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Abdulrahman Abu jaleel

College of Science and Humanities in Sulayyel Salman Bin Abdulaziz University, kingdom of Saudi Arabia,
abujaleelab@jINAN.edu.lb

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Abdallah Mansour Abu Jaleel

Department of English Language and Literature, College of Science and Humanities in Sulayyel
Salman Bin Abdulaziz University, kingdom of Saudi Arabia

The Effectiveness of a Proposed Learner- Centered Program on Jordanian EFL Learners

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الملخص

هدفت هذه الدراسة إلى التعرف على فاعلية برنامج تدريسي مقترح متمحور حول الطالب في تحصيل طلبة الصف العاشر الأساسي في اللغة الإنجليزية في الأردن. تألف مجتمع الدراسة من (٢٧٤) طالباً وطالبة في الصف العاشر الأساسي في مديرية التربية والتعليم للواء بني كنانة خلال العام الدراسي ٢٠١٢ / ٢٠١٣. وتكونت عينة الدراسة من (٨٠) طالباً وطالبة في الصف العاشر الأساسي.

أظهرت النتائج وجود فروق ذات دلالة إحصائية في تحصيل الطلبة باللغة الإنجليزية عند مستوى الدلالة ($\alpha = 0,05$) لصالح المجموعة التجريبية. وعليه فإن النتائج تشير إلى وجود أثر إيجابي للبرنامج التدريسي المقترح في تحصيل الطلبة باللغة الإنجليزية. وأشارت النتائج أيضاً إلى وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha = 0,05$) لصالح الإناث في تحصيل الطلبة باللغة الإنجليزية.

وفي ضوء نتائج الدراسة، أوصى الباحث بضرورة إيجاد بيئة تعليمية تعاونية وحقيقية ومتعدية للطلبة وأمنة أثناء عملية التعلم والتعليم بطريقة تعزز التعلم الفعال.

الكلمات المفتاحية: برنامج تدريسي متمحور حول الطالب، التحصيل، نشاطات متمحورة حول الطالب، اختبار تحصيلي.

Abstract

This study aimed at investigating the effect of a proposed learner- centered instructional program on Jordanian EFL tenth grade students' achievement. The population of the study consisted of (374) tenth grade students in

Jordanian public schools in Bani Kenaneh Directorate of Education in the academic year 2012/2013. The sample of the study consisted of (80) male and female students.

The findings of the study showed that there were statistically significant differences in the students' achievement at ($\alpha=0.05$) in favor of the experimental groups. The results also showed that there were significant differences due to gender at ($\alpha = 0.05$) in favor of the female groups in achievement. In light of the findings, the researcher recommended that learner- centered, safe, challenging, authentic, and collaborative environments be established in the teaching/ learning process in a way that promotes active learning

Key words: learner- centered instructional approach, achievement, learner-centered activities, achievement test.

Introduction

Learner-centered education places the student at the center of education. It begins with understanding the educational contexts from which a student comes. It continues with the instructor evaluating the student's progress towards learning objectives. By helping the student acquire the basic skills to learn, it ultimately provides a basis for learning throughout life. It therefore places the responsibility for learning on the student, while the instructor assumes responsibility for facilitating the student's education. This approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place (Kirson and Lee, 2004; Kotze and Waghid, 2006; Omaggio, 2001).

The prominent shift from focusing on the teacher input to focusing on learner outcomes led to the moving away from transmission of knowledge to constructing knowledge in the learners' minds. In this respect, the teachers act as facilitators and mediators of learning who are responsible for creating conducive environments for learners to construct their own knowledge, skills, and values (Chabeli, 2006; Nunan, 1988; O' Sullivan, 2004; Pillay, 2002; Richards and Rodgers, 2001).

It is evident that the new approaches to language teaching and learning set students in the position of language users, not that of knowers about the language. Therefore, special focus has been given to the curriculum and the

materials being taught. Brown (2001) asserted that learner centered instruction applies to curricula as well as to techniques. It includes: (1) techniques that focus on learners' needs, styles, and goals, (2) techniques that give some control to the students, (3) curricula that include the consultation and input of students and that do not presuppose objectives in advance, 4) techniques that allow for students' creativity and innovation, and (5) techniques that enhance a student's sense of competence and self- worth.

Students can be good sources of teaching materials because of the several advantages they have. Chou, Lau, Yang, and Murphey (2007) gave these reasons for such an attempt: 1) It is good for teachers to become aware of students' needs and interests; 2) This process increases students' motivation; 3) Students learn to take control of their own learning; 4) Such materials increase student-student and student-teacher interaction; 5) Using students' work cuts down on the time a teacher must spend finding and creating teaching materials. Students vary in their interests and plans, in their learning styles, in home situations and so on. Therefore, English teachers need to find out how much English each of their students knows, and then decide about syllabuses or choose appropriate learning activities. Lindstromberg (2005) argued that the activities need to be flexible and cater for a variety of learning aims.

In the learner-centered approach, freedom and autonomy are influenced by the relationship between knowledge and its application. Branch (1995) argued that the learner should be the focus of the teaching/learning process. The reason behind learner-centeredness is that learners bring multiple expectations, goals, and diverse values to the learning space that affect the way they interact with the components of the teaching/learning process. At the end this leads learners to design different learning environments depending on their learning styles.

Motivation, learning, and achievement are enhanced where learner-centered principles and practices are in place practices that address the personal domain, which is often ignored. The benefits of learner-centered practice extend to students, teachers, administrators, parents, and all other participants in the educational system. The changes in our society necessitate a change in the role and function of schools so that they better meet the needs of the learner as a whole person, whether that person is a student, teacher, administrator, or

parent. Change itself requires a transformation in thinking (and thus a process of learning); this transformation can be facilitated by an understanding of basic principles about learning and learners (Nunan, 1988; Crick, McCombs, Haddon, Broadfoot, and Tew, 2007).

Schools have a significant role in learner-centered learning/teaching. Ashworth and Wakefield (2005) pointed out that the function of schools is to broaden children's range of experiences and to empower students to take responsibility for their own learning. They claimed that the young ESL children are experienced language users since they are well- developed in another language and culture. There is a need to emphasize active learning environments that support the depth and scope of students' learning. Such active learner- centered environment is essential to enhance meaningful learning in the classroom. This can be achieved with the focus on three pedagogical areas suggested by Keengwe, (2009) .They suggested that improving the educational programs needs the focus on the following three pedagogical areas: 1) emphasis should be given to the learner's unique identity; 2) active learning activities to foster learning should be provided; and 3) the importance of integrating technology into classroom instruction. This improvement demands a significant role for teachers who need to think about what students are learning and the process of learning.

Nielsen (1989) believed that teachers and texts cannot convey knowledge to students, but instead, they provide the means by which students can create their own knowledge. Therefore, the teaching strategies used in the educational process may help the students learn appropriately or they may frustrate them if they ignore the students' needs, interests, or participation. Cara (2007) argued that learning needs to be relevant and authentic. He added that an effective teaching and learning environment is based on: 1) participants' ability to show progress in learning; 2) the participants' right to be valued, respected, and supported; 3) recognizing that effective teaching and learning is interdisciplinary; and 4) recognizing that the learner is the starting point for effective teaching and learning. Taking these points into consideration, it was necessary to recognize the learners' cultures, self-worlds, appropriate and relevant activities and approaches that engage and motivate them to learn.

Kotze and Waghid (2006) believed that learner- centered education means

that the learners' needs should be central in the teaching and learning process, while the role of the teacher is that of facilitator. Zaharias and Poulymenakou (2006) suggested that, to create a classroom that is learner-centered, teachers incorporate lessons that are age-appropriate and relevant to students' needs and interests. Teachers act as facilitators, providing direction and feedback rather than just instruction. Learning activities emphasize cognitive processes that prompt learners to construct new meanings from the information they acquire.

The General guidelines for English language teaching in Jordan

The General Guidelines and General and Specific Outcomes for the English Language Basic and Secondary Stages (GGGSOE, 2006) are based on the principles of the communicative approach. The curriculum is to be used with general framework: Curriculum and Assessment, which describe the new Educational Reform for Knowledge and Economy (ERfKE) curriculum. As for learner- centeredness, the curriculum emphasizes the new roles for students by giving them greater opportunities to define their own ways of reaching the outcomes. It also emphasizes new roles for teachers, that the primary role for the teacher is to help students reach the outcomes by giving greater consideration to the individual learning needs of every student, varying the order in which they introduce topics and selecting appropriate learning resources for the learning needs of their students. In addition, it directs teachers to use variety of instructional strategies through selecting appropriate instructional strategies to methods that ensure all students achieve learning goals that emphasize higher order and critical thinking and go beyond memorizing facts and information. Moreover, the curriculum does not neglect assessment. It focuses on new ways of assessing learning by providing students with authentic ways, such as research assignments, teamwork, and oral and multi-media presentations to demonstrate the knowledge and skills they acquire.

All the general and specific outcomes are stated from the students' perspective. The following are the core subject outcomes:

communicate information, ideas, opinions and feelings effectively for a variety of purposes in written, spoken and visual forms to interact and collaborate

with others to accomplish goals;

read and understand both simplified and authentic texts (i.e., both original and real life) of a general nature and/or technical language and identify the main ideas from different information communicative technology (ICT) texts;

apply the skills and strategies necessary for efficient utilization of electronic technology in lifelong learning contexts and in real life situations to gather, organize information and generate new ideas;

translate texts from Arabic into English appropriately and vice versa;

explore and respond creatively to Arabic and world literature as a way of knowing, developing personal values, understanding our culture heritage and appreciating other cultures in light of the Arabic-Islamic culture;

acquire a positive attitude towards English and realize its importance as a means for promoting mutual understanding amongst peoples and countries.

(The General Guidelines and General and Specific Outcomes for the English Language Basic and Secondary Stages, 2006, p. 10).

In the outcomes of the curriculum, it is emphasized that all students should be engaged in the lesson through collaborating with others. It is also essential to make the learners, not the teachers, the focus of the lesson by getting the students themselves to use English to communicate information, ideas, opinions, and feelings effectively. Moreover, it is stressed that students should be given the opportunities to participate in the lesson which helps them to develop their confidence and enable them to be responsible for their own learning. In addition, teaching students different learning strategies is necessary for efficient utilization in real life situations to generate new ideas. Students are expected to apply new strategies in lifelong learning contexts. They are also expected to be learner- centered.

Statement of the problem

The GGGSOE (2006) are based on the principles of the communicative approach. According to this approach, the concept of learner-centeredness is emphasized. The outcomes stated in the GGGSOE (2006) are learner-centered. As a result, Action Pack textbooks are supposed to include authentic tasks and activities that enable students to use the language communicatively

outside the classroom. The activities which are presented in the textbooks should be learner- centered, and the role of the teacher is that of a demonstrator, task maker, disciplinarian, model, and facilitator. However, based on the researcher's experience as a teacher of English for over seventeen years, he has noticed that the concept of learner-centeredness is generally absent. Moreover, the teachers act as sources of knowledge; their main purpose is to convey content from the books into the students' minds. This could be due to either the kind of tasks and activities in the textbooks or teachers' practices inside the classroom.

In reference to the outcomes of the English curriculum and in light of the findings of the reviewed literature, in addition to the new teachers' roles suggested by the curriculum outcomes, the researcher aimed to implement the learner- centered instructional program to find out its effect on students' achievement.

Questions of the study

The present study aimed to answer the following questions:

Are there statistically significant differences in the students' achievement in English between the experimental and the control groups due to the teaching method?

Are there statistically significant differences in the students' achievement in English between the experimental and the control groups due to the students' gender?

Significance of the study

The researcher believes that the designed instructional program based on the learner-centered approach strategies may help teachers reflect on their methods of teaching so that they can help their students use the target language communicatively inside and outside the classroom. Moreover, it might be helpful for the teachers to encourage their students to be responsible for their own learning. Supervisors might also benefit from the findings of this study by training the teachers they supervise to shift the focus from teacher-centeredness to student-centeredness. Teachers may benefit from this study which provides them with strategies of teaching English as a second or a

foreign language where the primary focus is given to the learners.

The Ministry of Education may reconsider the pre-service and the in- service training programs with regard to the new roles of teachers and students. In addition, the Ministry of Education may benefit from the findings of this study to revise the instructional strategies suggested for teachers in the teachers' books.

Researchers might make use of the findings of the present study to further investigate the effectiveness of learner-centered instruction in other contexts.

Finally, the researcher himself might learn more about learner- centeredness. He will also get to know more about learner-centered strategies.

Definition of terms

The learner-centered program is the program that the researcher designed with reference to the related literature. The program aimed to place the responsibility for learning on the student and place him/her at the center of education. In this program, the focus is on psychological, emotional, and social needs of the learners. In the current study, such instruction is embodied in the instructional program which the researcher designed.

Learner-centered activities are activities that focus on learners' needs, styles, and goals. They give some control to the students, they include the consultation and input of them, they allow for students' creativity and innovation, they also enhance students' sense of competence and self-worth. Nunan (1988) emphasized that the focus will be on assisting learners to do in class what they will need to be able to do outside; the materials should reflect the outside world. In other words, they should have a degree of authenticity. This authenticity should relate to the text source as well as to student activities and tasks. The materials should also foster independent learning by raising the consciousness of the learners and making them more aware of the learning process.

Action Pack textbooks are the textbooks which were taught to grades 1- 11 in the Jordanian public schools in the academic year 2012 / 2013.

Authentic materials are language teaching materials that have the qualities of natural speech or writing. For example, texts which are taken from

newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programs, etc (Richards, 1992, p. 27).

Achievement test is a test which measures how much of a language someone has learned with reference to a particular course of study or a program of instruction (Richards, 1992, p. 3). In this study, it is the test which was constructed to check the effect of the proposed instructional program.

Limitations of the study

The following points can be considered limitations of the study:

The sample was chosen purposefully from Bani Kenaneh Directorate of Education in the academic year 2012/2013.

The study was limited to modules three, four, five, and six which were chosen from the first secondary grade textbooks.

The researcher designed a pretest and a posttest that suited the purpose of this study. The test included items from the content of the included modules.

The researcher designed an instructional program based on learner- centered strategies in which he suggested principled procedures from related literature. Therefore, it applies to similar principles.

Review of Related Literature

Chan (2001) explored the extent to which learner autonomy could work in Hong Kong tertiary classroom. Twenty second- year language major students were involved in a course on English at the Workplace. A special questionnaire was designed in an attempt to promote learner autonomy. The results revealed that students gained awareness of the different roles of the teachers and themselves. They also revealed that students demonstrated positive attitudes towards the autonomous approach. Moreover, students should be given more learning opportunities.

Garrett and Shortall (2002) investigated what language learners said about their experiences of different types of classroom activities, specifically teacher- fronted activities and student centered pair work activities in both meaning transmission and grammar tasks. One hundred and three Brazilian EFL students at a language school in the state of Sao Paulo were administered

to tasks appropriate to their level. After that, they were asked to fill in a questionnaire that was especially designed for the purpose of that study. The results indicated that students are interested in learner-centered activities as they move up through the language levels.

Alfassi (2004) examined the efficacy of a learner-centered environment in enhancing the academic achievements and motivation of high school students who were at risk of dropping out of school. It was shown that a learner-centered environment yields significantly higher achievement scores and a somewhat higher internal motivational orientation. These results suggest that a structured academic program in a learner-centered environment could provide hope for students at academic risk and other students who are likely to be lost to the academic educational system.

O'Sullivan (2004) explored the implementation of learner centered approaches, emerged from an action research study of a three year In-service Education and Training program for unqualified primary teachers in Namibia. An in-service training program was conducted to support teachers' implementation of a learner centered approach. The study indicated the effectiveness of developing teachers' skills in the use of whichever approaches, methods and skills best bring about learning. The study highlighted the usefulness of an adaptive approach examining the realities within which teachers work and experimenting with strategies that seek to achieve student learning within the limitations of these realities. The focus is on learning-centered rather than learner-centered approaches.

Van Aswegen and Dreyer (2004) investigated the extent to which English second language teacher educators are implementing a learner-centered approach to teaching and learning; identifying the factors that impede the transition to a learner-centered approach to teaching and learning; and providing recommendations that facilitate the implementation of a learner-centered approach to teaching and learning within a faculty of education sciences. The findings indicated that the current view in higher education is that teacher educators need to focus on student learning rather than on teaching. To move toward learner centeredness, it is important to help teacher educators understand what learner centeredness means and to help them overcome implementation barriers.

Stuart (2005) examined how adult learners at Toronto District School Board experience and perceive their ESL learning process. It was found that the learners call for change in the organization itself. Therefore, it was highly recommended that the understanding of learner-centeredness should be broadened to include the methodology in the classroom.

Newmaster, (2006) explored 490 students' education by providing them with authentic and non-authentic ways of learning. Results indicated that authentic learning engaged the students through intrinsic inquiry where they take ownership of their learning. The results also showed that the authentic mechanism is effective in engaging student-centered learning objectives.

Zepke, (2006) examined the findings of a survey of students enrolling for a second time in seven post-compulsory institutions in New Zealand. The theoretical construct was based on an adaptation discourse that put the interests of diverse students at the center of the teaching and institutional process. The results of the survey suggested that there was support for the learner focus promoted in the adaptation discourse, and that being learner-centered could assist retention.

Deakin-Crick, McCombs, (2007) explored the creation of learner-centered classrooms. This may be supported by the development of students' ownership of their own learning power, teacher learner- centered practices which respect students' voice. The findings indicated that learner- centeredness is a complex and multi-leveled set of interconnected relationships and processes. Learning power is a quality or a way that is influenced by the relationships within which individuals find themselves learning, particularly with their teachers and with key people in their school community. A Learnercentered community was characterized as: (1) an emotional climate conducive to learning, (2) relationships that support motivation and attainment, (3) responsibility in learners for self management, (4) coherence and consistency in working to a common purpose, (5) professional learning and trusted professional judgment, and (6) effective lifelong learning power.

Elen, (2007) explored the relationship between teacher-centered and student-centered learning environments from a student's perspective. Three different views were retrieved from three survey studies of higher education students'

conceptions of quality education. The results suggested that the more teacher-centered a learning environment is, the less student-centered it is and vice versa. They also revealed that the need for developing powerful, i.e. challenging and safe, learning environments should be stressed since the students assume full responsibility for the construction of their knowledge in such environments.

Macaulay and Nagley (2008) studied the integration of active learning by engaging students in the learning process and giving them the chance to be responsible for their learning. Therefore, they designed a project that actively engages students in the learning process and encourages deep approaches to learning, promotes self-directed learning, develops the ability to work in teams, builds information gathering and processing skills, and develops presentation skills. The effectiveness of the project was evaluated through questionnaires, focus groups and informal feedback, involving both students and staff. The results indicated that the project was successful and active since it engages students and encourages deep learning and could readily be adapted by a diverse range of courses. It also developed graduate attributes of life-long learning skills including: capacity for inquiry and research, critical thought and analysis, and problem solving.

Vazaka (2009) investigated the effect of the learner centered approach on the teaching of reading skills and the importance of pre-reading activities. She suggested strategies for the pre-reading stage in which students' prior knowledge was elicited on which new information was built. The findings indicated that the learners were motivated to read and comprehend the texts. Therefore, it was recommended that teachers use pre-reading activities using learner-centered approach strategies to facilitate students' understanding of a text and promote several reading skills that are important for the reading process.

Concluding Remarks

After reviewing the studies about learner-centeredness, it seems that it is extremely significant in the teaching/learning process. There are individual differences among students, and everyone learns at his/her pace using his/her own learning style(s). Therefore, the best solution to help students learn can be by giving them the chance to be responsible for their own learning, and

if possible engage them in preparing and designing the learning materials. Security is a major demand for learning. In the learner-centered approach, the students may feel secure as they do not fear committing mistakes. Teachers and students should have positive attitudes, beliefs, and perceptions about the teaching/learning process which can be fostered in the learner-centered approach. Teachers and educators need to know what learner-centeredness means to overcome implementation barriers. The reviewed literature showed that the learning environments are extremely important. They need to be productive and supportive to the learning process. The more learner-centered an environment is, the less teacher-centered it is. The best learning environment is challenging, safe, constructive, and productive.

Methods and procedures

Population and sample of the study

The population of the present study consisted of all the tenth grade students in Jordanian public schools in Bani Kenaneh Directorate of Education in the academic year 2012/2013. The total number of those students was (374); the number of male students was (180) and the number of female students was (194).

The sample of the study consisted of (80) male and female students who were distributed into four groups, two male groups and two female ones. The four schools which were included in the sample were chosen purposefully for their availability. But the experimental and control groups were chosen randomly. The experimental groups were Kufrsoum Secondary School for girls in which the number of participating students was (20); and Saham Secondary School for boys in which the students' number was (20). Whereas, the control groups were Samar Secondary School for boys from which (19) male students participated in the study, and Saham Secondary School for girls from which (21) female students took part in the study. Therefore, the number of male students was (39) and the female students' number was (41). Table 1 presents the distribution of the sample according to the teaching methods and gender.

Table 1

Distribution of the Sample According to the Teaching Methods and Gender

Total	Control groups	Experimental groups	Gender
39	19	20	Male
41	21	20	Female
80	40	40	Total

The teachers of the chosen first secondary grade classes had the following criteria:1) they had more than five years of experience; 2) they were recommended by the supervisors of English; and 3) they held at least a B.A degree in English.

Research instruments

The following instruments were used to collect the data of the present study:

The proposed instructional program

Learner-centered activities were designed to teach the materials of units three, four, five, and six which are part of the tenth grade English textbooks following the principles of the learner-centered approach. In this approach, the learner is placed at the center of education. The program begins with understanding the educational contexts from which a student comes. It continues with the instructor evaluating the student’s progress towards learning objectives. By helping the student acquire the four language skills to learn, it ultimately provides a basis for learning throughout life. It, therefore, places the responsibility for learning on the student, while the instructor assumes responsibility for facilitating the student’s education. This approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place.

Objectives of the instructional program

The proposed instructional program had the following objectives:

Implementing the principles of a learner-centered approach in classroom activities.

Providing students with activities that include different levels of thinking skills (low thinking, critical thinking, and problem solving).

Providing students with opportunities to communicate with others within contexts similar to real life situations.

Providing students with opportunities to practice the different skills of the language inside and outside the classroom.

Encouraging students to be responsible for their own learning.

Encouraging pair and group work inside the classroom since it provides students with situations close to real life ones.

Encouraging students' participation and interaction with the teacher and among the students themselves.

Improving students' motivation to learn English naturally without being afraid of making mistakes.

Providing students with realistic tasks and activities.

Principles of the instructional program

The principles of the proposed instructional program are derived from the principles of the learner-centered approach. The main principles of the teaching program proposed to teach the materials for the first secondary EFL students are:

Engaging all the learners in the lesson by using a lot of pair work and group work.

Making the learners, and not the teacher, the focus of the lesson by encouraging them to participate effectively.

Taking the students' individual differences into consideration by varying the teaching techniques.

Promoting humanistic relations.

Giving the students enough time to think before they respond.

Using a maximum amount of student-to-student interaction in a relaxed atmosphere similar to real life situations.

Developing learners' confidence by telling the students verbally and non- verbally that you believe in them and by using extrinsic and intrinsic motivation.

Linking the new knowledge with the existing one in mind.

Providing opportunities for the students to apply what they learn.

Responding to learners' difficulties and building on them.

Providing the students with opportunities to practice both accuracy and fluency.

Addressing learners' needs and interests and developing their responsibility for their own learning.

Validity of the proposed instructional program

The content of the proposed instructional program, its design, and suitability were validated by a group of experts in TEFL. The team consisted of university professors, English supervisors, and experienced English teachers. The teachers who participated in the study were contacted to arrange for classroom visits. The teachers of those classes were trained on the learner-centered instructional approach which was implemented. The following steps were conducted:

Permission to conduct the study was obtained from the Ministry of . Education

The sample of the teachers who were included in the study was purposefully selected after consulting the supervisors of English for teachers of English who had the earlier mentioned criteria and taught in the academic year 2012/2013.

The sample schools were visited for necessary arrangements.

Familiarity of the cooperating teachers with the learner-centered instructional program was ensured. That was guaranteed by providing them with thorough training on the proposed instructional program.

The proposed instructional program was implemented.

During the implementation of the program, the researcher visited the cooperating teachers to guarantee that they were following the suggested steps of the instructional program.

Achievement test

The purpose of the test was to examine the effect of the proposed learner-

centered instructional program on EFL first secondary students' achievement. It also aimed at checking the equivalence between the four groups which participated in the study.

Constructing the test

The researcher constructed a pretest to examine the equivalence between the experimental and the control groups. Then he used the same test as a posttest to examine the effect of the implemented approach on the students' achievement. The following steps were used in constructing the test:

A content analysis for the included activities was conducted.

The expected outcomes from those activities were formed.

The tests were constructed in light of the outcomes and the included content.

Content analysis for the included activities in the proposed instructional program

Purpose and questions of the content analysis

The purpose of the present content analysis is to find out the numbers and percentages of the target skills in the proposed instructional program activities in order to construct the pre and posttest of this research. Therefore, the present content analysis aimed to answer the following question:

What are the numbers and percentages of the listening, speaking, reading, writing, grammar, and vocabulary activities presented in the proposed learner-centered instructional program for EFL tenth grade students in the academic year 2012- 2013?

The target skills under analysis

The analysis is limited to the target skills included in the proposed instructional program for Jordanian EFL tenth grade students in the academic year 2012-2013.

Unit of analysis

The target skills activity was used as a unit of analysis.

Criterion of analysis

The following criterion was used to analyze the activities in the instructional program:

The target skill which the activity mainly aims to focus on more than the other skills.

Findings

To answer the first question, the activities presented in the instructional program were analyzed according to their frequency compared with the total number of activities. Table 2 presents the frequencies and percentages of each skill included in the instructional approach.

Table 2

Frequencies and Percentages of All the Target Skills Included in the Proposed Instructional Program

Percentages	Frequencies	Target skills
6%	5	Listening
25%	19	Speaking
17%	13	Reading
4%	3	Writing
35%	27	Grammar
13%	10	Vocabulary
100%	77	Total

Table 2 shows that grammar has the highest percentage (35%) whereas, writing has the lowest percentage (4%).

In light of the content analysis findings, the pre and posttest was constructed. Frequencies and percentages of the target skills were studied carefully when the test was constructed. Table 3 presents the questions and percentages of the skills included in the instructional program.

Table 3

Table of Test Specifications:

The Questions, their Numbers and Percentages on the Language Skills Aspects Included in the Pre and Post Tests

Percentages	Number of questions	Questions	Skills
10%	4	36, 37, 38, 40.	Listening
22.5%	9	6, 8, 9, 13, 14, 23, 29, 30, 39.	Speaking
12.5%	5	1, 2, 3, 4, 24.	Reading
12.5%	5	7, 32, 33, 34, 35.	Writing
27.5%	11	10, 11, 12, 15, 20, 21, 22, 25, 27, 28, 31.	Grammar
15%	6	5, 16, 17, 18, 19, 26.	Vocabulary
100%	40		Total

Table 3 shows that the highest percentage of the included items in the test was (27.5%) for grammar since this component has the highest percentage in the instructional program, whereas, listening has the lowest percentage (10%) since this is the percentage of listening in the included units.

Validity and reliability of the test

The test was validated by a group of experts. Those experts were chosen from university professors, English language supervisors, and well qualified teachers.

To establish the reliability of the test, it was applied to a pilot sample from outside the population of the study, the sample consisted of (23) students. Two weeks later, the test was applied again. Then, congruence was calculated; it was 0.89.

Correcting the test

The following steps were used in correcting the pre-post test:

A special answer booklet was constructed.

Special rubrics were constructed for correcting essay questions.

The researcher randomly selected twenty exam papers and corrected them using the answer booklet. After two weeks, he corrected them again to ensure

intra- reliability. The percentage of agreement was 98%.

The same twenty exam papers were corrected by another colleague to ensure inter-reliability. The percentage of agreement between the two results was 97%.

The opinionnaire

The purpose of the opinionnaire was to investigate the extent to which English language learners thought that the learner-centered program activities improved their EFL achievement. An opinionnaire was developed by the researcher from the related literature. It was validated by a jury of experts to measure its appropriateness and efficacy. The opinionnaire was conducted at the end of the program to ensure that the students had an idea about the nature and the principles of the learner-centered approach.

Classroom observations

A Non-participant classroom observation technique was used to investigate the extent to which the learner-centered program activities were implemented. An analytical checklist was developed by the researcher to analyze the data of this part of the study.

Validity and reliability of the classroom observations

The analytical checklist of the classroom observations was validated by a group of experts. To establish reliability of the classroom observations, the following steps were followed:

The researcher referred to the related literature and developed an analytical checklist.

Another teacher was selected to help the researcher conduct the classroom observation. The researcher explained to him the nature and purpose of the study. He also explained to him what to do before, during, and after the classroom observations.

Each of the two observers filled out the checklist separately. Then, they met after the period to approve the final checklist.

Research design and data analysis

The present study included the following variables:

The independent variable was: The method of teaching which had two levels:

1) The learner-centered approach, 2) The current teaching method

The dependent variable was: 1) the students' achievement in English measured by the pre and post test.

The design of the present study was quasi- experimental in which there were pre and post tests.

G1: O1 X O2

G2: O1 O2

The symbols stand for the following meanings:

G1: the experimental group; G2: the control group; O1: pretests;

O2: posttests; X: the learner- centered based program (the treatment).

Data analysis

To answer the questions of this study the following descriptive statistics were used: the means, standard deviations, and percentages. Two-Way MANOVA was also used to check the equivalence between the groups as well as the effect of the proposed instructional approach.

Groups' equivalence

To ensure that the subjects' English abilities in the four groups were equivalent, the researcher subjected them to a pretest. Table 4 below presents the results of the students on the test.

Table 4

Means and Standard Deviation of the Students' Results in the Pretest According to Group and Gender

Std. Deviations	Means	N	Gender	Group
11.943	42.96	20	Male	Experimental
7.953	49.59	20	Female	
10.515	46.40	40	Total	

14.077	47.61	19	Male	Control
6.724	48.00	21	Female	
10.836	47.81	41	Total	
13.080	45.19	39	Male	Total
7.371	48.84	41	Female	
10.637	47.07	80	Total	

Table 4 shows that the total mean of the experimental groups' results was 46.40 with a standard deviation of 10.515; and the total mean of the control groups' results was 47.81 with a standard deviation of 10.836. Moreover, the total mean of the gender's means was 47.07 with a standard deviation of 10.637. To find out if there were significant differences between the means of these groups, Two-Way MANOVA was used; the results are presented in Table 5.

Table 5

Two- Way MANOVA of the Pretest Overall Achievement According to Group and Gender

Sig.	F	Mean Square	Df	Sum of Squares	Source
.471	.523	57.588	1	57.588	Group
.100	2.761	304.196	1	304.196	Gender
	110.178	95	95	10466.957	Error

The results indicated that there were no significant differences at ($\alpha = 0.05$) between the experimental and the control groups. Moreover, there were no significant differences between male and female students.

Procedures for data collection and data analysis

The following procedures were used to collect and analyze the data of this study:

The proposed learner-centered instructional program was designed.

The achievement pretest was constructed.

The analytical checklists of the opinionnaire and the classroom observations were constructed.

The validity and reliability of the research instruments were established.

Permission to conduct the study was obtained from the Ministry of Education.

The sample of the teachers who were included in the study was purposefully selected after consulting the supervisors of English for teachers of English who had the mentioned criteria and taught in the academic year 2012/ 2013.

The sample schools were visited for necessary arrangements.

The familiarity of the cooperating teachers with the learner-centered instructional program was ensured. That was guaranteed by providing them with thorough training on the proposed instructional program.

The pretest was conducted on the experimental and the control groups at the same time to check groups' equivalence.

The proposed instructional program was implemented.

Frequent visits were made during the implementation of the proposed instructional program to follow up the implementation procedures.

The posttest was conducted at the end of the implementation period which took eight weeks.

The pre/post tests were corrected according to the criteria mentioned earlier. And then the results were analyzed by using the two-way MANOVA.

Findings of the Study

This study aimed at investigating the effectiveness of a proposed learner-centered instructional program on Jordanian EFL tenth grade students' achievement. To answer the questions of the study: "1) Are there statistically significant differences in the students' achievement in English between the experimental and the control groups due to the teaching method?" and "2) Are there statistically significant differences in the students' achievement in English between the experimental and the control groups due to the students' gender?" Table 6 presents the means and standard deviations of the students' achievement on the posttest.

Table 6

Means and Standard Deviation of the Students' Achievement in the Posttest According to Group and Gender

Std. Deviations	Means	N	Gender	Group
9.748	71.76	20	Male	Experimental
8.909	79.15	20	Female	
9.953	75.60	40	Total	
9.704	52.91	19	Male	Control
8.739	62.12	21	Female	
10.242	57.62	40	Total	

Table 6 shows that the total means of the experimental group was 75.60 with a standard deviation of 9.953. It also shows that the means of the female students' results was 79.15 with a standard deviation of 8.909. The means and standard deviations presented in Table 7 show that there are apparent differences between the experimental and the control groups and also between the male and female groups. To examine its significance, Two-Way MANOVA was used; the results are presented in Table 7.

Table 7

Two- Way MANOVA of the Posttest Achievement in English According to Group and Gender

Sig.	F	Mean Square	Df	Sum of Squares	Source
.000	92.222	7933.462	1	7933.462	Group
.000	19.751	1699.101	1	1699.101	Gender
		86.025	95	8172.418	Error

The results showed that there were statistically significant differences in the students' achievement at ($\alpha = 0.05$) in favor of the experimental group. They also showed that there were significant differences at ($\alpha = 0.05$) in favor of the female groups.

Findings related to the classroom observations

A Non-participant classroom observation technique was used to investigate the extent to which learner-centered program activities were implemented. An observational checklist was developed by the researcher to analyze the data of this part of the study. To analyze the data of this part, frequencies and percentages were used to find out the teachers' practices in the classrooms. Table 8 presents the frequencies and percentages of those practices.

Table 8

Frequencies and Percentages of the Teachers' Practices in the Classrooms According to Group

Control		Experimental		Statement	No.
Percent-ages	Frequen-cies	Percent-ages	Frequen-cies		
58.3%	7	83.3%	10	The teaching material is interesting and provides important information to the students.	1
50%	6	100%	12	The teacher takes students' individual differences into consideration, so that teaching techniques are varied.	2
8.3%	1	100%	12	The teacher uses a lot of pair work and/ or group work activities.	3
50%	6	83.3%	10	The teacher promotes humanistic relations in the classroom.	4
25%	3	83.3%	10	The teacher encourages students' talk and gives them confidence.	5
8.3%	1	100%	12	The teacher gives the students enough time to think before they respond.	6
16.7%	2	100%	12	The students interact in a relaxed atmosphere similar to real life situations.	7
16.7%	2	75%	9	The teacher builds students' self confidence by telling the students verbally and nonverbally that he believes in them.	8
33.3%	4	91.7%	11	The teacher connects new words with real life images.	9
58.3%	7	100%	12	The teacher links the new knowledge with the existing one in mind.	10

16.7%	2	83.3%	10	The teacher uses both extrinsic and intrinsic motivation.	11
58.3%	7	100%	12	The teacher uses English that suit the students' age and proficiency.	12
16.7%	2	91.7%	11	The teacher keeps the process flow smoothly, efficiently, and interactively.	13
41.7%	5	100%	12	The teacher insists to engage every student in the classroom activities.	14
50%	6	100%	12	The teacher uses appropriate examples.	15
25%	3	100%	12	The teacher relates information to future real world application.	16
8.3%	1	100%	12	The teacher provides opportunities for students to apply what they learn.	17
0%	0	100%	12	The teacher uses techniques that focus on learners' needs, styles, and goals.	18
91.7%	11	100%	12	The teacher is tolerant of the learners' mistakes.	19
66.7%	8	100%	12	The teacher receives students and answers their questions.	20
0%	0	100%	12	The teacher utilizes brainstorming and problem solving activities.	21
16.7%	2	91.7%	11	The teacher responds positively to students' behavior.	22

The total number of the classroom observations of the experimental group was 12, and that of the control group was also 12. Table 8 shows that the frequencies of the learner-centered practices in the experimental group ranged between nine and twelve; whereas, they ranged between zero and eleven in the control group. As for gender, Table 9 presents frequencies and percentages of the noticed learner-centered practices.

Table 9

Frequencies and Percentages of the Teachers' Practices in the Classrooms According to Gender

Female		Male		Statement	No.
Percentages	Frequencies	Percentages	Frequencies		
66.7%	8	75%	9	The teaching material is interesting and provides important information to the students.	1
83.3%	10	66.7%	8	The teacher takes students' individual differences into consideration, so that teaching techniques are varied.	2
58.3%	7	50%	6	The teacher uses a lot of pair work and/ or group work activities.	3
66.7%	8	66.7%	8	The teacher promotes humanistic relations in the classroom.	4
58.3%	7	50%	6	The teacher encourages students' talk and gives them confidence.	5
58.3%	7	50%	6	The teacher gives the students enough time to think before they respond.	6
58.3%	7	58.3%	7	The students interact in a relaxed atmosphere similar to real life situations.	7
41.7%	5	50%	6	The teacher builds students' self confidence by telling the students verbally and nonverbally that he believes in them.	8
58.3%	7	66.7%	8	The teacher connects new words with real life images.	9
83.3%	10	75%	9	The teacher links the new knowledge with the existing one in mind.	10
41.7%	5	58.3%	7	The teacher uses both extrinsic and intrinsic motivation.	11
66.7%	8	91.7%	11	The teacher uses English that suit the students' age and proficiency.	12
58.3%	7	50%	6	The teacher keeps the process flow smoothly, efficiently, and interactively.	13

75%	9	66.7%	8	The teacher insists to engage every student in the classroom activities.	14
83.3%	10	66.7%	8	The teacher uses appropriate examples.	15
66.7%	8	58.3%	7	The teacher relates information to future real world application.	16
50%	6	58.3%	7	The teacher provides opportunities for students to apply what they learn.	17
50%	6	50%	6	The teacher uses techniques that focus on learners' needs, styles, and goals.	18
100%	12	91.7%	11	The teacher is tolerant of the learners' mistakes.	19
83.3%	10	83.3%	10	The teacher receives students and answers their questions.	20
50%	6	50%	6	The teacher utilizes brainstorming and problem solving activities.	21
50%	6	58.3%	7	The teacher responds positively to students' behavior.	22

Table 9 shows that the male and female learner-centered practices were nearly the same since they nearly have the same frequencies and percentages. They ranged between six and twelve.

Findings related to the opinionnaire

The purpose of the opinionnaire was to investigate the extent to which English language learners stated that the learner-centered program activities improved their EFL achievement. It was distributed to the students of the experimental groups. Table 10 presents means and standard deviations of the learner-centered approach activities from the students' points of view.

Table 10

Means and Standard Deviations of the Students' Responses to the Items of the Opinionnaire

Total			Female			Male			Statement
Std. Deviations	Means	No.	Std. Deviations	Means	No.	Std. Deviations	Means	No.	
.45	4.71	40	.48	4.67	20	.43	4.76	20	1) A lot of pair work and group work activities improve my English.
.57	4.58	40	.63	4.59	20	.50	4.56	20	2) Humanistic relations in the classroom enhance my learning.
1.18	4.00	40	.63	4.59	20	1.31	3.36	20	3) I need enough time to think before I respond.
.41	4.79	40	.39	4.81	20	.43	4.76	20	4) Interaction in a relaxed atmosphere makes me think better in English.
.34	4.87	40	.36	4.85	20	.33	4.88	20	5) I learn better when I feel confident in myself.
.46	4.69	40	.49	4.63	20	.43	4.76	20	6) I learn better when I relate what I learn to real life situations.
.55	4.65	40	.42	4.78	20	.65	4.52	20	7) I learn better when I am motivated.
.53	4.60	40	.57	4.41	20	.40	4.80	20	8) I feel proud to be engaged in classroom activities.
1.31	2.90	40	1.44	3.19	20	1.11	2.60	20	9) I feel embarrassed when the teacher tells me that I am wrong.
1.11	2.75	40	1.05	3.04	20	1.12	2.44	20	10) I feel frustrated when the teacher uses difficult language.
.88	1.96	40	.93	1.89	20	.84	2.04	20	11) I think it is enough to memorize the vocabulary items and the grammar of English.
.63	4.60	40	.75	4.52	20	.47	4.68	20	12) I learn better when I feel that the information is important to me.
.92	1.65	40	.32	1.11	20	1.01	2.24	20	13) I feel happy to memorize sentences and repeat them inside and outside the classroom.
1.35	3.00	40	1.12	2.48	20	1.38	3.56	20	14) I prefer to talk in English with my friends rather than to the teacher.

Table 10 shows that the means and standard deviations of the students' responses were nearly the same. The highest agreement occurred in the fifth statement in which the male students' mean was 4.88 with a standard deviation of .33; and the females' mean was 4.85 with a standard deviation of .36. On the other hand the lowest agreement occurred in the item number fourteen in which the male students' mean was 3.56 with a standard deviation of 1.38 while the means of female students was 2.48 with a standard deviation of 1.12. This indicates that both male and female English language learners had positive opinions about the learner- centered program activities and they believed that they improved their EFL achievement.

Discussion of the findings, conclusions and recommendations

This part presents a detailed discussion of the findings according to the questions of the study. In light of the findings, conclusions and recommendations are also presented.

Discussion of the findings of the study

The first question investigated the effect of the proposed instructional program on Jordanian EFL tenth grade students' achievement. The results showed that there were statistically significant differences in the students' achievement at ($\alpha = 0.05$) in favor of the experimental group. This indicates that the proposed instructional program had a positive effect on the students' achievement compared with the effect of the current method. The positive effect that resulted from the instructional program may refer to the way of implementing the principles of the learner- centered approach. All the students were engaged in the activities of the instructional program through pair work and group work. They worked in a relaxed atmosphere which gave them opportunities to practice the language they learned.

The activities of the instructional program were presented in a way that made the learners the focus of the lesson. That was done by making them participate in the activities. For example, they discussed the questions of the reading passage in groups; they also discussed the pictures shown in the book; they worked together to find out answers to given questions; they matched words with their meanings; they acted out role plays and played games; they suggested ideas for discussion in groups or with the whole class; they wrote

paragraphs and shared them with their colleagues; they expressed their own feelings to their colleagues and discussed them with each other.

The activities were presented by using different techniques in order to take the students' learning styles and strategies into consideration. In some activities, the students played games in which they used the language they learned; in other activities, they were asked to conduct a debate; whereas, in others they were asked to write a paragraph; some students were asked to reread a sentence or a paragraph, whereas, others were asked to paraphrase them by using their own words. This depends on the students' levels of proficiency. All those techniques were conducted in a humanistic basis. That was done in a non-threatening atmosphere. Group work provided the students with opportunities to use the language without the fear of committing mistakes in front of the rest of the class which might make them feel embarrassed. The students were responsible for their own learning in the presented activities. That was done by making them cooperate with their groups to find out solutions to given problems, and then compete with the other groups and try to convince them with their points of view.

Linking the new language that the students learned with real life situations helps the students to internalize what they learn. Therefore, the students were assigned homework and projects in which they related what they learned to real life situations. For example, they were asked to bring materials that supported their opinions about being with or against the statement "coffee is very good for your health." And also they were asked to discuss the matter of buying an electric device. Moreover, they were asked to solve the problem of their brother who wastes his time watching TV.

On the other hand, the control groups' achievement was less than that of the experimental ones. The reason behind that might be due to the conventional procedures that were followed to teach the activities. That was also noticed in the observed classrooms. The twenty two items of the classroom observation checklist were learner-centered. The classroom observation results showed that the experimental groups' frequencies and percentages of the learner-centered practices were higher than those of the control groups. It was noticed that the teachers of the experimental groups followed the learner-centered approach principles most of the time. For example, they took the students'

individual differences into consideration 100% of the time; they used pair work and group work all the time. The teachers of the experimental groups also created a relaxed atmosphere for students' interaction all through the period. Moreover, they always linked the new knowledge with the existing one in students' minds. The experimental groups' teachers always used suitable language for the students' age and proficiency. In addition, they always insisted to engage every student in the classroom activities. Similarly, they always used appropriate examples. They always related information to future real world application. The students of the experimental groups were always provided with opportunities to apply what they learned. They were also taught by using the technique that focused on the learners' needs, styles, and goals 100% of the time. The teachers of the experimental groups were perfect tolerants of the students' mistakes. They perfectly as well received the students and answered their questions. Moreover, they were perfect in utilizing brainstorming and problem solving activities.

It was also noticed that the teachers of the experimental groups promoted humanistic relations in the classrooms 83.3% of the time. Similarly, they usually encouraged their students to talk and they gave them confidence. In addition, the students received extrinsic and intrinsic motivation for 83.3% of their practices. Moreover, the experimental groups' teachers kept the teaching/learning process flowing smoothly and they responded positively to the students' behaviors 91.7% of the time.

On the other hand, the control groups' teachers did not use the learner-centered approach principles properly. That was noticed in the classroom observation. For example, the teachers of the control groups took the students' individual differences into consideration 50% of the time. Pair work and group work techniques were used 8.3% of the time; the relaxed atmosphere for students' interaction was created only for a brief time. They also linked the new knowledge with the existing one in the students' minds and they used the language that suits the students' age and proficiency for only half the time. The control groups' teachers insisted on engaging every student in the classroom activities for only 41.7% of the periods' time. They used appropriate examples for half of the time. In addition, they related information to future real world application for only 25% of the time. Moreover, the students were

rarely provided with opportunities to apply what they learned. It was also noticed that the teachers of the control groups promoted humanistic relations in the classrooms for only half the time. They encouraged the students to talk and gave them confidence for 25% of the periods' time. Their students rarely received extrinsic or intrinsic motivation. The teachers seldom kept the teaching/learning process flowing smoothly, efficiently, and interactively. They seldom responded positively to the students' behaviors.

An opinionnaire was implemented to investigate the extent to which the English language learners thought that the learner-centered program activities improved their EFL achievement. The opinionnaire included fourteen items. Those items represented the learner-centered approach principles except the items numbered eleven and thirteen. It was distributed to the students of the experimental groups since they experienced the learner-centered approach principles. The results of the opinionnaire indicated that the learners had positive opinions about the learner-centered program activities. The forty students who participated in the study agreed that pair work and group work improved their English. They also agreed that humanistic relations in the classroom enhanced their learning. Moreover, they all declared that they learned better when they had confidence. In addition, all the participants agreed that they learned better when they were motivated, and that they felt proud when they were engaged in classroom activities.

The findings of this study indicated that the learner-centered approach principles had positive effects on the students' achievement. A lot of research which was conducted in this field has supported these findings. For example, Warburton and Whitehouse (1998) found that in learner-centeredness, most student-generated objectives were met. Chan (2001) found that students demonstrated positive attitudes towards autonomous approach. Garrett and Shortall (2002) discovered that students were interested in learner-centered activities as they moved up through the language level. A lot of research that was conducted in this field found that it is necessary to care for learner's conceptions and beliefs about the nature of knowledge and learning process in adopting learner-centered models since the learner-centered approach models improve the students' learning and motivation (Pillay, 2002; Van Aswegen and Dreyer, 2004; Newmaster, Lacroix, and Roosenboom, 2006; Deakin-

Crick, McCombs, Haddon, Broadfoot, and Tew, 2007; Macaulay and Nagley, 2008; Vazaka, 2009). Moreover, collaborative learning and good learning environments should be stressed since the students assume full responsibility for their own learning in such environments (Alfassi, 2004; Elen, Claraldine, Leonard, and Lowyck, 2007). Such findings suggested the necessity to use the learner-centered approach in the teaching/learning process (Nielsen, 1989; Cara, 2007; Chabeli, 2006; Nunan, 1988; Richards and Rodgers, 2001; Brown, 2001; Kirson and Lee, 2004; Branch, 1995; Omaggio, 2001; Chan, 2001; Kotze and Waghid, 2006; Zaharias and Poulymenakou, 2006; Ashworth and Wakefield, 2005).

The results of the second question, “Are there statistically significant differences in the students’ achievement in English between the experimental and the control groups due to the students’ gender?” showed that there were significant differences in the students’ achievement at ($\alpha = 0.05$) in favor of the female groups.

The male and female teachers were thoroughly trained on implementing the instructional approach. They all showed seriousness in implementing it and that was noticed in the classroom observations. The male and female students in the experimental groups also declared in the opinionnaire that the teachers implemented the learner-centered principles effectively. Therefore, the differences in the students’ achievement which was in favor of the female students might be due to the educational practices at the Jordanian public schools which consider female students more serious and cooperative than male students. In the Jordanian culture, most of the female students show a stronger desire to study at universities. Therefore, they are interested in new ideas and educational programs to improve themselves.

Conclusions

The following conclusions were drawn from the findings of the present study:

The learner-centered approach should be a main part of the EFL curricula and classroom teaching to develop the autonomy of the learners.

Students' achievement in English can be developed when using methodology that enhances their creativity.

Students' engagement in the classroom activities is essential in the learner-centered approach principles. This can be achieved with patience and experience.

Students' confidence can be developed if teachers utilize the principles and practices of the learner-centered approach.

Recommendations

In light of the findings of the present study, the researcher recommends the following:

Learner-centered, safe, challenging, authentic, and collaborative environments should be established in the teaching/learning process in a way that promotes active learning.

The understanding of the learner-centered approach as well as its implementation in the classrooms should be used frequently.

More voice inside the classrooms should be given to the students by engaging every student in the classroom activities.

There should be a real shift from teacher-centeredness to student-centeredness.

Teachers should be trained on how to implement the principles of the learner-centered approach.

More studies should be conducted on other classes and different stages.

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