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**The Application of the Learner Centered Approach in Oral
Expression Sessions and its Impact in Developing the
Speaking Skill
The Case of Third Year License Students at University of Mostaganem
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Didactics and Foreign Languages

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Dedications

To my parents

To my fiancé

To my sisters

To my Brothers

To all my lovely nieces and my nephews

To my roommate

To my friends

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I would like first to thank ALLAH for giving me strength and capacity to complete this work.

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Abstract

The present study aims to investigate if all the teachers of oral expression apply the learner centered approach and look for the development of the students' speaking skill through this approach. One major problematic in this work is that only few teachers apply the learner centered approach and encourage autonomy, the teachers still consider themselves as a source of information. The goal of this study is to show that the learner centered approach can be the best pedagogical method to develop both the learners' speaking skill and foster the learner autonomy to maintain a lifelong learning. To achieve the research aim and to test our hypotheses two questionnaires are administered; one is for the teachers of oral expression and another for third year LMD students at the University of Mostagenem. The findings of this study that were based on quantitative and qualitative methods reveal the learners are not aware of this approach and they are unable to enhance their speaking skill through it. From the teachers' part, they considered it the most effective way in oral performance; all of them apply it in by focusing on learner autonomy by using different strategies. Finally, this study suggests some strategies and techniques that may create a relaxed atmosphere for the learners and motivating them to enhance their oral skill.

Key Words: Speaking Skill, Oral Expression, Learner Centered Approach, Learner Autonomy.

List of Abbreviations and Symbols

EFL: English as a Foreign Language

FL: Foreign Language

L2: Second Language

LA: Learner Autonomy

LCA: Learner Centered Approach

LMD: License-Master-Doctorate

N: Number

NS: Native Speaker

R: Responsibility

SCA: Student Centered Approach

%: Percentage

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General Introduction

The learning process requires the students to develop the four skills; reading, writing, listening and speaking. The speaking for example aims to perform oral production. The teachers create strategies and methods to help students get involved and motivated.

The learner centred approach is one of the methods that teachers rely on to develop the students' speaking skill, it focuses on the students as the center in classrooms, they are responsible for their learning in which they can ask questions and interact actively. Whereas teachers' role is only to encourage learners to gradually be autonomous in learning English. In other words, they just help the students and correct their mistakes.

Based on my observation and my personal experience during studies, some teachers apply this approach in oral sessions, they give opportunities to the students to talk, their objective is to engage them in collaborative work and to be more autonomous, they adopt strategies and ways for the students to participate, they used different activities such as: dialogues and role plays, other materials like: videos and listening to songs. Noticeably, autonomous students achieve better results in oral expression classrooms.

The main aim of oral expression sessions is to improve the speaking skill level. Generally, all teachers of oral expressions at the University of Mostaganem are supposed to apply the learner centered approach for teaching English as a foreign language; they try to provide the maximum opportunities for students to participate. L3 students are also expected to improve their speaking skill. This study is important as it investigates the improvement of the students' speaking skill by using the learning centred approach and whether all teachers apply this approach in classrooms. The work provides the students as future EFL teachers of oral expression with a specific language teaching procedures which they can use in their classrooms to enhance learners' oral performance. The research aims to investigate whether all teachers of oral expression apply the learning centered approach and whether the students are able to enhance their speaking skill through the aforementioned and seek being more autonomous.

In order to know the importance of the learner centered approach in improving the student's speaking skill, it is necessary to ask the following questions:

To what extent do teachers of English and L3 students apply the learner centred approach in oral expression sessions to improve the speaking skill? . ie.

How can teachers apply the learner centered approach to enhance the students' speaking skill? Are the students able to develop their speaking skill through the learner centered approach or is really the learner centered approach an effective method to achieve positive outcomes?

We hypothesize that some teachers apply the learner centered approach to develop both learning and autonomy and the students are able to develop speaking skill through the learner centered approach and they are very aware of it since it leads to achievable results.

The data will be collected through two questionnaires distributed for students of L3 at Mostaganem University to find out if they give an importance and value the learner centred approach and improve their talking time, our sample consists 50 students out of the total population about 330 students divided into eight groups. Another questionnaire is given to teachers of oral expression; we dealt with five teachers from the whole population of eleven teachers to see the strategies applied in oral expression to develop students' speaking skill and promoting autonomy. The work is both descriptive and analytical based on quantative and qualitative study.

The dissertation consists of three chapters; the first one is the theoretical part concerned with the speaking skill, the definition, the principles, the difficulties that students may face while they are speaking. Also, we have tackled the definition of the learner centered approach, the principles, the aspects and we have chosen the learner autonomy as the main characteristic of this approach and we have discussed it in details. The second chapter describes the data collection and the tools that are used. While the third one deals with the analysis of results, we have described the findings and we have provided some suggestions and recommendations for both EEL teachers and students.

Chapter One: Speaking Skill and Learner Centered Approach

Introduction

Speaking is one aspect of communication. Learning to speak is a challenge for both, learners and teachers of foreign language but it needs more efforts from the learners' side.

This chapter is divided into two sections, the first section starts with an overview of the communicative language teaching. Then, we shed some light on the speaking skill and its characteristics. Then we try to solve the problems and the principles of the speaking skill. After that, we move to the second section that includes the learner centered approach definition and its principles as well as the aspects. One aspect of the learner centered is chosen; the learner autonomy. Moreover, we are going to tackle; its definition, the characteristics, the significance, the related theories and the conditions of the learner autonomy process.

I. Section One

1.1. The Speaking Skill, Communicative Competences and Learner Deficiencies

1.1.1. Definition of Terms Approach, Method and Technique

Harmer defined approach as “*Theories about the nature of language and language learning that serves as the sources of practice and principle in language teaching.*” (2001, p.17 cited in Richards and Rodgers, 1986, p.16), however a method according to Harmer is “*the practical realization of an approach. It includes various techniques and procedures.*” (ibid, 17) Brown defines this as “any a wide variety of exercises activities or tasks used in the language classroom for realization lesson objectives” (ibid: 16)

2.1.1. The Communicative Language Teaching

The communicative language aims at helping learners to use the target language for communication. In the communicative approach, the speaking skill is giving more importance since oral communication involves the students to speak actively. Moreover, the teacher's talk will be reduced. The communicative language teaching started developing in Great Britain in 1960's (Richards and Rodgers 2001, p.153). It was influenced by Hymes notions of “the communicative competence” which was based on the two Chomskian ideas of “competence” and “performance”.

3.1.1. Communicative Competence

Dell Hymes believed that learning language is not only concerned with mastering its rules but also it concerns of knowing how to communicate by using those rules, he stated that communicative competence “*is the aspect of our competence that enables us to convey and interpret messages and negotiate meaning interpersonally within specific contexts*” (Brown, 2007, p. 29). Hymes stated that the speaker needs to be able to communicate and use the language according to socio-cultural environment. This means that the speakers have to use language according to a specific context.

Canal and Swain (1980) and Savignon(2000) mentioned that communicative competence includes; grammatical; sociolinguistic; discourse and strategic competence. (Cited in celce-Murcia, 2001, p. 17)

2.1. The Definition of the Speaking Skill

It is one of the productive skills that provide the learners to express ideas, thoughts and feelings. According to Oxford pocket dictionary (2009) speaking is “*the action of conveying information or express one thought and feeling in a spoken language*”. Another definition has stated by Chaney (1998, p.13) that speaking skill is “*the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context*” i.e. The speaking skill reflects sending and receiving messages through the use of verbal expression. Sometimes, it also involves non verbal symbols such as gestures.

1.2.1. The Characteristics of Learning Speaking Performance

To develop the speaking skill, the learners should know how the language system works in a correct and an appropriate way; Fluency and Accuracy are recommended in the oral expression module.

1.1.2.1. Fluency

Fluency is the main element of the speaker performance, it is the ability to produce connected speech, words, utterances without hesitation, Hedge (2000, p.2016) claimed that “*Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation*”. Hughes (2002) supports also that fluency based on coherence, speech rate and speech continuity.

2.1.2.1. Accuracy

It is the ability to produce correct sentences without making grammatical mistakes. (Skehan 1996, p. 23 cited in Ellis and Barkhuizen, 2005, p. 139) defines accuracy as referring *“to how well the target language is produced in relation to the rule system of the target language.”* Therefore, learners need important things in order to enhance their speaking in the foreign language, mainly: The grammar, vocabulary and pronunciation.

Firstly, the grammar focuses on the form and what we call the grammatical structure that involves the lengths, complexity of the utterances and the ability to use the subordinating clauses. According to (IELTS, 2001, p.15 cited in Hughes, 2002) the grammatical accuracy refers to “The range and the appropriate use of the learners”. Secondly, vocabulary is the selection of the words in appropriate context, sometimes the learner has the idea in his mind but he cannot apply the correct words in the correct context. In addition, the pronunciation which the learners should practice the pronunciation to develop their speaking, they need to know the different sounds and their features and they have also to be aware about other characteristics such as tone, voice, stress and intonation. Redmond and Vrchota (2007, p.104) argue that pronunciation is producing utterances that need to be comprehensible. The pronunciation is important for the speaker or there will be misunderstanding. Lindsay and Knight (2006, p.60) claimed that the learners have to develop some skills, these skills are listed as bellow:

- Producing connected speech
- The ability to interact
- Talking round gaps in their knowledge
- Speaking in a range of context
- Balancing accuracy and fluency

3.1. The Difficulties Faced in the Classroom

Practicing the speaking skill is not to know about the language, it is about how to use the language effectively. The learners often face some difficulties when producing the language, those problems can be obstacles their success in language learning. According to Ur (1996, p.121) there are four main problems:

1.3.1. Inhibition

The teachers face problems with the students who do not want to speak; this may have to do with some factors that hinder them to say anything in the classroom. Ur (2000) stated that sometimes the learners are inhibited to participate because of shyness, stress, being afraid of others reaction or making mistakes or because some of them hates to attract others attention.

2.3.1. No Replay

The learners do not have anything to say because of the lack of motivation the chosen topic that may not be interesting. Moreover, sometimes the learners have the ideas in their mind but they cannot express them because they have a lack of vocabulary. Rivers (1968, p.192) says that *“the teacher may have chosen which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”*

3.3.1. Low Uneven Participation

It is about the amount of each student's time of talking, there are some of them dominate the scene and others have little chance to engage while others do not have at all (Ur 1996). Some students speak freely almost all time, others prefer to speak until they ensure that what they say is correct and others do not speak at all because they are not interested.

4.3.1. Mother Tongue Use

The students use their mother tongue outside the classroom and even inside, especially when they talk with their classmates and work in groups or pairs, the learners who keep influence by the use of their mother tongue; they cannot use the foreign language correctly.

4.1. The Principles of Teaching Speaking

The main purpose of oral expression classes is that EFL learners are supposed to use FL like NS. In order to reach this goal the teacher needs to be aware about the student's needs lacks and problems. Nunan (2003, p. 54) suggests five principles for the teachers to help their learners ability, practicing effectively and overcome their problems.

The first principle of teaching speaking is “the teacher should be aware of the differences between the foreign language (FL) and second language (L2) learning contexts”. The learners are supposed to speak the second language more than the foreign language because it is used as a tool for communication in a society. In contrast to the FL that is used rarely outside the

classroom. Also, the teachers need to encourage the learners to use the language via practice to ensure both fluency and accuracy in which the learners can speak easily without hesitation and without making mistakes. So “they keep balance between the learner's fluency and accuracy.”(Lindsay. c. Knight,2006, p.60).In addition, the teacher can get “the students work in groups or pairs work” in order to fit them involved and speak aloud without fear or shyness or inhibition and have self confidence, as a result, the teacher's talking time can be reduced and limited. To make the students have an advanced level in the speaking skill, the teachers have to “plan tasks that involve negotiation for meaning” For instance the teachers can choose activities that are debatable and authentic in which the learner can talk about the topics have relation to real life and interact actively. Finally, the teachers have to design classroom activities that involve guidance and practice in both “Transactional and Interactional Speaking” transactional speaking means using the language as goods and exchange to help the students share information effectively. In the interactional speaking language is used as a tool for social purposes, it involves the communication between people in social contexts. For Nunan (2003, p.56): *“Speaking activities inside the classroom need to embody both interactional and transactional purposes.”*

II. Section Two

5.1. The Learner Centered Approach, Principles and Aspects

In the traditional approaches of language teaching the students spent most of time watching and listen to the teachers, while the teachers was lecturing. In the twentieth century, people became interested involving the learner in the teaching and learning process and this gave birth to the term learner centered approach.

The language teaching was moving towards a learner centered methodology (Willis & Willis 1996, p.99). This was confirmed by Alan Water's words (1998, p.11) *“In recent years, the importance of adapting a learner centered approach to ELT classroom management has become axiomatic”*. Also Rebecca (1990 : VII) said : *“In recent years there has been a shift in focus from the teacher to the learner - from exclusive focus on the improvement of teaching to an increased concern for how learners go about their learning task in a second or foreign language.”* In her view, the learner plays active role into the teaching of English language. In the learner centered approach, the emphasis shifts from what the teachers do to what the students do to learn and the role of the teacher is changed from giver of information to facilitator of student's learning (Weimer,2002).

The student centered appears as opposition to the teacher centered approach. Angela, A (2010, p.29) describe LCA as:

Teacher Centered Approach		Learner Centered Approach
Low student choice	↔	High student choice
Passivity of students		Activity of students
Teacher as holder of power		Student empowerment

1.5.1. Definition of Learner Centered Approach

It is a believe that the learning and the teaching process focus on the learners as a center from that, the learners have been seen as active rather than passive in which the learners are entirely responsible for their own learning. McCombs (1997) argued that *“learner centered is the perspective that couples a focus on individual learners (their heredity, experiences, perspectives, back grounds, talents, interests, capacities and needs) with a focus on learning.”*(p.4). This argument supports the student's needs and goals, Onger (2011) believed that people are motivated when they work on issue that are of interest to them. The learner centered approaches focus on the students and the learning process and on the extent to which learning is achieved (Weimer, 2002). Collins and O'Brien (2003) defined the learner centered as *“an instructional approach in which students influence the content, activities, materials and pace of learning. This learning model places the student (learner) in the center of the learning process.”* The main idea in this view that the learners have different responsibilities such as: choosing the materials and the activities to learn.

The learner centered approach associated with constructivism theory hence “Discovery Learning”. In Piaget’s constructivist theory knowledge is actively constructed not passively received. Brown and Lee (2015, p.46) mentioned some hall marks of the LCA as followed:

- A focus on learners' needs and goals
- Understanding individual differences among learners in a classroom
- Gauging the curriculum to learners' styles and preferences
- Creating a supportive, non fearful, non defensive atmosphere
- Offering students choices in types and content of activities
- Giving some control to the student (e.g., group work)

2.5.1. The Principles of Learner Centered Approach

Weimer (2002) identifies 05 principles of the learner centered approach in which the responsibilities of the learners would be increased and their critical thinking would be developed. Also, the students can be active rather than passive, they employ effective assessment to promote learning and the teacher acts as facilitator rather than authoritarian of knowledge. According to Lynch (2010 as cited in Maryam Lak, Hassan Soleimani, Farid Parvaneh, 2017): learners should develop their own knowledge by communication, critical thinking and problem solving; they have the chances to learner via related materials to their real life; the student's performances should not based on a test and getting average, the student assessment is considered as a positive tool to “promote and diagnose learning assessment” (Huba and Freed, 2000). Adams (2008) claimed that providing opportunities for the students to use the target language in order to negotiate meaning with the teachers and other students in a group work. In the whole, the learner centered approach emphasizes that the students have a vital role in the learning process; they can ask and answer questions, solve problems, discuss, debate, assess themselves and share ideas through working in groups or pairs.

3.5.1. The Aspects of the LCA

In the learner centered approach, the learner is viewed as actively productive information, this approach links with flexible learning, experiential learning and self directed learning (Acat & Dönmez, 2009). Based on those ideas, there are aspects that specified the learner centered approach such as:

A. The Authenticity of Language Content and Materials:

According to Nunan (1990:15) the main aim of learner centered is to use authentic materials in order to “generate classroom activities which stimulate genuine communication in a classroom” as well as he insists on authenticity that “should relate to the text sources as to student activities and tasks”. The learners have to choose authentic materials and contents that have a relation to a real life situation in which this authenticity can facilitate and encourage learning; also the students can interact and speak in the classroom.

B. Language Content's Appropriateness to The Learner's Needs and Interest:

Alan McLean (1980:18) adds “*There is a clear need for the content of language- teaching materials to involve the learner- to relate to his need, interest and moral concerns*”. The

learner centered approach take into account the student's own interests and needs and this can make them interact and engage actively.

C. Learners' Active Role in the Learning Process:

The teachers try as much as they can to involve the learners in classes and make them active to use FL or L2 .As McLean points out *"Learning is most effective when the learner is initiator of the learning process."*

D. Learners' Autonomy:

The teachers try to promote learner autonomy. According to Tylor (2002, p.8) *"a certain degree of autonomy is always worth encouraging because it raises motivation and speeds up progress"*. The learner's autonomy is important because it develops motivation. Holec (1995, p.265) considers learner autonomy a suitable way of teaching language for the learners to learn, he claimed learners autonomy *"is considered the best way of ensuring that learning takes places."*

1.3.5.1.Learner Autonomy within SCA

Language teaching now days is seen not as an ability to teach but as an ability to make the learners learn. For this reason, the learner centered approach considers the learner at the center of classroom; the changes appear in learning language from a set of rules provided by the teacher to the learners into the process in which learners take more responsibilities in learning. By doing this the learners becomes autonomous in language learning. Autonomy is one of the bases in which the learner centered approach stands on. Benson (2001, p. 24) stated that *"Autonomy is a precondition of for an effective learning."*

2.3.5.1. Definition of Learner Autonomy

Autonomy has been stated in Oxford dictionary (2008, p.25) as *"a capacity of reforming actions independently, without helping from others"*. The words autonomy comes from the Greek words " auto- nomous" referring to someone or something which lives by his /her own rules. Learning autonomy means the extent in which the learners responsible toward his or her own learning. The first definition of autonomy was established by Holec's notion, he defines learners autonomy as: *"To say of the learner that he is autonomous is to say that he is capable of taking charge of his own leaning and nothing more ...to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this*

learning” (1981, p.3 cited in Benson, 2001, p. 48). According to Holec the learners cannot consider themselves autonomous unless, they involve themselves in all aspects of the learning. Holec supports his view by different roles that autonomous learners are supposed to play such as: Determining the objectives; Defining the content and progression; Selecting the methods and techniques to be used; Monitoring the procedure of acquisition and evaluating what has been acquired. To conclude all those definitions the concept of autonomy refers to involving the learners on their own learning process and being responsible and free. Hedge (2000: 76) called learner autonomy as a self directed learning, he describes self directed learning as:

- Know their needs and work productively with the teacher towards the achievement of their objectives
- Learn both inside and outside the classroom
- Can take classroom- based material and build on it
- Know how to use resources independently
- Learn with active thinking
- Adjust their learning strategies when necessary to improve learning
- Manage and divide the time in learning properly
- Don't think the teacher is a god who can give them ability to master the language.

3.3.5.1.The Significance of Autonomy in Learning

Autonomy leads to a success in learning, for Kumaravadivelu (2003, p.13) “*being autonomous learners means providing them with more opportunities to be successful*”. Learners who depend on themselves they develop their learning more effectively rather than who rely only on teachers. Knowles (1975, p.14) claimed that “*there is convincing evidence that people who take the initiative in learning (pro-active learners) learn more things and learn better, than do people who sit at the feet of teachers passively waiting to be taught (reactive learners)*.”The main goal of autonomy is to promote learner's independency and do not confine themselves only to instructions, methods and materials given by the teachers. Dewey (1993) emphasized on the importance of autonomy in learning stating “*The starting points of activities must be the learners own felt needs so that educational aims must be those of the learners rather than those of the teachers*”, (Cited in Benson, 2001, p.22).

Learner autonomy and being independent can enhance individuals learning, fostering this capacity will give opportunities for the learners to solve their problems and develop their

skills. Also, autonomy will help them to reach their goals and have confidence on themselves to do it.

4.3.5.1. Theories of Learners Autonomy

Learner autonomy is based on constructivism theory which considers learning as an active constructive process. In other words, constructivism believes that knowledge cannot be taught but only learnt which means it is constructed. Knowledge is build up “*by reflecting on our experiences, we construct our own understanding of the world we live in.*”(Thanasoulas, 2000, p.12) constructivism comes against the behaviorism perspective that is not a stimulus-response phenomenon but it is built of conceptual structures (Richardson,1997)The main idea in constructivism is to take into account learners as an important element in the learning process and learning should be built on previous knowledge that has relation to real life and experience. There are two kinds of constructivist theories; Cognitive (Piaget theory) and Social (Vygostky theory) Constructivism.

Both Piaget and Vygostky are constructivists, the only difference between the two theories that is Piaget’s theory saw the child act independently on the physical world, while Vygostky thought that human mental activity is the result of social learning. In the light of what has been discussed, constructivism defends on the idea of learner's own responsibility and it encourages both; learner centered and learner autonomy.

5.3.5.1. Conditions for Learners Autonomy

Learner autonomy has demanded various conditions which are; learner motivation; learning strategies and the existence of materials in EFL classrooms, those conditions have a significant role to foster autonomy

A. Learner Motivation

There are relationship between the learner autonomy and motivation. Dickinson(1995, p.14) stated that “ *Enhancing motivation is a conditional on learners taking responsibility for their own learning, noticing that their success of failures are related to their own efforts rather than to the factors out of their control*”. Every learner cannot learn if they are not enough motivated. Motivation has a great impact on the success in FL or SL, if the learners are not motivated enough, s/he cannot learn languages and cannot be autonomous, he will not succeed and be lost. In the classroom, the teacher tries to encourage responsibility and motivates student’s abilities and efforts.

B. Learning Strategies

Wenden (1998, p.18) defines learning strategies as *“mental steps or operations that learners use to learn a new language and to regulate their efforts to do so.”* In this definition learning strategies is a set of thought and behaviors used by the learner to acquire new information. According to Carr (2013) autonomy requires the students to be aware about their styles and how to use strategies according to their needs. Learning strategies can be consciously or unconsciously, it is according to the activities that are given to the students, whenever the learners use learning strategies, they can easily improve their learning as well as develop themselves as autonomous learners. There are 3 types of learning strategies: Metacognitive strategy; it involves planning for learning, self monitoring and evaluation of learning. While cognitive strategy is manipulating the information to be learned mentally as taking note, guessing the meaning and memorization. In addition, social affective learning focuses on interaction and collaboration with another person to maintain effective learning.

C. Learning Materials

To promote autonomous learning being more responsible and independent on the teacher, it is necessary to use authentic materials, there are many materials such as Monolingual and bilingual dictionaries; Grammar books; Home work; also the teacher can use authentic reading and listening texts because authentic texts are significant tools that can develop learning, different skills and promoting independency in learning.

6.3.5.1. Classroom Autonomy

In non - autonomous classrooms, the teacher is considered as the most important element inside the class; the students become passive and are only recipients of the teacher's knowledge. In the contrary, autonomous classroom focuses on the learner and share responsibility with the teacher. In autonomous classrooms, the teacher roles change from provider of information to collaborators. As in Reinders and Lamb (2006, p.47) mention *“While introducing autonomy in the classroom teachers consider students as collaborators in the learning process”* This means the teachers share the responsibility with their students in learning English.

A. Teachers and Learners Autonomy

Teachers' autonomy is recommended in classrooms. Based on this idea, Kumaravidevlu (2003, p. 144) said autonomy "*requires teachers who are willing to let go and learners who are willing to take hold.*" The teacher is having responsibility for their teaching. Aoki (1999) confirms that teacher autonomy focuses on independency and responsibility for own teaching. While learners' autonomy is having responsibility and freedom to take their own decision and get knowledge by themselves.

B. Activities Used

The teachers of oral expression design activities in order to enhance students' speaking skill as well as promoting learners autonomy. There are different activities that are applied by the teachers; those tasks engage the learners in communicative practice. Among these activities are the following:

a. Group work and Pair work:

They are forms of collaborative learning, it refers to techniques in which the students work in small or pair groups. According to Brown (2000: 177) 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*". It is team of students work together in order to achieve successful learning. As resulting to this kind of tasks the students' time increased while the teacher voice is reduced. Also the learners become more active, motivated and they learn from each other. Kay (2009) claims that another positive factor about group activities is that it gives courage to the introverted personalities, battling their individual fears and decreasing shyness to the minimal.

b. Discussion and Debate:

It is used in pairs or in groups, the students try to defend on one view about a particular topic, they give various arguments to persuade other classmates about their ideas. This type of activity that can enhance the students' production. It emphasizes on the fluency rather than accuracy.

c. Simulation and Role play:

They are the most useful types of oral activities that are used by EFL teachers; the teacher considers classroom as a scene and the students as actors. Bygate (1987) asserts that the participants work together within an imaginary setting. Simulation activity is similar with role play, the distinctive feature between the two tasks that in simulation, the student can bring items into the classroom in order to create realistic setting. Such

activities help the students to reduce their fears and shyness of performing in front others, and being more motivated.

d. Presentation and Talks:

It is the best technique to promote autonomy, because it makes the learners to choose topic by theme selves, then they present it in front of their classmates also the students can gain their self confidence and self reliant.

To sum up, through applying these activities the students can speak without facing any problems and develop their autonomy in which they can discuss the teachers about the chosen topic, the materials..., etc.

Conclusion

To conclude this chapter, we have attempt to shed light on an overview about speaking skill which is considered as the most difficult skill among others skills. Also, we talk about the learner centered approach as an affective theory to develop learning as well as the speaking skill, putting this approach into practice can have better achievements through focusing and using autonomy in classes. Autonomy is important for enhancing learning and the speaking skill, it has multiple benefits on the learners for instance; it develops their critical thinking, creativity and motivation.

Chapter Two: Methodology and Data Collection

Introduction

As mentioned earlier the first chapter dealt with the literature review, it revealed the speaking skill, the learner centered approach and the learner autonomy. This part of research work is devoted to describe the data collected and the methodology concerning the Application of the Learner Centered Approach and in oral expression. It also looks for the impact of the LCA by focusing on the learner autonomy in developing the speaking skill of L3 students. The objective of this chapter is to shed light the practical side of this study.

1.2. Research Methodology

As a first step, we start by introducing the methodology of the study and the approaches opted for and the context where the study took place. Secondly, we describe the participants which are L3 students and the teachers of oral expression. Thirdly, we refer to the tool that was opted for collecting data which are a questionnaire for both, the learners' and the teachers'. Then, we demonstrate the time of administrating the questionnaires.

Based on the previous chapter, the learner centered approach is important to enhance learning.

1.1.2. Research Question

The data collected would help us to answer our research question so that it is preferable to remind our readers by the research question which includes others sub questions which are:

To what extent do teachers of English and L3 students apply the learner centered approach in oral expression sessions to improve the speaking skill? In other words,

How can teachers apply the learner centered approach to enhance the students' speaking skill? Are the students able to develop their speaking skill through the learner centered approach or is really the learner centered approach an effective method to achieve positive outcomes?

2.1.2. Hypotheses

It is better to reiterate our hypotheses which are:

- a- In oral expression some of the teachers apply the learner centered approach in which they consider the learner autonomy as the main focal in the classroom and
- b- The students can improve their speaking skill through using the learner centered approach in the class.

3.1.2. Objectives of Research

This study attempts to examine the application of the learner centered approach and its effect in developing the speaking skill of L3 students by focusing on the learner autonomy. We want to know whether all the teachers of oral expression use this approach in their classes by applying the learner autonomy. Also, we address this research to see whether the L3 learners are capable to enhance their speaking skill by using the LCA and the learner autonomy.

4.1.2. Types of Research Methodology

Research is an operation of gathering information in order to solve problems and make unknown problematic familiar where as methodology means the theories or the paradigm that supports both research and study (Blaxter, Hughes & Tight, 2006).

The research paradigms are divided into two main approaches (Analytical and Descriptive theories) that rely on Qualitative and Quantative methods, the qualitative method defined by Straus and Corbin (1990) as *"any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification."* While the quantative method is defined by Aliaga and Gunderson (2002) as *"Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)"* (Quoted in Danial Muijis, 2004, P. 01). This means that the difference between the two methods is; the qualitative method uses non numerical data and the quantative method uses numeric information.

The researcher can use one of two methods or s/he can combine between them. In this study, we employed and integrated the two methods because the mixed methods can help the researcher to interpret the ambiguity of questions and clarify them. Johnson & Onwuegbuzie (2004) believed that mixed methods involves researchers making discovery hypotheses and relying more on best of a set of explanation to understand finding. Also, the combination can cover the strength and the weaknesses of either the quantative or the

qualitative. We use the two methods in order to have deep clarification of our problematic. Robert et al. (1994) says that

A combination of data source is likely to be necessary in most evaluations, because often, no one source can describe adequately such a diversity to features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people(i.e triangulation).

(Robert et al. 1994, p. 137)

5.1.2. Data Collection

There are many methods or tools that the researchers can use in order to investigate and fulfill the research objectives in their studies such as: questionnaires, interviews and observation.

At the beginning of our work we planned a questionnaire for the students and observation for oral expression classes but we changed this plan because of the limited time and the circumstances through which our country passed by (the student's manifestation). After that, we decided to use questionnaires as instruments to gather information and to accomplish our aims; we devised two questionnaires one for the students and one for the teachers.

The questionnaire is considered as a significant tool or method to investigate and look for different information, it includes series of questions, Brown (2006:06) mentions definition of questionnaire as *"Any written instrument that presents respondents with a series of questions or statements to which they are react either by writing out their answers or selecting from among existing answers."*(Cited in Dörnyei.2002, p. 156)

We believed that the questionnaire is a useful technique and a means in research work, Dörnyei (2002) confirmed that *"the questionnaires are valuable because they are efficient in terms of the (a) researcher time, (b) researcher effort and (c) financial resources."*(p.9). The questionnaire is beneficial for research because of:

- The questionnaire can save both time and effort, the researchers can distribute the questionnaire to a huge number of population in short time
- The researchers can address and analyze it easily.
- The questionnaire ensures the objectivity.

- The respondents are supposed to give honest answers
- The respondent is at his convenience.(Dwomoh and Boadu, 2014, P. 82)

2.2.The Setting

The setting that we had chosen was located at Mostaganem University(the department of English at AbdhamidUniversity). The informants of this work are the students and the teachers of oral expression during the academic year(2018/2019).

3.2.Population

To follow up this study we have chosen the students and the teachers as the case study and the main source of data gathering Yin(1984) defined the case study as “*a case study is an empirical inquiry that investigates a contemporary phenomenon within its real- life context*” (Cited in Nunan, 1997, p. 76). In another word, the case study refers to the participants who are chosen by the researchers to conduct their studies in order to solve authentic problems.

All the participants were informed about the topic that we were conducted. Both of the questionnaires required the population to fill and respond the questions that vary from the general questions to specific one.

1.3.2. The Students

Third year students of English at Mostaganem University are the informants of our work, we dealt with fifty(50) students from the total population of (330) students. The participants are chosen randomly, they are divided into eight (08) groups. The reasons behind choosing to work with 3^d year are that:

- L3 students are supposed to be adults and those learners have already experienced to the concept of independency and autonomy in the previous years (the first and the second years) as well as
- They overcome some psychological problems like: shyness, anxiety and stress while they are speaking.
- The adults learners are known as autonomous and self directed, they are more actively engaged and interactive.

According to Hedge (2000), adult learners are able to organize and undertake language learning with a kind of self reliance. In the same line of thought Knowles (1984) claimed

“The psychological definition of an adult is one who has arrived at a self- concept of being responsible for one’s own life, of being self-directing.”

2.3.2. The Teachers

We have also worked with the teachers of oral expression at the University Of Mostaganem Department Of English. We dealt with Five(05) of teachers, they selected randomly from the whole of eleven (11) teachers. We choose the teachers of oral expression because they have an experience in teaching speaking skill, some of the participants are doctors and others are teachers, all of them are women.

4.2. Description of Tool

As mentioned above, we designed two questionnaires as an instrument of our investigation; one is for the learners and another for the students. Generally, the questionnaire contains the two types; closed ended and open ended questions, the closed questions are yes / no questions or the multiple choice questions while in the open ended questions the respondents have the chances to write their answers in their own words.

1.4.2. The students’ Questionnaire

1.1.4.2. The Aim of the Students’ Questionnaire

The student’s questionnaire aims at finding out the students’ perception to the speaking skill and the methods or the strategies that are used in oral expression. Also, it is designed to investigate whether the students are capable to enhance their speaking skill by applying the LSA in the classes.

2.1.4.2. The Description of the Students’ Questionnaire

In order to confirm or disconfirm our hypotheses, we designed this questionnaire. It is a mix between open and ended questions and others of multiple choices questions. In this type, the learners are required to choose one option and justify it.

The student’s Questionnaire consist of twenty four (24) questions, it is divided into three parts as follow:

Part One (Q1-Q5)

It presents general information about the learners, it is under the title “**Background Information**” it consists of five questions(5)and it aims to get general ideas about the learners and their level in oral expression.

The first question is about the age and the second (Q2) is about the gender whereas question three (Q3) requires the students to describe their level in English. Question four (Q4) asks the students if they are able to express themselves orally, the final question (05) aims to know if the students are aware about the learner centered approach.

Part Two (Q1-Q2)

The title of this section is “**the Students Attitude towards Oral Expression and the Speaking Skill**”. It is composed of twelve questions (12) that investigate the students’ view about the teachers’ strategies and the speaking skill in oral expression sections.

The question number one (Q1) is about the amount of the students’ participation in oral expression, then it asks them to justify their answers while question two (Q2) requires the students to describe their teachers’ talk as the most talkative or average or less talkative. Question three (Q3) aims to see how often the teacher invites the students to speak and question four (Q4) attempts to collect data about the most talkative in the class while question (Q5) aims at obtaining information about the learners’ problems while they are speaking. Question six (Q6) is concerned with the frequency of the teachers’encouragement to the students’ fluency. Question seven and eight (Q7-Q8) are devoted to know the frequency of teachers’correction to the students’ mistakes and the students’ attitude towards teachers’ interruption. Question nine (Q9) is designed to know whether the teachers give time to the students to express their opinion. Question ten (Q10) deals with the teacher’s techniques in oral expression, it asks the studentswhether the teachers offer authentic topics. Question eleven and twelve (Q11-Q12) aims to see whether the teachers encourage collaborative work and discussion.

Part Three (Q1-Q7)

This part is about “**The Learner Centered Approach**” it contains seven questions(7), it attempts to gather information about the application of the learner centered approach in classes by focusing on the learner autonomy. It also aims to see whether the L3 students are autonomous.

The first question is concerned with the student's feeling about responsibility in classes. The second question (Q2) attempts to see if the teachers encourage the students to be part in decision making and the third question (Q3) is addressed to the students' feeling about the engagement in decision making in the classroom. Question four (Q4) asks the students the extent of being dependent on the teachers where as the question five (Q5) aims to see the different responsibilities that the teachers provide the learners with. Question six (Q6) investigates the students' view about the learning process and the final question (Q7) is about the materials that the teachers offer in classes.

2.4.2. The Teachers' Questionnaire

1.2.4.2. The Aim of the Teachers' Questionnaire

This questionnaire is addressed to the teachers of oral expression, the participants are required to answer the questions in order to measure the different opinions about the learner centered and if they considered it as the suitable method to develop the student's speaking skill as well as teaching oral expression. In other words, the questionnaire aims to investigate whether the learner centered approach is applied for all L3 classes in oral expression to allow learner autonomy and the strategies that are used.

2.2.4.2. Description of the Teachers' Questionnaire

We designed also questionnaire for the teachers, it contains opened questions and closed questions (Yes or No questions and the multiple choices questions)

It includes nineteen questions (19), these questions are classified into three sections and are underlie into different titles that are listed as follow:

Part One: Background information (Q1-Q3)

This part includes three questions; it is about the teachers' personal information. The first question recommends the teachers to indicate their gender and the question number two (Q2) asks them about the duration of being teaching English at the university while question three (Q3) is about the time of being teaching oral expression.

Part Two: The Speaking Skill

This section is composed of nine items (09), it requires the teachers to give their opinions about L3 students' speaking abilities and it looks for the procedures that the teachers apply in the classroom.

The question number one (Q1) asks the teachers to describe their talking in the classroom while question two (Q2) asks them to indicate the frequency for the teachers' encouragement to students speaking skill. The third question (Q03) is concerned with participation in the classroom and question four (Q04) is about the role of the teachers in oral expression. Question five (Q05) attempts to have data about the students' problem faced in the class and question six (Q06) looks for the aspects of teaching either accuracy or fluency. Question seven (Q07) asks the teachers about the correction of the students' mistakes. Then, question eight (Q08) investigates the amount of interrupting students while they are speaking and the last question (Q09) asks the teacher if they allow the students to work collaboratively.

Part Three: Learner Centered (Q1-Q7)

It contains seven questions (7); the main objective in these questions is to know whether all the respondents apply the learner centered and learner autonomy.

The first question (Q1) is closed question, it aims to have an idea about the differences between the learner centered approach and the teacher centered approach. Question two (Q2) is about describing the teachers' attitude in the class while the question three (Q3) is put to see whether the respondents encourage the student to be part of decision making. Question four (Q4) aims to see the teachers' view about the learner autonomy in the classroom and question five (Q5) asks the teachers to describe the learning process while question six (Q6) requires them to mention the activities that they are applying in their classes and encourage responsibilities. Finally, question seven (Q7) aims to reflect on the teachers' opinions about the reaction of the students towards using those activities.

5.1. The Administration of the Tool

1.5.2. The Administration of the Students' Questionnaire

The students' questionnaire was administered to only fifty students (50) from the large population of three hundred and thirty students (330), they were from different groups of L3

students. The administration of the questionnaire took two days; we administered some of the questionnaires on April, 15. 2019 and the rest were administered on April, 16.2019. The questionnaire was difficult to be administered because the L3 students were in manifestations and most of them were absent. Some of the students were given some explanation before they complete the questionnaire and it took 15 minutes to fulfill all the questions.

2.5.2. The Administration of the Teachers' Questionnaire

The teachers' questionnaire was administered to five (5) teachers of oral expression, it administered on 17-04-2019, We handed out our questionnaire in difficult circumstances because one of the teachers refuse to be one of the respondents of the questionnaire and others they asked me to come back after five days(they were busy)and for rest it took ten (10) minutes to give it me back.

Conclusion

This chapter reflects an over view about of the research methodology employed in this work and provides the readers by the instruments and the methods that were applied to address the research question. We used questionnaires as a source to gather information and we pick up the teachers and the learners as participants, also we used the quantaitive and the qualitative methods as approaches in the study then we talked about the time of administering our tool.

Chapter Three: Data Analyses and Interpretations

Chapter Three The Implementation of LCA in Oral Expression and its Role in Enhancing Learners' Speaking Skill

Introduction

This chapter is devoted to analyze and interpret the questionnaires' data. We start with the analysis of the students' questionnaire than an analysis to the teachers' questionnaire is made too. After that, a discussion to the results and a conclusion of the chapter is provided with suggestions and recommendations.

1.3. The Analyzes of the Students' Questionnaire

Part One Backgrounds Information

Question 01: Students' Age

Age	21	22	23	24
N	21	18	09	02
%	42	36	18	04

Table01: Students' Age

From the table above, we deduce that most of students are adults. 42% of students have 21 years old and 36% who have 22 years old that are the normal age of third year, also we have 9 of students have 23 years old and others have 24 years old which means they are repetitive students.

Question 02: Students' Gender

Gender	Males	Females
N	17	33
%	34	66

Table02: Students' Gender

From the table 66% of the students are females and 34% are males this means most participants in our study are females

Question 3: The students' Level

Level	Very Good	Good	Average	Poor
N	06	26	16	02
%	12	52	32	04

Table3: Students' Level

Chapter Three The Implementation of LCA in Oral Expression and its Role in Enhancing Learners' Speaking Skill

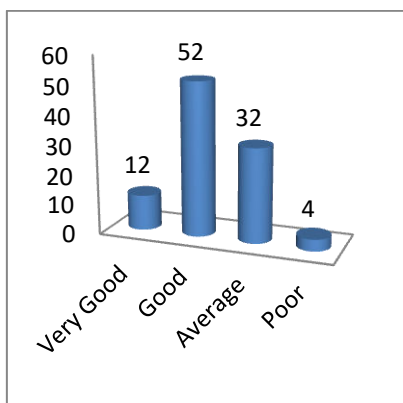


Figure 01: Students' Level

From the histogram and the table, 12% of the whole students considered their level very good and more than half students considered their level good. Only 2 students describe their level in English as poor.

Question 04: Does your level enable you to express yourself orally?

Answers	Yes	No
N	50	00
%	100	00

Table 04: Students' Ability to Express Themselves Orally

All the participants of our investigation said that they have capacity to express themselves orally.

Question 05: The Students' Knowledge about the Learner Centered Approach

Answers	Yes	No
N	04	46
%	08	92

Table 05: Students' Knowledge about the Learner Centered Approach

As we see from the table and the graph below, the majority of the students do not have an idea about this approach (92%). This means that they are not aware about the significance of the learner centered approach in learning. 04 of students have heard about it, they give us their ideas such as: everything in the learning process is based on the learners and represent the source of information

Chapter Three The Implementation of LCA in Oral Expression and its Role in Enhancing Learners' Speaking Skill

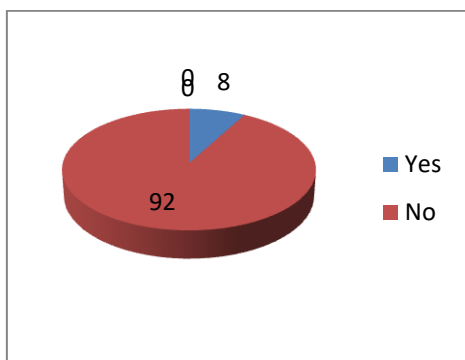


Figure 02:Students' Knowledge about the LCA

Part Two: The Students' Attitude towards Oral Expression and the Speaking Skill

Question 01: How often do you participate in Oral Expression?

Options	Always	Often	Sometimes	Rarely	Never
N	17	08	17	07	01
%	34	16	34	14	02

Table 06:Students' Participation in Oral Expression

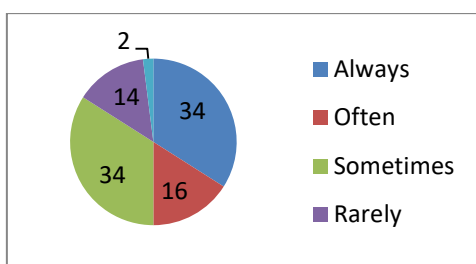


Figure 03:Students' Participation

17 students making up(34%) always participate because they like oral expression and like to share their ideas with their classmates and one of the students said “I’m talkative and I love speaking”. 8 of the students often participate in order to reveal shyness and have good pronunciation; also 34% of the students sometimes participate in order to improve their level and their speaking skill. 14% of the learners participate rarely because of many reasons which are: lack of motivation, lack of vocabulary, fear to make mistakes, no interesting topic, and lack of organizing ideas, shyness and being afraid to talk in front of their classmates. One of the students never participates because he hates English.

Chapter Three The Implementation of LCA in Oral Expression and its Role in Enhancing Learners' Speaking Skill

Question 02: Teachers' Talk

Options	Talkative	Average	Less Talkative
N	32	13	05
%	64	26	10

Table 07: Teachers' Talk

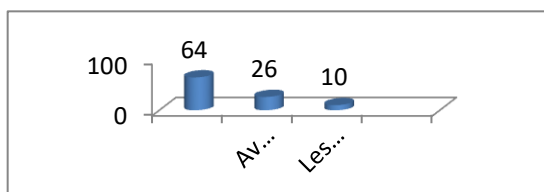


Figure 04: Teachers' Talk

64% of students said that the teachers are the most talkative in classroom and 26% of them claimed the teachers' talk is average and the rest 10% pointed that the teachers are less talkative.

Question 03: How often does your teacher invite you to speak?

Options	Always	Often	Sometimes	Rarely	Never
N	16	14	15	04	01
%	32	28	30	08	02

Table 08: Frequency of Students Being Invited to Speak

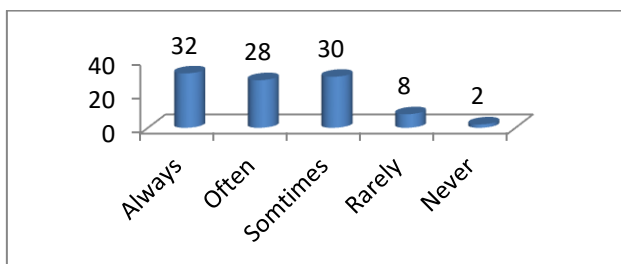


Figure 05: Frequency of Students Being Invited to Speak

The table and the histogram shows that the teachers of oral expression encourage participation between the learners, 32% of students said that the teachers always invite us to speak, 30% who judge they sometimes invite us to speak while only 4 of the students reply that the teachers rarely invite us to speak.

Chapter Three The Implementation of LCA in Oral Expression and its Role in Enhancing Learners' Speaking Skill

Question 04: Who does mostly of talk in the classroom in Oral?

Choices	The Teachers	The Students
N	28	22
%	56	44

Table 09:Most Talk in the Classroom

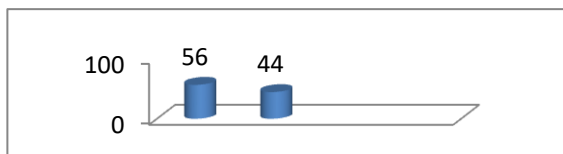


Figure06: Most Talk in the Classroom

More than half of the students (56%) ascribe talking in the classroom to the teachers and 44% said the students are most talkative in the classroom.

Question 05: Do you face in problem while you are speaking?

Answers	Yes	No
N	31	19
%	62	38

Table 10: Students' Problems while Are Speaking

From the table above 62% of the participants face problems while they are speaking and 38% they are not. The students justify their answers as mentioned in the table below.

Justification	Inhibition	The Chosen Topic	Mother Tongue Use	Poor Vocabulary
N	17	06	05	03
%	34	12	10	06

Table 11: Students' Justification to the Problem Facing

34% of the participants are inhibited while they are speaking and 12% do not have anything to say about the topics, 10% used the mother tongue and 6% have not enough vocabulary.

Q 06: How often does your teacher encourage your oral fluency and correct your mistakes?

Frequency	Always	Sometimes	Never
N	19	29	2
%	38	58	4

Table12: Frequency of Teachers' for Encouraging the Oral Fluency and Correcting Mistakes

58% of the students said that the teachers sometimes encourage oral fluency and correct mistakes while few students said they have never encouraged fluency (4%).

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Q07: Does your teachers help you to control your mistakes?

Answers	Yes	No
N	44	06
%	88	12

Table13:Teachers' Help to Control to the Student's Mistakes

From the table above 88% of the students indicate that the teachers help us to control our mistakes while a minority of the students said they do not help us to control our mistakes.

Q08: How often s/he interrupts you to correct your mistakes?

Frequency	Always	Often	Sometimes	Rarely	Never
N	11	12	18	07	02
%	22	24	36	14	04

Table14:Frequency of Teachers' Interruptions to Correct the Students' Mistakes

11 of the participants claimed that the teachers often invite us to correct mistakes while 36% they said that the teachers sometimes interrupt us to correct mistakes and 14% mentioned that they rarely interrupt us to correct mistakes while 2 students said they never interrupt us. Also, we asked them if they satisfied with this, the majority of the students agreed about the interruption to avoid mistakes in the future and learn from them and those who do not like interruptions because the teachers criticize the learner in fronts of their classmates and they might forget their ideas.

Q9: Does your teacher give you more time to express your opinions?

Answers	Yes	No
N	36	14
%	72	28

Table15:Teachers' Time of Expressing the Students Opinions

72% of the informants stated that the teachers give time to the students' to express themselves while 28% go for no.

Q10: Does your teacher give you topics which have relationship with your personal experiences and real life?

Answers	Yes	No
N	34	16
%	68	32

Table16:Authentic Topics

The majority of the students (68%) declared that the teachers provide authentic topics while 32% said that the teachers do not give authentic topics.

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Q11: Does your teacher ask you to work?

Options	Individually	Pairs	Groups
N	15	21	14
%	30	42	28

Table17:Students' Working

30% of the students said that the teacher asked us to work individually while 42% choose pair work and 28% of the students choose group work, this means the teachers encourage collaboration between the learners.

Q12: Does s/he encourage the discussion between the students?

Answers	Yes	No
N	43	07
%	86	14

Table 18:Teachers' Encouragement to the Discussion between the Students

The majority of the students (86%) said that the teachers encourage the discussion while the minority of the student (14%) said no.

Part Three: Learner Autonomy

Q01: Do you feel responsible for your own learning English?

Answers	Yes	No
N	41	09
%	82	18

Table19: Students' Feeling about Being Responsible for their Own Learning

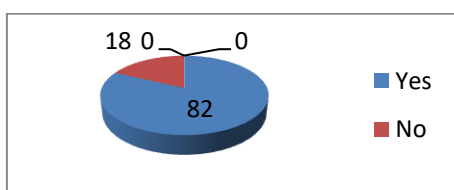


Figure07:Students' Responsibility about their Own Learning

Most of the students 82% are responsible for their own learning while 18% are not.

Q02: Do your teachers encourage you to be part of decision in learning?

Answers	Yes	No
N	37	13
%	74	26

Table20:Teachers' Encouragements to the Students of Being Part in Learning

Chapter Three The Implementation of LCA in Oral Expression and its Role in Enhancing Learners' Speaking Skill

74% of the learners declared that their teachers encourage the students to be part in decision making this means the teachers encourage the students to be autonomous.

Q03: Do you feel engaged in decision making in classroom?

Answers	Yes	No
N	30	20
%	60	40

Table 21: Students' Engagements in Decision Making

60% of the students are felt engaged in decision making while 40%are not.

Q04: To what extent do you depend on your teacher in your learning?

Answers	Partially	Totally
N	42	8
%	84	16

Table 22: Students' Dependency

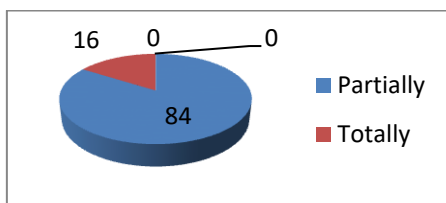


Figure08:Students' Dependency

The majority of the students (84%) partially depend on their teachers in learning, this means that they rely on themselves in learning while 18% totally rely on the teachers.

Q05: Does your teacher let you take some responsibilities inside the classroom?

28 of the students said that the teachers let us to take some responsibilities whereas 22of them said they do not take responsibilities and they justify their answers as follow:

Options	Evaluate themselves	Deciding Methods	Preparing Courses
N	10	09	09
%	20	18	18

Table 23: Students' Responsibilities

From the table above, we can notice that 20%of the students evaluate themselvesas responsibilities and 19% choose the methods to learn and the rest said that their teachers let them toprepare the courses and present them.

Q06:Do you think that learning progress is:

Option	TeachersResponsibilities	Learners	Shared
--------	--------------------------	----------	--------

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		Responsibilities	Responsibilities
N	06	15	32
%	12	30	64

Table 24: Students' Opinion about the Learning Process

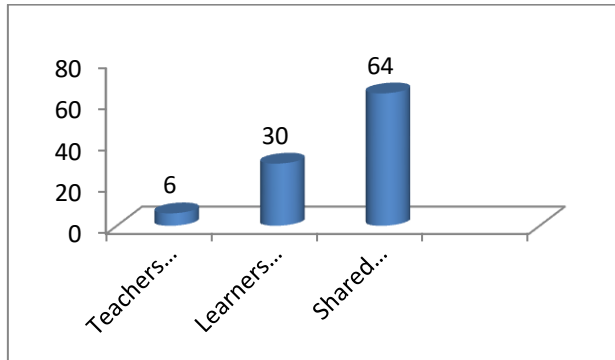


Figure 09: Students' Opinion about the Learning Process

We can see that 12% of the students said that the learning process is the teachers' responsibility but no justification is provided while 30% claimed that the learning process is the learners' responsibility because we have large classes and the teachers cannot give us all information. The students need more efforts in learning. More than half of students (64%) believed that leaning is a shared responsibility because the collaboration between the students and the teachers can improve levels and have better understanding; the learning cannot improve if it relies only on one side, and the learners need some help from their teachers.

Q07: Do your teachers of oral expression offer different materials?

Answers	Yes	No
N	18	32
%	36	64

Table 25: Materials Used in Oral Expression

64% of the students claimed that the teachers do not offer materials in classes while 36% said that they used materials such as videos, Data show and bringing laptop.

2.3.The Analyzes of the Teachers' Questionnaire

Part One: Personnel Information

Q01: Gender

Gender	Females	Males
N	05	00
%	100	00

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Table26:Teachers' Gender

All the teachers are females (100%) which mean female teachers have the tendency to be part of our study.

Q02: how long have you been teaching English at University?

Experiences	1-5 years	05-10 Years	More than 10Years
N	02	02	01
%	40	40	20

Table27:Teachers' Experiences in Teaching English

From the table above, we deduce that all the teachers have long time and experience in teaching English at the university.

Q03:How long have you been teaching oral expression?

Years	02 Years	07 Years
N	04	01
%	80	20

Table28:Teachers' Experiences in Teaching Oral Expression

80% of teachers have two years in teaching oral expression and 20% have 07 years.

Part Two: The Speaking Skill

Q01: In the classroom, are you the one who talks?

Options	Most	Sometimes	When necessary
N	03	00	02
%	60	00	40

Table29:Teachers' Talk

Most of the teachers (60%) are the most talkative in classroom and 40% they talk when necessary.

Q02: Do you encourage your students to speak??

Options	Always	Sometimes	Rarely	Never
N	05	00	00	00
%	100	00	00	00

Table30: Teachers' Encouragements to the Speaking Skill

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100% of teachers said that they encourage the speaking skill; it means the teachers create a supportive atmosphere in classrooms.

Q03: how often do your students participate in oral expression?

Options	Always	Sometimes	Rarely	Never
N	02	03	00	00
%	40	60	00	00

Table 31: Frequency of Students' Participation

According to our participants, 60% of them claimed that the students participate sometimes because they have lack of vocabulary and confidence, they are not motivated; they have anxiety and stress and have not enough knowledge about the topic while 40% said they always participate in order to improve their speaking skill.

Q04: What is your role in the oral expression session?

Options	Guider	Controller	Facilitator
N	04	01	02
%	80	20	40

Table 32: Teachers' Role

80% of teachers choose a guide role to guide the students through tasks while 2 of the teachers considered their role as facilitators and there is one of them who chooses all the options in order to evaluate the students, detect their problems and find ways to overcome them.

Q05: What are the speaking problems that the students mostly face in oral expression?

In this question, all the teachers mention inhibition as shared problems between their students while two of them choose low participation and mother tongue use where as others (03) choose the option that indicates nothing about the chosen topic, it means most of the learners have problems.

Q06: Which of these aspects do you focus on while teaching oral expression?

Options	Fluency	Accuracy	Both
N	01	00	04

Chapter Three The Implementation of LCA in Oral Expression and its Role in Enhancing Learners' Speaking Skill

%	20	00	80
---	----	----	----

Table 33: Aspects in Teaching Oral Expression

One of the teachers claimed that he focuses on fluency because fluency can lead to accuracy while 80% of them said we focused on both because they are the main factors in oral expression.

Q07: How often do you correct their mistakes?

Frequency	Always	Sometimes	Rarely	Never
N	01	04	00	00
%	20	80	00	00

Table 34:Frequency of Teachers' Correctingthe Students Mistakes

From the table above, we see that 80% of teachers sometimes correct the students' mistakes while 20% are always correct mistakes.

Q08: How often do you interrupt the students to correct their mistakes?

Frequency	Always	Sometimes	Rarely	Never
N	01	02	01	01
%	20	40	20	20

Table 35:Frequency of interrupting the students' Mistakes

One of the teachers said he always interrupts the students while 40% sometimes do that while one rarely stops the students.

Q09: Do you make your learners work?

Options	Group Work	Pair Work	Individual Work	All of Them
N	00	00	00	05
%	00	00	00	100

Table 36: Learners Work

The table shows that the teachers of oral expression vary the techniques to make the learners work and engaged (100%).

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Part Three: Learner Centered

Q01: Is there any difference between teachers centered class and learners centered class, and which is more effective?

All the teachers mentioned the difference and they see the LSA is the more effective and productive because it helps the students to be more involved and motivated.

Q02: In your class do you feel that:

Options	The Teacher Centered	The learner Centered
N	04	01
%	80	20

Table 37:Teachers' Feeling

The table shows that the majority of classes are based on the teachers rather the learners because they need more motivation and help. This means the classes of oral expression still focus on the teachers.

Q03: Do you encourage your students to be part of decision-making?

Answers	Yes	No
N	05	00
%	100	00

Table 38:Teachers' Encouragement to Be Part of Decision Making

100% of the teachers encourage the students to be part in decision making; it means the teachers encourage autonomy.

Q04: Can we describe our university students as autonomous learners?

Answers	Yes	No
N	00	05
%	00	100

Table 39:Teachers' Opinion about Autonomy at University

All the teachers of Oral Expression consider the students as non- autonomous learners.

Q05:Do you think that the learning process is

Options	The Teachers R	The Learners R	Shared R
N	00	00	05
%	00	00	100

Table 40:Learning Process

100% of the teachers declared that the learning process is a shared responsibility because it is their responsibility to work collaboratively, this can be done through providing the tools, making research and exchanging ideas and therefore making them engaged.

Q06: Do you use any activities to help learners improve their sense of responsibility towards their learning?

Answers	Yes	No
N	05	00
%	100	00

Table 41: Activities Used to Improve Responsibilities

All the participants of our research are applying activities to make their learners responsible, they asked them or suggested for them topics related to their field of interest.

Q07:How do your students usually respond to these activities?

All the teachers assert that some of them are engaged and cooperative and others do not give any feedback and they are not motivated.

3.3. Discussion of Results

First of all, the analyses of the students' questionnaire reveal that the great majority of L3 students did not hear before about the learner centered approach and its impact in the learning process. In fact, we have noticed that the majority of the students participate in oral expression but the teachers are still the most talkative because their students face problems while are speaking. The learners considered themselves as autonomous because their teachers are so cooperative, they encourage and help them to speak and work collaboratively and correct their mistakes also offers different materials. Another fact that captures our attention is that the students believed that learning process is neither the teachers' responsibility nor their own but it is a shared responsibility.

Secondly, the analyses of the teachers' questionnaire shows that the teachers try to apply the learner centered approach by focusing on the learner autonomy but the students are not collaborative. The teachers considered the learner centered approach as significance in learning but they still consider themselves as the center in classes. Also, they consider the learning process as a shared responsibility.

4.3. Suggestions and Recommendations

On the basis of what has been found in our study, it is better to suggest these recommendations to EFL teachers and learners.

- Firstly, the learning process should focusing on cooperation between the learners and the teachers in which the learners have to work in interaction with their teachers and peers
- The teacher has to make the learners aware about the learner centered approach as well as the learner autonomy. They should tell them that s/he is part in the learning process in which he is not the only one responsible of giving knowledge but rather a guider or facilitator who helps the students to acquire knowledge.
- Teachers should reduce their speaking time during the session to give more chances to the students to do so and offer more opportunities to the students especially those who face problems in expressing themselves in the target Language. The teacher talking time can be an obstacle that hinders learning and cause boredom and monotony
- Involve the students in decision making concerning the objectives of the course, classroom management, homework tasks, and the selection of materials.
- Use authentic materials to give chances to students' negotiations and individual involvement.
- Encourage the students' reflective writing through portfolios, journals and diaries in order to make students evaluate their own progress. This will motivate them do better and develop a sense of responsibility for their own learning.
- Rise sense of motivation, it can be achieved through establishing good rapport with the learners. Good rapport based on trust and respect for instance the teachers can ask the students about the difficulties they face and which activities can get them involve.
- The teachers have to engage the students' curiosity because the learners cannot learn anything from others unless they discover it by themselves.
- The learners have to engage themselves in collaborative work and interact with their classmate and avoid being afraid to talk in front of those who have good level in English.
- The teachers have to avoid few students especially those dominating classroom.

Conclusion

On the bases of the results we can say that all the teachers apply the learner centered approach by focusing on learner autonomy but the students do not reacting as we're supposed because they still have problems. Also we suggest some pedagogical implication forEFL teachers andlearners in order to make the students talk.

General Conclusion

The current study is set to investigate the application of the learner centered approach in oral expression and its impact in developing the speaking skill. The main concern in this study is to see whether all the teachers of oral expression apply the learner centered approach by using learner autonomy in classes and whether this approach will effectively help L3 students to enhance their speaking skill and achieve better results.

We believe that the learner centered approach and the learner autonomy are efficient to imply a lifelong learning that is recommended in today's world. In this study, we expected that some teachers apply this approach and the learners can get better result through it. To prove those hypotheses we have conducted both a descriptive and analytical method through using questionnaires as a tool to gather data. Based on the analyses of the students' and teachers' questionnaires responses our hypotheses were disproved.

The findings of our study show that all the teachers of oral expression apply the learner centered approach as well as the learners autonomy in which they use different strategies like creating a supportive atmosphere, give the student time to express themselves, correct their mistakes and encourage collaborative work, encourage decision making and oral fluency. Moreover, the students are not able to improve their speaking skill through it because they do not aware about this approach and its significance, also they still have problems such as inhibition because of shyness, anxiety and lack of motivation.

As a final point, the current dissertation has shed some light on the importance of the learner centered approach in developing the students' speaking skill through the use of different strategies that can be implemented to improve students' speaking skill and to create a pleasant atmosphere where the teacher acts as a guide and a facilitator to make the learners feel comfortable in order to participate and use the target language.

As a candidate through the limited time we propose others students to discuss, the strategies to motivate learners to be an autonomous, the students' readiness to be autonomous, use other tools to gather data like observation, interviews and change the case study.

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Appendix I

Students' questionnaire

Dear Students,

This questionnaire is designed to gather information needed for the accomplishment of a master dissertation. I would be so grateful if you could answer the following questions. This study is about the Application of the Learner Centered Approach and its impact in enhancing the speaking Skill in oral expression session.

Please answer the questions and tick the corresponding statement. You can give more than one answer were necessary.

Part One: Backgrounds Information

1. Age.....
2. Gender: Male ☐ Female ☐
3. How do you describe your level in English? Very Good ☐
Good ☐
Average ☐
Poor ☐
4. Does your level enable you to express yourself orally? Yes ☐
No ☐
5. Have you heard before about the learner centered approach? Yes ☐
No ☐

-If yes, what can you say about it?

.....

.....

.....

Part Two: The Students' Attitude towards Oral Expression and the Speaking Skill

1. How often do you participate in Oral Expression? Always ☐
Often ☐
Sometimes ☐
Rarely ☐
Never ☐

Why?

.....

.....

2. In the Classroom, Your Teacher is:
Talkative ☐ Average ☐ Less Talkative ☐
3. How often does your teacher invite you to speak? Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

4. Who does mostly of talk in the classroom in oral?The teacher ☐

The student ☐

5. Do you face any problem while you are speaking? Yes ☐

No ☐

If yes; - Inhibition because of stress, shyness. ☐

- Nothing to say about the chosen topic ☐

- Mother tongue use ☐

-Others:

.....
.....

6. How often does your teacher encourage your oral fluency and correct your mistakes?

-Always ☐

-Sometimes ☐

-Never ☐

7. Does your teacher help you to control your mistake?Yes ☐

No ☐

8. How often s/he interrupts you to correct your mistakes? Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

-How do you react? You like it ☐

You do not like it ☐

-Why?

.....
.....

9. Does your teacher give you more time to express your opinion? Yes ☐

No ☐

10. Does your teacher give you topics which have relationship with your personal experiences and real life? Yes ☐

No ☐

11. Does your teacher ask you to work? Individually ☐

Pair work ☐

Group work ☐

12. Does he/she encourage the discussion between the students? Yes ☐

No ☐

Part Three: Learner Autonomy

1. Do you feel responsible for your own learning English? Yes ☐

No ☐

2. Do your teachers encourage you to be part of decision in learning? Yes ☐

No ☐

3. Do you feel engaged in decision making in classroom? Yes ☐

No ☐

4. To what extent do you depend on your teacher in your learning? Partially ☐

Totally ☐

5. Does your teacher let you take some responsibilities inside the classroom? Yes ☐

No ☐

-If yes, is it because: - He lets you correct and evaluate your self ☐

- He lets you decide on the method to use ☐

- He ask sometimes to prepare the course and present it ☐

Others:

.....
.....

6. Do you think that learning process is:

- Teachers responsibility ☐

- Learners responsibility ☐

- Shared responsibility ☐

Please, Justify

.....
.....

7. Do your teachers of oral expression offer different materials? Yes ☐

No ☐

-If yes, what are those materials?

.....
.....*Thank you for your collaboration*

Teachers' Questionnaire

This questionnaire is a part of master degree dissertation; we would be grateful if you could answer these questions to contribute in enhancing this research work entitled: “The Application of the Learner Centered Approach in Oral Expression and its Impact in developing the Speaking Skill.”

Thank you in advance for your collaboration

1. Gender: Male ☐
 Female ☐

2. How long have you been teaching English at University?
 a- One to five years ☐
 b- Five to ten years ☐
 c- More than ten years ☐

3. How long have you been teaching Oral Expression?

Part Two: The Speaking Skill

1. In the classroom, are you the one who talks?
 - a- Most ☐
 - b- Sometimes ☐
 - c- When necessary ☐
2. Do you encourage your student to speak? Yes ☐
No ☐
 - If yes, how often do you encourage them?
 - a- Always ☐
 - b- Sometimes ☐
 - c- Rarely ☐
 - d- Never ☐
3. How often do your students participate in the oral expression class?
 - a- Always ☐
 - b- Sometimes ☐
 - c- Rarely ☐
 - d- Never ☐
 - Please, say why?

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

4. What is your role in the oral expression session?

- a. A guider ☐
- b. A controller ☐
- c. Facilitator ☐

- Justify?.....
.....
.....

5. What are the speaking problems students mostly face in oral expression?

- a- Inhibition because of stress, shyness and anxiety. ☐
- b- Nothing to say about the chosen topic. ☐
- c- Low participation ☐
- d- Mother tongue use ☐
- e- Others problems (please justify) ☐

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

6. Which of these aspects do you focus on while teaching the oral skills?

- a- Fluency ☐
- b- Accuracy ☐
- c- Both ☐

- Please, explain
.....
.....
.....

7. How often do you correct their mistakes?

- a- Always ☐
- b- Often ☐
- c- Sometimes ☐
- d- Rarely ☐
- e- Never ☐

8. How often do you interrupt them to correct their mistakes?

- a- Always ☐
- b- Sometimes ☐
- c- Rarely ☐
- d- Never ☐

9. Do you make your learners work?

- a- Work in groups ☐
- b- Work in pairs ☐
- c- Individually ☐
- d- None ☐

Part Three: Learner Centered

1. Is there any difference between teachers centered class and learners centered class, and which is more effective?

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

2. In your class do you feel that:

a- You are the center in class ☐

b- The students are the center ☐

- Explain, why?

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

3. Do you encourage your students to be part of decision making?

a- Yes ☐

b- No ☐

4. Autonomous Learner refers to making own decisions about the learning process. Can we describe our university students as an autonomous learner?

a- Yes ☐

b- No ☐

5. Do you think that the learning process is?

a- Teachers responsibility ☐

b- Learners responsibility ☐

c- Both ☐

- Please justify your answer?

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

6. Do you use any activities to help learners improve their sense of responsibility towards their learning?

a- Yes ☐

b- No ☐

- If yes, please give examples?

.....
.....

7. How do your students usually respond to these activities?

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

THANK YOU

Teacher's Questionnaire

This questionnaire is a part of master degree dissertation, we would be grateful if you could answer these questions to contribute in enhancing this research work entitled:"The Application of the Learner Centered Approach in Oral Expression and its Impact in developing the Speaking Skill."

Thank you in advance for your collaboration

1. Gender: Male ☐
Female ☐
2. How long have you been teaching English at University?
 - a- One to five years ☐
 - b- Five to ten years ☐
 - c- More than ten years ☐
3. How long have you been teaching Oral Expression?

1. In the classroom, are you the one who talks?
 - a- Most ☐
 - b- Sometimes ☐
 - c- When necessary ☐
2. Do you encourage your student to speak? Yes ☐
No ☐
 - If yes, how often do you encourage them?
 - a- Always ☐
 - b- Sometimes ☐
 - c- Rarely ☐
 - d- Never ☐
3. How often do your students participate in the oral expression class?
 - a- Always ☐
 - b- Sometimes ☐
 - c- Rarely ☐
 - d- Never ☐
 - Please, say why?

.....
.....
.....
4. What is your role in the oral expression session?

- a. A guider ☐
- b. A controller ☐
- c. Facilitator ☐

- Justify?.....
.....
.....

5. What are the speaking problems students mostly face in oral expression?

- a- Inhibition because of stress, shyness and anxiety. ☐
- b- Nothing to say about the chosen topic. ☐
- c- Low participation ☐
- d- Mother tongue use ☐
- e- Others problems (please justify) ☐

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

6. Which of these aspects do you focus on while teaching the oral skills?

- a- Fluency ☐
- b- Accuracy ☐
- c- Both ☐

- Please, explain
.....
.....
.....

7. How often do you correct their mistakes?

- a- Always ☐
- b- Often ☐
- c- Sometimes ☐
- d- Rarely ☐
- e- Never ☐

8. How often do you interrupt them to correct their mistakes?

- a- Always ☐
- b- Sometimes ☐
- c- Rarely ☐
- d- Never ☐

9. Do you make your learners work?

- a- Work in groups ☐
- b- Work in pairs ☐
- c- Individually ☐
- d- None ☐

Part Three: Learner Centered

1. Is there any difference between teachers centered class and learners centered class, and which is more effective?

.....

.....

.....

2. In your class do you feel that:

a- You are the center in class ☐

b- The students are the center ☐

- Explain, why?

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3. Do you encourage your students to be part of decision making?

a- Yes ☐

b- No ☐

4. Autonomous Learner refers to making own decisions about the learning process. Can we describe our university students as an autonomous learner?

a- Yes ☐

b- No ☐

5. Do you think that the learning process is?

a- Teachers responsibility ☐

b- Learners responsibility ☐

c- Both ☐

- Please justify your answer?

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6. Do you use any activities to help learners improve their sense of responsibility towards their learning?

a- Yes ☐

b- No ☐

- If yes, please give examples?

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7. How do your students usually respond to these activities?

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THANK YOU

