majority of the participants 12 students represent 60% state that their teacher always corrects their mistakes. 4 students make up 20% answer ‘often’ whereas 2 participants represent 10% answer ‘rarely’ and no one of the participants state ‘never’. Here, we can say that correcting student’ mistakes each time let him/her feel uncomfortable, that is why teacher should give them the opportunity to interact without fearing of making mistakes.

Table :3.20 How often does he interrupt you to correct your mistakes?

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

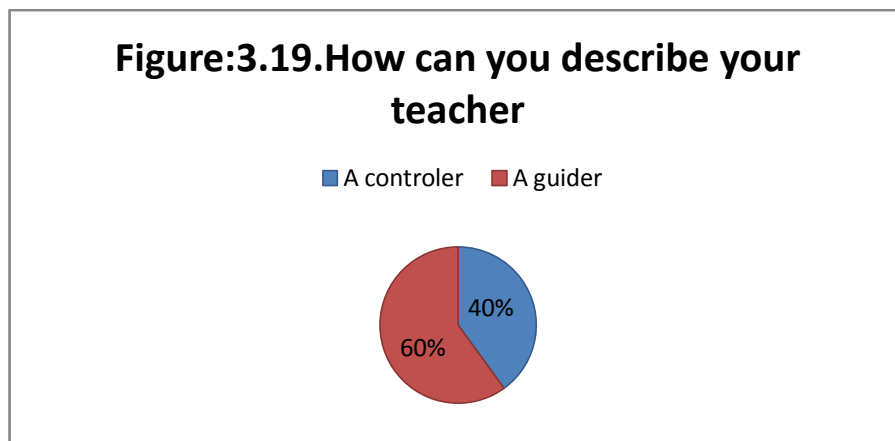
Figure:3.18. How often does he interrupt you correcting mistakes



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

Table : 3.21. How can you describe your teacher?

Options	Acontroler	A guider	Total
Number	8	12	20
%	40%	60%	100%

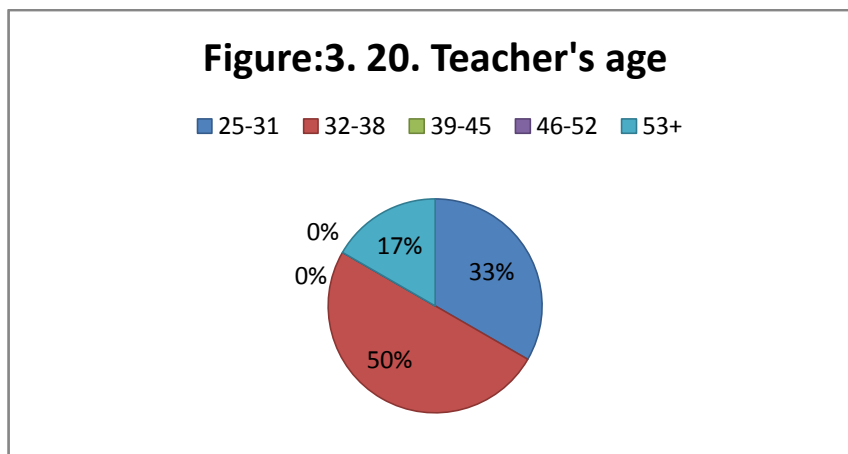


The table above shows that 12 participants from our sample which represent 60% describe their teacher as a guider. We claim that they describe their teacher as a guider because they feel comfortable in the class the good relationship between them and their teacher and the good atmosphere making by him/her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

4. The analysis of Teachers’ Questionnaire:

Table: 3. 22. Teachers’ age

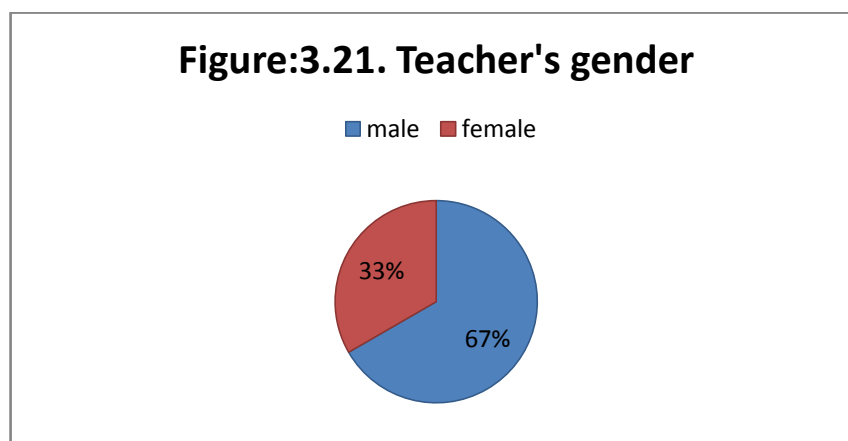
option	25-31	32-38	39-45	46-52	53+	total
number	2	3	0	0	1	6
%	33,33%	50%	0%	0%	16,67%	100%



The table before shows that 33.33% of the teachers are between twenty-five (25) to thirty-one (31) years old. 50% are between thirty-two (32) to thirty-eight (38) years old while 16.67% are over fifty-three (53+) years old. Here, we deduce that the age of the teachers is derived.

Table: 3. 23. Teachers' gender

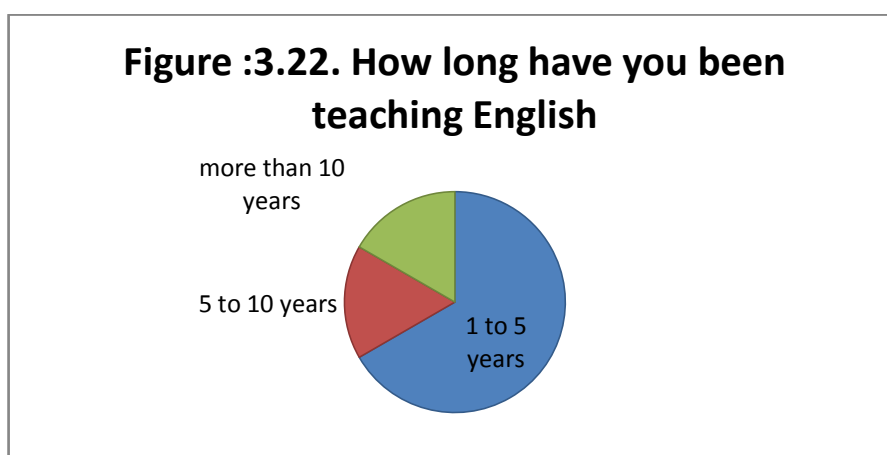
Option	Male	Female	Total
Number	4	2	6
%	66,67%	33,33%	100%



The table shows that the majority of the teachers are males represent 66.67%.

Table: 3. 24. How long have you been teaching English

Option	1 to 5 years	5 to 10 years	more than 10 years	total
Number	4	1	1	6
%	66,67%	16,67%	16,67%	100%

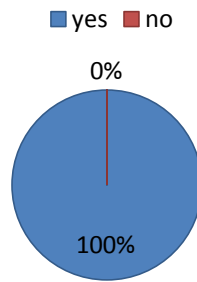


The teachers' years of teaching differs from one to another. 4 teachers are limited between a year (1) to five (5) years whereas one teacher taught 10 years and one teacher taught for a long period. The aim of this question is to know the teacher experience in teaching English.

Table: 3. 25. Do you prefer to teach oral expression?

Option	Yes	No	Total
Number	6	0	6
%	100%	0%	100%

Figure:3.23. Teachers' preferences of teaching oral expression



The table shows that all our participants prefer to teach oral expression module.

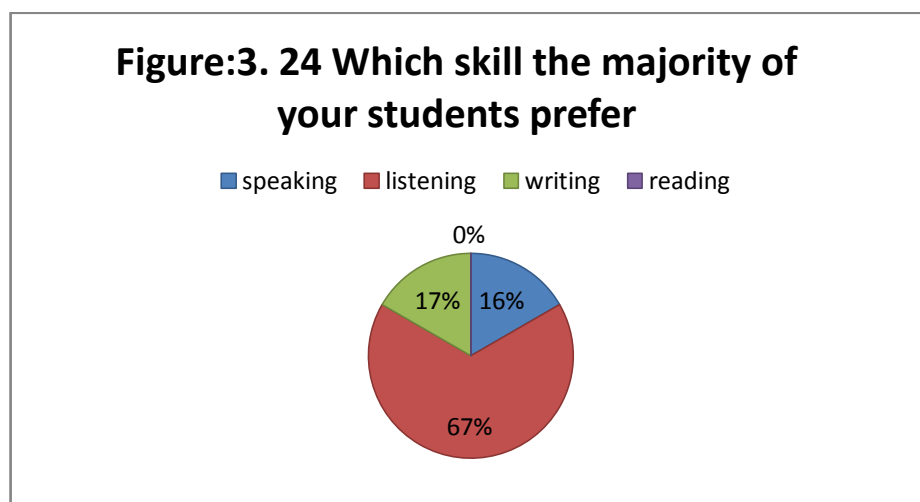
In the table below we are going to mention the reasons behind the teachers' choices.

Table: 3. 26. Teachers' justification behind their choice

Teachers choices	Teachers' justifications	total
Yes	<ul style="list-style-type: none"> -Students are free to express themselves without having to revise or learn by heart. -Enhance the learners' speaking skill. -Is a means to uncover the students level, their conceptualization, the gap that are not discovered through writing -It is a productive skill through which the teacher can show the level of his/her students. 	6

Table : 3.27. Which of the following skills the majority of your students prefer?

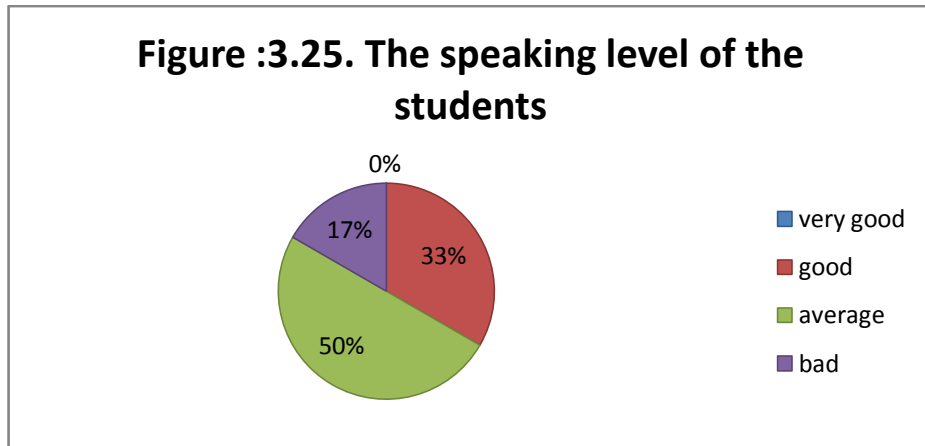
Option	Speaking	Listening	Writing	Reading	Total
Number	1	4	1	0	6
%	16,67%	66,67%	16,67%	0%	100%



The graphs above shows that the majority of teachers represent 66.67% agree that student prefer listening. However, 16.67% of our participants said that students prefer speaking and 16.67% agree that they prefer writing.

Table: 3. 28. The speaking level of the students

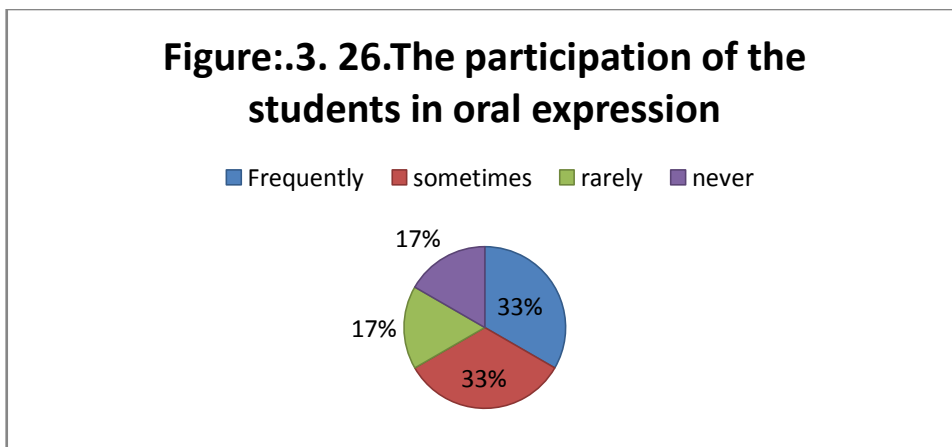
Option	Very good	Good	Average	Bad	Total
Number	0	2	3	1	6
%	0%	33,33%	50%	16,67%	100%



The tables above shows that the majority of our teachers represent 50% agree that their students' level in speaking skill is average. However, 33.33% stated that they are good, and 16.67% considered them as bad.

Table : 3.29 How often do your students participate in the oral expression?

option	Frequently	Sometimes	rarely	never	total
number	2	2	1	1	6
%	33,33%	33,33%	16,67%	16,67%	100%



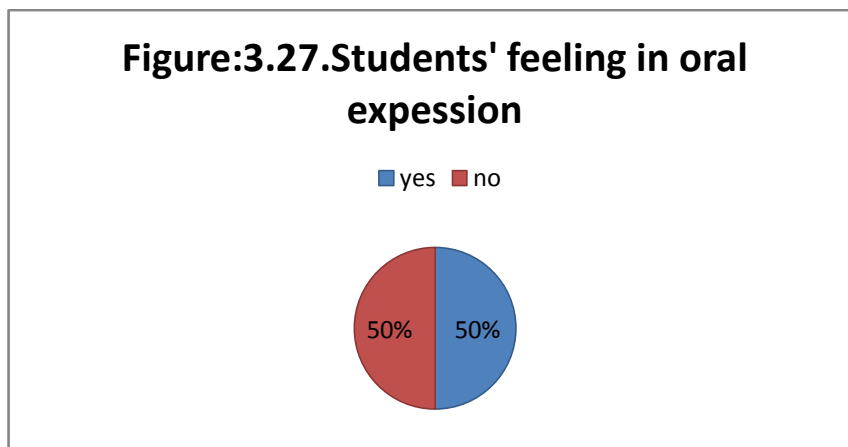
The graph before shows that 2 teachers represent 33.33% stated that students are frequently participating during the oral expression. However, 2 participants constitute 33.33% stated sometimes while one teacher stated rarely and one teacher said never. The aim of this question is to know the frequency of the students' participation in the oral class. The table below mentions teachers' justification.

Table : 3.30. Teachers' justification of students' frequency of participation

Options	Reasons	100%
Frequently	-I let them choose the topic for discussion, which will motivate them to speak. -Mistakes and errors are discussed at the end rather than interrupting them while speaking.	33.33%
Sometimes	-they can't express themselves very well. -Lack of self-confidence.	33.33%
Rarely	-they have shyness and lack of vocabulary.	16.67%
Never	- Because they have bad level in the speaking skill.	16.67%

Table : 3.31. Do your students feel comfortable in the oral expression class?

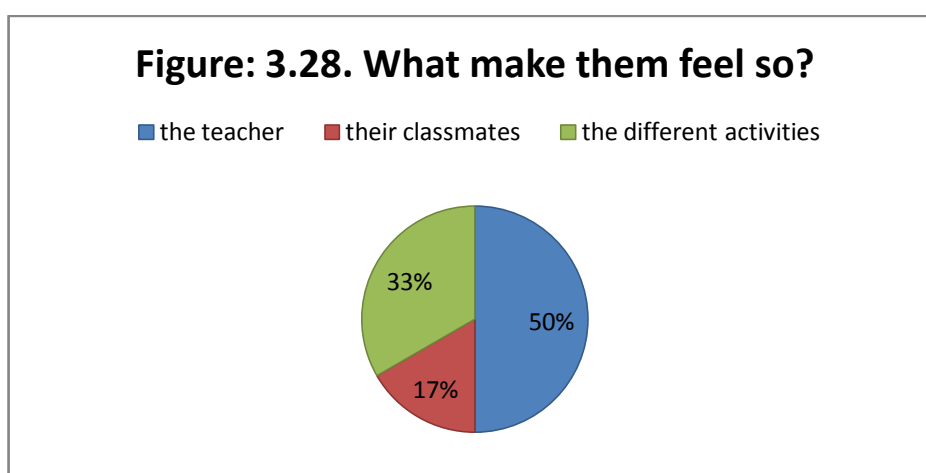
option	yes	no	total
number	3	3	6
%	50%	50%	100%



The graph shows that 50% from the whole sample stated that their learners feel comfortable in the oral expression. This means that they create a good atmosphere in the classroom. Whereas, 50% of our participants stated that their students feel uncomfortable.

Table: 3. 32. What makes them feel so?

Options	the teacher	their classmates	the different activities	total
Number	3	1	2	6
%	50%	16,67%	33,33%	100%

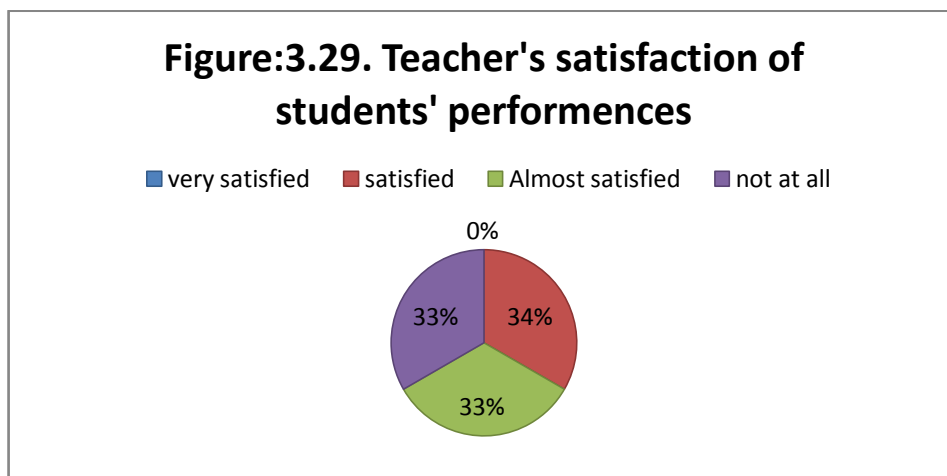


The table shows that 50% of our sample said that their students feel uncomfortable because of the teachers. Whereas one teacher represents 16.67% stated

their classmates and 2 teachers constitute 33.33% stated the different activities used in the classroom.

Table : 3.33. Are you satisfied with the students' performances inside the classroom?

Options	very satisfied	satisfied	Almost satisfied	not at all	total
Number	0	2	2	2	6
%	0	33,33%	33,33%	33,33%	100%



The table above shows that 33.33% of the teachers are satisfied with their students' performances during oral expressions another 33.33% are almost satisfied whereas,33.33% are not satisfied at all.

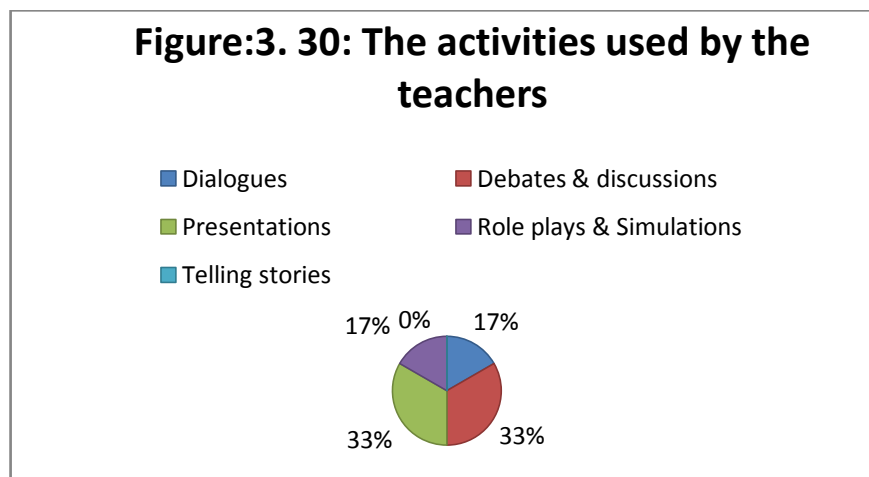
The table below mentions the teacher justifications.

Table :3.34. Teacher justification of students’ performances

Options	reason	number
Very satisfied		0
Satisfied	-since they are almost motivated and trying to speak, yet some performances need to be elaborated through practice for instance, a student from Ain Salah pronounces /θ/as [Z]	2
Almost satisfied	-They are not motivated and enthusiastic.	2
Not at all	-Oral expression is not about fluency, but accuracy as well.	2

The table :3.35. The activities used by the teachers

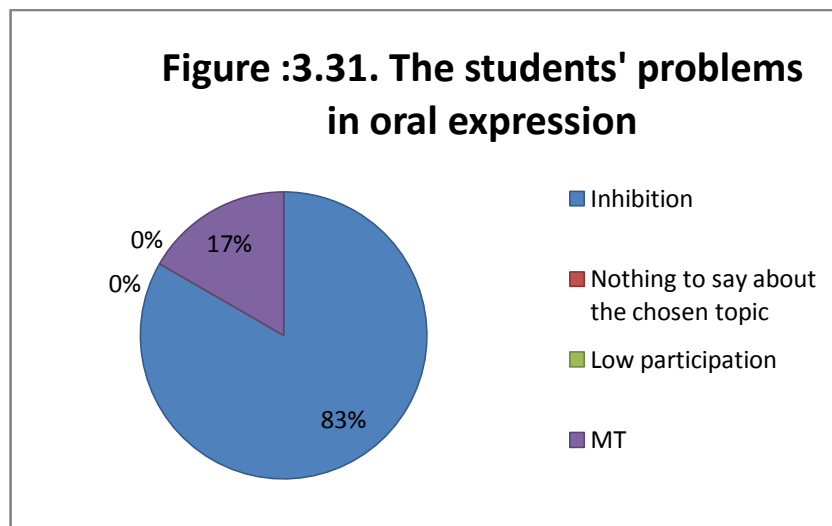
Options	Dialogues	Debates & discussions	Presentations	Role plays & Simulations	Telling stories	Total
number	1	2	2	1	0	6
%	16,67	33,33	33,33	16,67	0	100



The table before shows that "2" participants focus on debates and discussions as an activities which represent 33, 33%.Also, another"2" teachers from our sample focus on presentations as an activity. One participant focuses on dialogues and another participant focuses on role Play and simulations; each one of them making up 16, 67%.

Table:3.36. The students’ problems in oral expression

Options	Inhibition	Nothing to say about the chosen topic	Low participation	Mother tongue	Total
number	5	0	0	1	6
%	83,33	0	0	16,67	100



The table reveals that 5 teachers from our sample claim that their students’ speaking problems is “inhibition” which is because of shyness, anxiety and stress, this represent 83, 33%. And one participant claims that the problem is the use of the Mother Tongue making up 16, 67%. The table below mentions the teacher justifications.

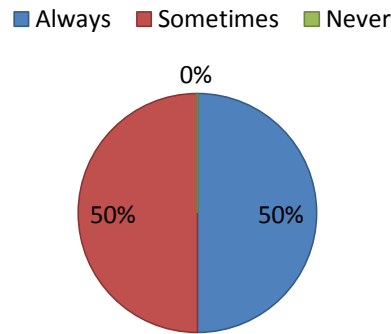
Table: 3. 37. The teachers' justification about the students' problems in Oral expression

Options	Reasons	Number
Inhibition	-shyness is a social and cultural problem . -use of French instead of English	5
Nothing to say about the chosen topic	/	0
Low participation	/	0
Mother tongue	-Language interference appears in their speech	1

Table :3.38. The correction of students' errors

Options	number	%
Always	3	50
Sometimes	3	50
Never	0	0
Total	6	100

Figure:3.32. the correction of students' errors

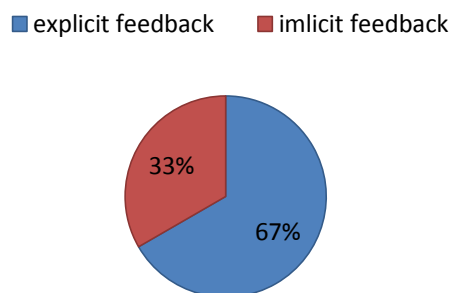


A quick look at the table above we saw that 3 participants the equivalent of 50% state that they always correct their students' errors while the other 3 teachers making up 50% state Sometimes. However, the teacher should make balance in the correction to avoid inhibition.

Table: 3. 39. Teachers' corrective feedback

Options	explicit Feedback	implicit Feedback	total
number	4	2	6
%	66,67%	33,33%	100%

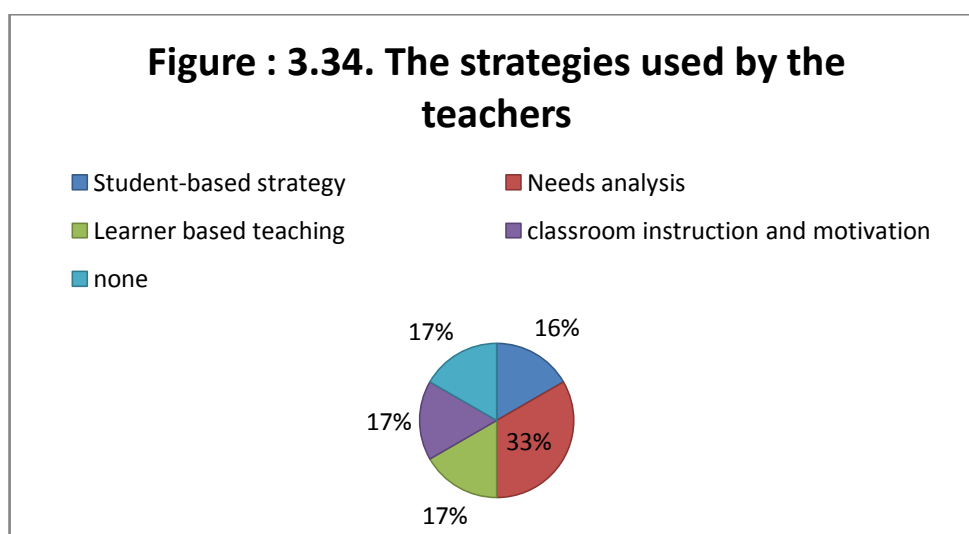
Figure:3.33. Teacher correctiv feedback



The table shows that the majority of our participants use explicit feedback making up 66, 67%. While 2 participants represent 33, 33% use implicit feedback.

Table :3.40. The strategies used by the teachers

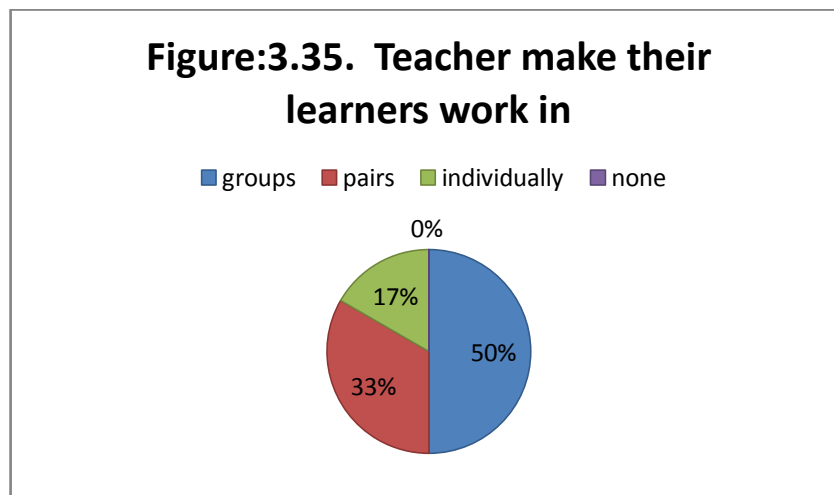
the strategy	Student-based strategy	Needs analysis	Learner based teaching	classroom instruction and motivation	None	Total
Number	1	2	1	1	1	100%
%	16,67%	33,33%	16.67%	16.67%	16.67%	



The table reveals that 2 teachers from our sample making up 33, 33% use Needs Analysis as a strategy in teaching English. Whereas, 2 participants use Learner Based Teaching represent 33.33% and one teacher uses classroom instruction and motivation as strategies making up 16, 67%. While, another 16.67% does not use any strategy in teaching English.

Table :3.41. The teachers make their learners work in

Options	number	%
Groups	3	50%
Pairs	2	33,33%
individually	1	16,67%
None	0	0%
Total	6	100%



In Learner-Centered activities the teacher should make their learners work in groups or in pairs to make them exchange their ideas and opinions. The table above shows that 3 teachers making up 50% make their learners work in groups. 2 teachers which represent 33, 33% make their students work in pairs. While, one participants making up 16, 67% makes his/her learner work individually.

5. Discussion

5.1 Discussion of The Students' Questionnaire

The students' questionnaire analysis shows that Learner-Centered Instruction has a great effect on the development of the students' speaking skill. For the majority of students, English was their interest and their first choice. In the second part of students' questionnaire, the result shows that most of the students feel comfortable in the oral expression. This will allow them to participate and will motivate them enough to improve their speaking skill. In the third part, which is concerned with the students' preferences, the collected data show that the majority of the students prefer to work individually because they feel comfortable. The last part was concerned with the Learner-Centered Instruction approach, our collected data shows that most of the students state that their teacher uses the discussion activity in teaching the speaking skill. This will allow them to improve their speaking competence. Since in LCI the teacher should be a guider or a facilitator in order to facilitate the learning process to the learner, the majority of the students describe their teacher as a guider.

5.2 Discussion of The Teachers' Questionnaires

The result of teachers' questionnaire presents the role of using LCI approach in developing the speaking ability. They stated that the majority of students prefer listening rather than speaking because listening is easier. Also, students have low self-esteem, and they feel afraid of criticism. The majority of teachers stated that their students are average in speaking English. Some teachers state that their students participate frequently and some stated sometimes may be because they can not express

themselves very well or they have a lack of self-confidence. Therefore, students feel comfortable if the teacher creates a good atmosphere for them in the classroom.

According to students' performance, some teachers are satisfied with it and some are not maybe because their students have shyness, lack of vocabulary and self-confidence. Moreover, teachers need to use speaking activities such as dialogues, debates and discussions, presentation and role play in order to create a successful interaction. In addition, teachers need to be friendly and good with their students especially in correcting their mistakes because that encourages them to motivate and in the same time develop their speaking ability. Finally, teachers have to use the LCI approach strategies in order to enhance the speaking of the students during the oral sessions.

Conclusion

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

General Conclusion

This study is made to investigate the development of students' speaking skill through the use of Learner-Centered Instruction. Its main importance is to investigate whether the implementation of Learner-Centered Instruction approach will help students to improve their speaking skill.

The ability to communicate in any FL fluently returns to the success of the learners. Many methods were made to improve the learners' speaking skill but they fail to help the learners communicate fluently using the second language. Therefore, Learner- Centered Instruction; as a branch of communicative language teaching, comes as one of the various methods to teach the speaking skill.

Most researchers and teachers around the globe agree that the use of Learner-Centered Instruction approach will develop and enhance the students' speaking skill. This is obtained from the data collected from the students' and teachers' questionnaires. They state that LCI approach is a useful and effective method to change the students from being silent into active ones in the classroom.

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

Suggestions and Recommendations

According to the results of our research, it is advisable to suggest these recommendations to EFL teachers and learners.

- ❖ First of all, teachers of English would better follow the LCI technique because it includes good ways of improving students' ability in speaking.
- ❖ Teachers need to look very well after the students' ability of listening and speaking and show them the importance of reading and writing in order to encourage them to participate in oral sessions.
- ❖ Teachers need to give more chances of speaking to their learners during the oral sessions especially those who face problems in order to express themselves in the foreign language.
- ❖ Teachers need to use technology in the process of learning such as tape-recorder, TV and computers which helps in motivating the students and improve their four skills.

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(19 Nov. 2016)

APPENDIX

The Students' Questionnaire

Dear students,

We will be pleased if you can answer these questions for the sake of our study. Their purpose is to investigate the role of Learner-Centered Instruction approach to enhance the students' speaking skill.

Please put a tick (√) in the appropriate box and make full statements when it is necessary.

Part one:

Age:

Sex: Male Female

Q1: Was English your first choice?

Yes No

Q2: How long have you been studying English?

.....years

Part two: students' understanding of the speaking skill and their attitudes

Q3: How would you classify the following four skills in terms of importance to your learning?

Listening Speaking Reading Writing

Q4: Does your teacher encourage you to speak in the classroom?

Yes No

Q5: How often do you participate in oral expression sessions?

Often Sometimes Rarely Never

Q6: Why?

.....
.....
.....
.....
.....

Q7: Do you feel comfortable in the oral class/ or afraid from mistakes?

Comfortable afraid

Q8: If afraid say what makes you so?

The teacher Your classmate

The different activities proposed by the teacher

Q9: do you practice English outside the classroom?

Often Sometimes Rarely Never

Part three: students' preferences

Q10: Do you prefer work in

Group Pairs Individual

Q11: Justify your answer:

.....
.....
.....
.....

Q12: are you satisfied with the different activities which are performed in the classroom?

Yes No

Part four: learner centered instruction:

Q13: How do you describe the atmosphere of your class?

Friendly Stimulating Boring Inappropriate

Q14: How is the relationship between you and your teacher?

Good Bad Neutral

Q15: Most of the time, which kind of activities does your teacher use?

Information gap Role play Discussion

Q16: How often does he invite you to speak?

Always Often Rarely Never

Q17: How often does the teacher correct your mistakes?

Always Often Sometimes Rarely Never

Q18: How often does he interrupt you to correct your mistakes?

Always Often Sometimes Rarely Never

Q19: How can you describe your teacher?

A controller A guide

Thank you

The Teachers' Questionnaire

Dear teacher,

You are kindly invited to answer our questionnaire. It aims to investigate the enhancement of students' speaking skill through learner centered instruction approach.

Therefore, please put a tick (✓) in a box to choose and give a full answer when it is necessary.

Thank you very much in advance.

1-Age:

- a- 25 – 31 b- 32 – 38 c- 39 – 45
d- 46 – 52 e- 53+

2- Gender:

- a- Female b- Male

3- How long have you been teaching English?

.....

4-Do you prefer to teach oral expression?

- Yes No

Justify your answer:

.....
.....
.....

5- Which of the following skills the majority of your students prefer?

- a- Speaking b- Listening c- writing - reading

What do you think the reason is?

.....
.....
.....

6- How is the speaking skill of your students?

- a- Very good b- Good c- Average d- Bad

7-How often do your students participate in the oral expression?

- a) Frequently b) Sometimes Rarely Never

Whatever your answers say why?

.....
.....

.....
8- Do your students feel comfortable in the oral expression class?

a- Yes b- No

9- What makes them feel so?

a) The teachers b) Their classmate

c) The different activities used in the classroom

10- Are you satisfied with the students' performances inside the classroom?

a- Very satisfied b- Satisfied c- Almost satisfied Not at all

Why?

.....
.....
.....

11-What are the speaking activities you focus on most to create a successful interaction?

a. Dialogues b. Debates and discussions c. Presentations

d. Role-plays and simulations e. Telling stories

12- What is the speaking problems students most face in Oral Expression?

a. Inhibition because of shyness, anxiety and stress

b. Nothing to say about the chosen topic

c. Low participation d. Mother tongue use

e. other obstacles

(please justify)

.....
.....
.....

13- Do you correct your students' errors?

a- Always b- Sometimes c- Never

14- When you give corrective feedback to your students, do you

a. Tell them about their mistakes (explicit feedback)

b. Reformulate what they said correctly (implicit feedback)

15- What are the strategies you use in teaching English?

.....
.....

16-Do you make your learners work in:

Groups pairs individual none