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ظَهَرَ الْفَسَادُ فِي الْبَرِّ وَالْبَحْرِ بِمَا كَسَبَتْ أَيْدِي النَّاسِ لِيُذِيقَهُمْ بَعْضَ
الَّذِي عَمِلُوا لَعَلَّهُمْ يَرْجِعُونَ

صدق الله العظيم

(سورة الروم - آية 41)

هيئة التحرير

- د. علي سالم جمعة رئيساً
 - د. أنور عمر أبوشينة عضواً
 - د. أحمد مريحيل حريش عضواً

المجلة علمية ثقافية محكمة نصف سنوية تصدر عن جامعة المرقب/
 كلية الآداب الخمس، وتنتشر بها البحوث والدراسات الأكاديمية المعنية
 بالمشكلات والقضايا المجتمعية المعاصرة في مختلف تخصصات العلوم
 الانسانية.

- كافة الآراء والأفكار والكتابات التي وردت في هذا العدد تعبر عن آراء أصحابها
 فقط، ولا تعكس بالضرورة رأي هيئة تحرير المجلة ولا تتحمل المجلة أية مسؤولية
 اتجاهها.

تُوجّه جميع المراسلات إلى العنوان الآتي:

هيئة تحرير مجلة العلوم الإنسانية

مكتب المجلة بكلية الآداب الخمس جامعة المرقب

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قواعد ومعايير النشر

- تهتم المجلة بنشر الدراسات والبحوث الأصيلة التي تتسم بوضوح المنهج ودقة التوثيق في حقول الدراسات المتخصصة في اللغة العربية والانجليزية والدراسات الإسلامية والشعر والأدب والتاريخ والجغرافيا والفلسفة وعلم الاجتماع والتربية وعلم النفس وما يتصل بها من حقول المعرفة.

- ترحب المجلة بنشر التقارير عن المؤتمرات والندوات العلمية المقامة داخل الجامعة على أن لا يزيد عدد الصفحات عن خمس صفحات مطبوعة.

- نشر البحوث والنصوص المحققة والمترجمة ومراجعات الكتب المتعلقة بالعلوم الإنسانية والاجتماعية ونشر البحوث والدراسات العلمية النقدية الهادفة إلى تقدم المعرفة العلمية والإنسانية.

- ترحب المجلة بعروض الكتب على ألا يتجاوز تاريخ إصدارها ثلاثة أعوام ولا يزيد حجم العرض عن صفحتين مطبوعتين وأن يذكر الباحث في عرضه المعلومات التالية (اسم المؤلف كاملاً- عنوان الكتاب- مكان وتاريخ النشر- عدد صفحات الكتاب- اسم الناشر- نبذة مختصرة عن مضمونه- تكتب البيانات السالفة الذكر بلغة الكتاب).

ضوابط عامة للمجلة

- يجب أن يتسم البحث بالأسلوب العلمي النزيه الهادف ويحتوى على مقومات ومعايير المنهجية العلمية في اعداد البحوث.

- يُشترط في البحوث المقدمة للمجلة أن تكون أصيلة ولم يسبق أن نشرت أو قدمت للنشر في مجلة أخرى أو أية جهة ناشرة اخرة. وأن يتعهد الباحث بذلك خطيا عند تقديم البحث، وتقديم إقراراً بأنه سيلتزم بكافة الشروط والضوابط المقررة في المجلة، كما أنه لا يجوز يكون البحث فصلاً أو جزءاً من رسالة (ماجستير - دكتوراه) منشورة، أو كتاب منشور.

- لغة المجلة هي العربية ويمكن أن تقبل بحوثاً بالإنجليزية أو بأية لغة أخرى، بعد موافقة هيئة التحرير..

- تحتفظ هيئة التحرير بحقها في عدم نشر أي بحث وتُعدُّ قراراتها نهائية، وتبلغ الباحث باعتذارها فقط اذا لم يتقرر نشر البحث، ويصبح البحث بعد قبوله حقاً محفوظاً للمجلة ولا يجوز النقل منه إلا بإشارة إلى المجلة.

- لا يحق للباحث إعادة نشر بحثه في أية مجلة علمية أخرى بعد نشره في مجلة الكلية ، كما لا يحق له طلب استرجاعه سواء قُبِلَ للنشر أم لم يقبل.

-تخضع جميع الدراسات والبحوث والمقالات الواردة إلى المجلة للفحص العلمي، بعرضها على مُحكِّمين مختصين (محكم واحد لكل بحث) تختارهم هيئة التحرير على نحو سري لتقدير مدى صلاحية البحث للنشر، ويمكن ان يرسل الى محكم اخر وذلك حسب تقدير هيئة التحرير.

- يبدي المقيم رأيه في مدى صلاحية البحث للنشر في تقرير مستقل مدعماً بالمبررات على أن لا تتأخر نتائج التقييم عن شهر من تاريخ إرسال البحث إليه، ويرسل قرار المحكمين النهائي للباحث ويكون القرار إما:

* قبول البحث دون تعديلات.

* قبول البحث بعد تعديلات وإعادة عرضه على المحكم.

* رفض البحث.

-تقوم هيئة تحرير المجلة بإخطار الباحثين بآراء المحكمين ومقترحاتهم إذ كان المقال أو البحث في حال يسمح بالتعديل والتصحيح، وفي حالة وجود تعديلات طلبها المقيم وبعد موافقة الهيئة على قبول البحث للنشر قبولاً مشروطاً بإجراء التعديلات يطلب من الباحث الأخذ بالتعديلات في فترة لا تتجاوز أسبوعين من تاريخ استلامه للبحث، ويقدم تقريراً يبين فيه رده على المحكم، وكيفية الأخذ بالملاحظات والتعديلات المطلوبة.

-ترسل البحوث المقبولة للنشر إلى المدقق اللغوي، ومن حق المدقق اللغوي أن يرفض البحث الذي تتجاوز أخطاؤه اللغوية الحد المقبول.

- تنشر البحوث وفق أسبقية وصولها إلى المجلة من المحكم، على أن تكون مستوفية الشروط السالفة الذكر.

-الباحث مسئول بالكامل عن صحة النقل من المراجع المستخدمة كما أن هيئة تحرير المجلة غير مسئولة عن أية سرقة علمية تتم في هذه البحوث.

- ترفق مع البحث السيرة العلمية (CV) مختصرة قدر الإمكان تتضمن الاسم

الثلاثي للباحث ودرجته العلمية ونخصه الدقيق، وجامعته وكليته وقسمه، وأهم مؤلفاته، والبريد الإلكتروني والهاتف ليسهل الاتصال به.

- يخضع ترتيب البحوث في المجلة لمعايير فنية تراها هيئة التحرير.

-تقدم البحوث الى مكتب المجلة الكائن بمقر الكلية، أو ترسل إلى بريد المجلة الإلكتروني.

-إذا تم إرسال البحث عن طريق البريد الإلكتروني أو صندوق البريد يتم إبلاغ الباحث بوصول بحثه واستلامه.

- يترتب على الباحث، في حالة سحبه لبحثه أو إبداء رغبته في عدم متابعة إجراءات التحكيم والنشر، دفع الرسوم التي خصصت للمقيمين.

شروط تفصيلية للنشر في المجلة

-عنوان البحث: يكتب العنوان باللغتين العربية والإنجليزية. ويجب أن يكون العنوان مختصراً قدر الإمكان ويعبر عن هدف البحث بوضوح ويتبع المنهجية العلمية من حيث الإحاطة والاستقصاء وأسلوب البحث العلمي.

- يذكر الباحث على الصفحة الأولى من البحث اسمه ودرجته العلمية والجامعة أو المؤسسة الأكاديمية التي يعمل بها.

-أن يكون البحث مصوغاً بإحدى الطريقتين الآتيتين: _

1:البحوث الميدانية: يورد الباحث مقدمة يبين فيها طبيعة البحث ومبرراته ومدى الحاجة إليه، ثم يحدد مشكلة البحث، ويجب أن يتضمن البحث الكلمات المفتاحية (مصطلحات البحث)، ثم يعرض طريقة البحث وأدواته،

وكيفية تحليل بياناته، ثم يعرض نتائج البحث ومناقشتها والتوصيات المنبثقة عنها، وأخيراً قائمة المراجع.

2: البحوث النظرية التحليلية: يورد الباحث مقدمة يمهد فيها لمشكلة البحث مبيناً فيها أهميته وقيمه في الإضافة إلى العلوم والمعارف وإغنائها بالجديد، ثم يقسم العرض بعد ذلك إلى أقسام على درجة من الاستقلال فيما بينها، بحيث يعرض في كل منها فكرة مستقلة ضمن إطار الموضوع الكلي ترتبط بما سبقها وتمهد لما يليها، ثم يختم الموضوع بخلاصة شاملة له، وأخيراً يثبت قائمة المراجع.

-يقدم الباحث ثلاث نسخ ورقية من البحث، وعلى وجه واحد من الورقة (A4) واحدة منها يكتب عليها اسم الباحث ودرجته العلمية، والنسخ الأخرى تقدم ويكتب عليها عنوان البحث فقط، ونسخة الكترونية على (Cd) باستخدام البرنامج الحاسوبي (MS Word).

- يجب ألا تقل صفحات البحث عن 20 صفحة ولا تزيد عن 30 صفحة بما في ذلك صفحات الرسوم والأشكال والجداول وقائمة المراجع .
-يرفق مع البحث ملخصان (باللغة العربية والانجليزية) في حدود (150) كلمة لكل منهما، وعلى ورقتين منفصلتين بحيث يكتب في أعلى الصفحة عنوان البحث ولا يتجاوز الصفحة الواحدة لكل ملخص.

-يُنترك هامش مقداره 3 سم من جهة التجليد بينما تكون الهوامش الأخرى 2.5 سم، المسافة بين الأسطر مسافة ونصف، يكون نوع الخط المستخدم في المتن Times New Roman 12 للغة الانجليزية و مسافة و نصف

بخط 14 Simplified Arabic للأبحاث باللغة العربية.

-في حالة وجود جداول وأشكال وصور في البحث يكتب رقم وعنوان الجدول أو الشكل والصورة في الأعلى بحيث يكون موجزاً للمحتوى وتكتب الحواشي في الأسفل بشكل مختصر كما يشترط لتنظيم الجداول اتباع نظام الجداول المعترف به في جهاز الحاسوب ويكون الخط بحجم 12.

-يجب أن ترقيم الصفحات ترقيماً متسلسلاً بما في ذلك الجداول والأشكال والصور واللوحات وقائمة المراجع .

طريقة التوثيق:

-يُشار إلى المصادر والمراجع في متن البحث بأرقام متسلسلة توضع بين قوسين إلى الأعلى هكذا: (1)، (2)، (3)، ويكون ثبوتها في أسفل صفحات البحث، وتكون أرقام التوثيق متسلسلة موضوعة بين قوسين في أسفل كل صفحة، فإذا كانت أرقام التوثيق في الصفحة الأولى مثلاً قد انتهت عند الرقم (6) فإن الصفحة التالية ستبدأ بالرقم (1).

-ويكون توثيق المصادر والمراجع على النحو الآتي:

اولاً: الكتب المطبوعة: اسم المؤلف ثم لقبه، واسم الكتاب مكتوباً بالبنط الغامق، واسم المحقق أو المترجم، والطبعة، والناشر، ومكان النشر، وسنته، ورقم المجلد - إن تعددت المجلدات - والصفحة. مثال: أبو عثمان عمرو بن بحر الجاحظ، الحيوان. تحقيق وشرح: عبد السلام محمد هارون، ط2، مصطفى البابي الحلبي، القاهرة، 1965م، ج3، ص40. ويشار إلى المصدر عند وروده مرة ثانية على النحو الآتي: الجاحظ، الحيوان، ج، ص.

ثانياً: الكتب المخطوطة: اسم المؤلف ولقبه، واسم الكتاب مكتوباً بالبنط الغامق، واسم المخطوط مكتوباً بالبنط الغامق، ومكان المخطوط، ورقمه، ورقم اللوحة أو الصفحة. مثال: شافع بن علي الكناني، الفضل المأثور من سيرة السلطان الملك المنصور. مخطوط مكتبة البودليان باكسفورد، مجموعة مارش رقم (424)، ورقة 50.

ثالثاً: الدوريات: اسم كاتب المقالة، عنوان المقالة موضوعاً بين علامتي تنصيص " "، واسم الدورية مكتوباً بالبنط الغامق، رقم المجلد والعدد والسنة، ورقم الصفحة، مثال: جرار، صلاح: "عناية السيوطي بالتراث الأندلسي- مدخل"، مجلة جامعة القاهرة للبحوث والدراسات، المجلد العاشر، العدد الثاني، سنة 1415هـ/ 1995م، ص179.

رابعاً: الآيات القرآنية والاحاديث النبوية:- تكتب الآيات القرآنية بين قوسين مزهرين بالخط العثماني ﴿ ﴾ مع الإشارة إلى السورة ورقم الآية. وتثبت الأحاديث النبوية بين قوسين مزدوجين « » بعد تخريجها من مظانها.

ملاحظة: لا توافق هيئة التحرير على تكرار نفس الاسم (اسم الباحث) في عددين متتالين وذلك لفتح المجال أمام جميع أعضاء هيئة التدريس للنشر.

صلحا ، بالقانون رقم 74 لسنة 1975م المعدل بالقانون رقم 4 لسنة 1979م¹ ، الذى يتضمن التوفيق والتحكيم بين المتنازعين ، أمام لجان المحلات بالمناطق ، حتى أصبح عرض الصلح شرط أساسى ، فى قبول الدعاوى المدنية ، والتجارية ، والأحوال الشخصية ، ولكنه حالياً لم يفعل ، وهذا يعتبر تقصير

¹ - الطعن المدني رقم ، 35/47ق، مجلة المحكمة العليا ، السنة السادسة والعشرون ، العددان الثالث والرابع

فهرس المحتويات

الصفحة	عنوان البحث
12.....	1- قصيدة (هل ما مضى راجع) لابن الفارض دراسة فنية. د. فرج ميلاد عاشور.....
39.....	2- أهمية القوى العاملة ودورها في نمو الإنتاج وتطويره في المجتمع الليبي. د. محمد سعيد الثعبان.....
58.....	3- ملامح ثقافة الفقر في المجتمع الليبي : دراسة امبيريقية. د. عثمان علي أميمن/ د. ليلي محمد اكتيبي.....
90.....	4- الوجود الطبيعي في فلسفة أبي البركات ابن ملكا. د. أحمد مريحيل حريش.....
104.....	5- العلم في الفكر الإسلامي. د. آمنة عبدالسلام الزائدي.....
124.....	6- مستوى الروح المعنوية والعوامل المؤثرة فيها لدي عينة من طلبة كلية الاقتصاد والتجارة بجامعة المرقب (دراسة ميدانية في مجال العلوم السلوكية). أ. سميرة حسين اوصيلة. أ. سمية معمر مسلم.....
169.....	7- من وجوه دلالة الفعل الماضي (التعبير القرآني أنموذجًا). أ. حنان علي بالنور.....
200.....	8- الحياة الاقتصادية و الاجتماعية في مملكة تدمر القرن الأول ق . م -273م. د. عبد الكريم علي محمد نامو.....
224.....	9- (صفة من تقبل روايته وطرق ثبوت الجرح والتعديل) دراسة نظرية تطبيقية. د. محمد عبد السلام العالم.....
252.....	10- دور الاختصاصي النفسي في رياض الأطفال. أ. آمنة سالم قدورة.....

- 11- هرمية جانبيه ودورها في علاج صعوبات التعلّم.
د. فاطمة الهدار بن طالب.....265
- 12- فاعلية برنامج معرفي سلوكي في تنمية القدرة على تأكيد الذات دراسة شبه تجريبية على عينة من طلبة السنة الثانية بقسم علم النفس.
د. أحمد محمد معوال/ د. ربيعة عمر الحضييري.....279
- 13- "محاسبة النفس عند الصوفية...المحاسبي " أنموذجاً".
د. آمنة العربي العرقوبي.....295
- 14- استخدام التقنيات الحديثة في مراقبة الغابات كأساس للتنمية المستدامة منطقة شرق تاجوراء (نموذجاً).
د. عمر رمضان طريش.....313
- 15- قلق الموت وعلاقته بضعف الوازع الديني.
أ. زهرة عثمان البرق.....337
- 16- الرؤية السوسولوجية لثقافة الاستهلاك.
د.ونيس محمد الكراتي.....360
- 17- إدارة الأزمات (دراسة في الأسباب واستراتيجيات المواجهة)).
د.علي محمد مصطفى /د خالد إبراهيم ابورقيقة382
- 18-The Challenges Faced in Student-Centered Learning Implementation by Teachers at English Department at Al-Mergib University
Asma Aburawi413
- 19 - An Error Analysis in Passive Voice Sentences Made by EFL Fourth Year Students at Almergib University
. Rabea Mansur Milad/Abobaker Ali Brakhw.....431

The Challenges Faced in Student-Centered Learning Implementation by Teachers at English Department at Al-Mergib University

: Asma Aburawi

Abstract

Since there are two basic approaches to teaching: teacher-centered and student centered approaches, there is a discussion about them which is the best to use in classes and which one is the more effective. In fact, it is difficult to identify if any one approach is better than another, because there are so many factors can affect the effectiveness of teaching, e.g.: student' attitudes, abilities and learning styles and teachers' beliefs, experiences and abilities. However, most researchers agreed on that effective teaching is often characterized by the active involvement of students, student collaboration, and an emphasis on academic achievements. They asserted that the role of the teacher is seen as a facilitator of learning rather than a source of knowledge. Therefore, it is essential for teachers to adopt student-centered leaning approach in their teaching to achieve effective teaching. It is not said that using teacher-centered approach should be avoided at all. Teachers can combine the two approaches or select which one fits their aims, classes, and students. One of the aims of this research is to find out which approach is more used by the teachers of English at English Department at Al-Mergib University. This study assumes that the teachers of English at English Department at Al-Mergib University rarely use student-centered methods in their teaching. Since the first step towards problem is identifying the reasons finding the solution for any

for that problem, it is necessary to know the reasons that hinder teachers from adopting the more modern approach of teaching, student-centered learning approach. The researcher tried to discover if the reason of this is that the given teachers are not convinced in this new approach or there are some challenges that prevent them from adopting it. This research also aims at identifying such challenges and trying to suggest some solutions for each one. To achieve all these aims, the researcher decided to formulate a questionnaire consisting of four questions. Each question achieves one of the aims of this study. The participants of this study are almost all the teachers of English who are working at English Department at Al-Mergib University in Khoms in the academic year 2016-2017. Their number is 24. They are native speakers of Arabic and varying in their teaching experience. The results of this study revealed that most participants do not implement student-centered learning in their teaching. The results also showed that most participants were aware of the great benefits of this new approach, but there were some obstacles that prevented them from the implementation of student-centered methods in teaching English. Some solutions were suggested by the participants to overcome these obstacles. The results of this research will be very beneficial for all educators (teachers, administrators, curriculum planners...etc.) who are interested in student-centered approach and trying to adopt it in teaching college students.

Introduction

Background of the Study

The debate of teacher-centered vs. student-centered education has been in the forefront of teachers' minds for several years. Teacher-centered approach (TCA) is the traditional way of teaching. It is characterized by the predominant use of traditional methods of teaching such as formal lectures, seminars, and examinations. Teachers fill their students with

information and knowledge through lectures. Students are passive. They listen to lectures and take notes. Then, through seminars, teachers try to know if their students have understood the material that they taught by asking some questions. Finally, they test their students through examinations. Although this approach is relatively beneficial for students and teachers, it may promote a “surface” rather than “deep” level of understanding and orient students towards performing only at the minimal level required to obtain a good grade in the course (Biggs, 1999). In recent years, many teachers have moved toward a student-centered approach (SCA). Undoubtedly, each approach has its advantages and disadvantages. However, it is an important skill in teaching to make your students the focus of your teaching. Teachers have to understand their students’ needs and goals, communicate trust and respect for them, give feedback on their learning in ways that help develop their confidence and self-esteem, and use strategies and techniques that create an atmosphere of collaboration among students (Dörnyei, 2003). According to Weimer (2013), “the goal of learner-centered teaching is the development of students as autonomous, self-directed and self-regulating learners” (p. 10). Students should develop their own knowledge by communication, critical thinking, and problem solving. Instead of learning irrelevant materials, students could have this opportunity to learn directly related materials to their real life. Actually, it is not an easy task for teachers to create a student-centered classroom. Experienced teachers are often better able than new teachers to create student-centered teaching because they are familiar with typical student behaviors, they use their knowledge of students to make their decisions about what they can do in the classroom, they build their lessons around students’ difficulties and interests, and they are able to motivate their students and provide opportunities for active participation by all the students in the class (Lynch, 2001).

The aim of the present research is to highlight these two contrasting approaches and to find out which one is more adopted by the teachers at English Department at Al-Mergib University. It also purposes to investigate the obstacles that encounter those

teachers in implementing student-centered learning and suggest some solutions to overcome those obstacles.

Statement of the Problem

The challenge of maximizing student-centered learning has been paramount in many institutions all over the world. Despite many teachers have become aware of the great advantages of this approach, most of them are not able to apply it to learning in their schools. There are some factors that hinder the implementation of the student-centered methods in the teaching and learning.

This research is conducted to determine which type of education (student-centered or teacher-centered education) is adopted by teachers of English at English Department at Al-Mergib University. It also aims to investigate the challenges that face those teachers when trying to implement student-centered approach.

The Aim of the Study

This study is focused on comparing student-centered education (SCE) to teacher-centered education (TCE). The aim of this study is to determine which type of education is more implemented by the teachers of English at English Department at Al-Mergib University. It also purposes to investigate the factors that hinder the implementation of the student-centered methods in the teaching and learning of English by the given teachers.

Research Questions

- 1- Which is the best type of education (SCE or TCE) according to the opinions of the teachers of English at English Department at Al-Mergib University?
- 2- Which type of education (SCE or TCE) is more used by the teachers of English at English Department at Al-Mergib University?
- 3- What are the challenges faced by those teachers when trying to implement SCE in their teaching?
- 4- What are the solutions to such challenges?

Hypothesis of the Study

This study assumes that the teachers at English Department at Al-Mergib University rarely use student-centered methods in their teaching. They depend more on teacher-centered methods which are considered as a traditional way of teaching. It is assumed that they are forced to use these traditional methods because they are facing some student resistance and also because the time of classes is limited.

Significance of the Study

This study will be very beneficial for college teachers because it will provide them with insight into the great importance of the modern approach (student-centered learning). This will encourage them to move to this new approach and adopt it in their teaching. There is no doubt, that many teachers discern the various benefits of student-centered learning approach. However, most of them have faced obstacles that hinder the implementation of this approach. This study will benefit those teachers since it suggests some solutions to such obstacles. In addition, it will help administrators provide the right environment which enables teachers to adopt this approach. Furthermore, this study will be very advantageous for the future researchers who are interested in this approach and its challenges. It will be a good reference since it will provide them with a lot of information about this topic.

Definition of Terms

Student-centered, learner-centered: Language activities, techniques, methods where the students/learners are the focus and the teacher plays only a peripheral role. Students are allowed some control over the activity or some input into the curriculum. These activities encourage student creativity. Individual styles and needs of the learners are taken into account.

Teacher-centered: Methods, activities, and techniques where the

teacher decides what is to be learned, what is to be tested, and how the class is to be run. Often the teacher is in the center of the classroom giving instruction with little input from students. The teacher decides the goals of the class based on some outside criteria.

Implementation: is the process of putting a decision or plan into effect; execution.

Challenge: (the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

Approach: is a way of looking at teaching and learning.

Underlying any language **teaching approach** is a theoretical view of what language is, and of how it can be learnt. An **approach** gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

Methodology

The sample of this study were almost all the teachers of English who are teaching in the academic year 2016-2017 at English Department at Al-Mergib University. They were 24 teachers, 13 males and 11 females. All of them were native speakers of Arabic. Their teaching experience ranged from two to thirty three years. The teachers also varied in terms of the subject area they taught.

The researcher reviewed many different literatures about implementing student-centered approach. Based on the information she has got, she formulated a questionnaire. The questionnaire is a self-report data- collection instrument that each research participant fills out as part of a research study. The questionnaire used by the researcher was a mixed questionnaire because it included a mixture of open-ended and closed-ended items. The questionnaire consisted of four questions. The first question aimed to investigate the participants' opinions about their

preferred type of education (SCE or TCE). The second question asked the participants if they consider their classes as student-centered classes or not. The aim of third question was to determine the obstacles that the participants have encountered when trying to implement this approach. In this question, the participants were given seven choices (obstacles) to determine which one(s) they have faced. The seventh choice was (other reasons). A space was left for participants under this choice to explain if they have faced any other obstacles not given by the researcher. The fourth question gave the chance for the participants to provide any suggestions that may help in avoiding such obstacles.

Results and Discussion

This chapter contains the results and discussions of the data collected from the questionnaire being conducted to almost all the teachers of English at English Department at Al-Mergib University. The participants were 24 teachers, males and females. The questionnaire consisted of four questions. In this section, the answers of these questions obtained from the participants will be analyzed in depth to get the answers of the research questions of this study.

The first question:

In your opinion, which is best: teacher-centered or student-centered education? Why?

It is clear that most teachers are aware of the importance and advantages of the new approach, student-centered approach. Only one participant told that teacher-centered education is the best. She mentioned that it is the best because a lot of students cannot speak aloud, and they do not have confidence to take control of a class and cover all the content of the syllabus. On the other hand, 12 participants preferred student-centered education. They provided many reasons for their choice. Most participants

mentioned that this approach gives the chance to all students to participate, express their ideas, develop their ability of speaking inside the class, and to be active, creative, and engaged in the learning process. Also, many participants told that this approach is the best because the student is considered the center of the education process and since this approach depends on the students themselves, it is more useful for them. Some participants added other different reasons. For example, this approach helps students become independent and it takes into consideration the different students traits. The other 11 participants told that both approaches are important and useful. Some of those participants suggested that both approaches should be used together. It means that teachers should make a combination of both types of education in their classes to make sure that all students' needs are met. According to their opinion, using both approaches helps in avoiding getting bored as in teacher-centered classes or missing the control and losing the goals as in student-centered classes. The other participants mentioned that each class has its own environment, and deciding which approach can be used depends on many factors such as the type of subject material. According to their point of view, speaking classes must be student-centered, while literature classes, to some extent, could be teacher-centered. In addition to the type of subject material, some participants added other factors like, the number of students and the size of classes.

	Teacher-centered education	Student-centered education	Both
Number	1	12	11
Percentage	4.17%	50%	45.8%

Table 1: The participants' opinions about the best type of education

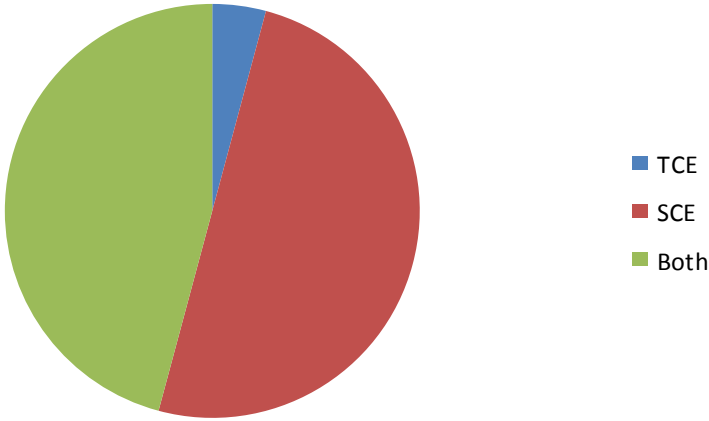


Figure 1: Percentage of the participants' opinions about the best type of education

The second question:

Generally, do you think that your classes are student-centered classes?

Yes

No

16 out of 24 teachers said that their classes are not student-centered classes, and only 8 teachers said that their classes are student-centered. It means that the majority of classes of English at English Department at Al-Mergib University are not student-centered classes. Most teachers still adopt the old approach which is teacher-centered approach in their teaching. Undoubtedly, there are some obstacles which prevent the participants from adopting student-centered approach. This is clear from the contrast between the results of this question and the previous one. The result of question no. 1 revealed that most participants do not prefer teacher-centered education, but the result of this question showed that most participants depend on this type of education in their teaching. The next question will uncover the obstacles faced by the participants.

	Student-centered classes	Teacher-centered classes
Number	8	16
Percentage	33.33%	66.67%

Table 2: The type of participants' classes

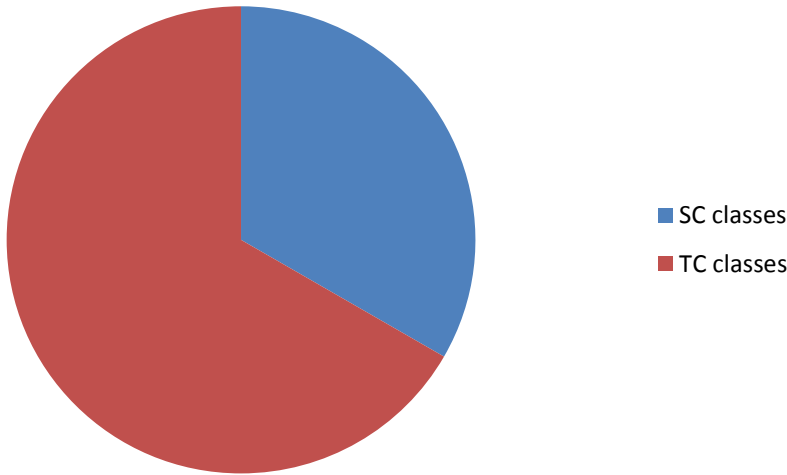


Figure 2: Percentages of the types of participants' classes

The third question:

What obstacles have you encountered in implementing student-centered learning?

1. It is difficult to cover the content in my syllabus using student-centered learning approach

9 out of 24 teachers said that they faced this challenge. It means that 37.5% of the participants find it difficult to cover the content in their syllabus using student-centered learning approach.

2. It is difficult to use this approach with large classes.

16 teachers confirmed that they encountered this obstacle. It

means that large classes hinder the implementation of this approach by most participants (66.67%).

3. I have faced some student resistance.

At the beginning, the researchers found that only 8 teachers acknowledged that they have faced some student resistance.

However, after reading the last section in this question which asks the participants to add any other obstacles they have faced, 3 other teachers expressed that they have faced some student resistance.

One of those three teachers wrote that the students are used to teacher-centered approach. The teacher should do everything. The second teacher wrote that students are not trained to be involved in the learning process. They are used to be passive and to receive information. The third one mentioned that she has faced some students with less-confidence. Consequently, such students will resist this new approach. Therefore, it can be said that 11 teachers, that is; (45.83 %) of participants have faced this type of challenge.

4. The time of classes is limited.

8 teachers (33.33%) agreed that the time limit of classes prevents them from adopting this approach. They believe that this type of teaching needs more time for each class.

5. It is not easy to use this approach with mixed-ability classes.

11 teachers (45.83%) acknowledged that it is difficult to use this approach with mixed-ability classes.

6. Classes become noisy and that may disturb other classes in adjacent rooms.

Only 8 teachers (33.33%) considered this point as an obstacle in implementing this approach.

Other obstacles:

All the comments written by participants under this section belong to the obstacle number three (student resistance).

No. of obstacle	No.	Percentage
1	9	37.5%
2	16	66.67%

3	11	45.83%
4	8	33.33%
5	11	45.83%
6	8	33.33%

Table 3: Frequency of the obstacles encountered by the teachers

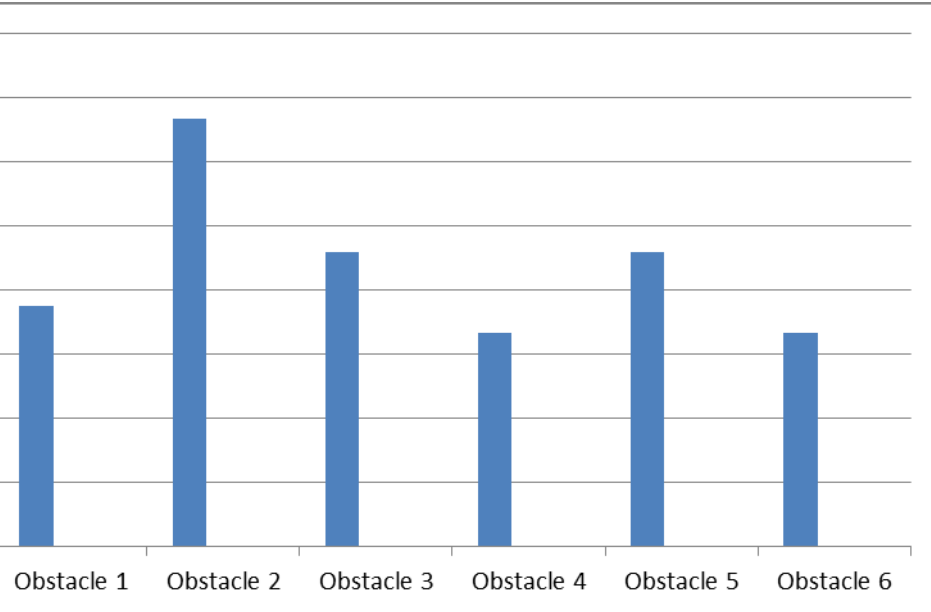


Figure 3: Percentages of the obstacles encountered by the participants

The fourth question:

Do you have any suggestions that may help your colleagues in avoiding such obstacles and adopting this new approach?

The participants provided various suggestions which can be very beneficial and effective if they are taken into consideration by their colleagues.

1. The department should have a database. The database will organize the syllabus in program and it also will unify the syllabus

used by teachers.

2. Teachers have to encourage their students to participate and do not worry about making mistakes. Students have to know that trying is the way to learn.
3. This approach should be applied to students in early stages of learning, so that they get used to participation and involvement which lead to learning.
4. Providing modern facilities and arranging classes in small groups may help in implementing this approach.
5. Student-centered classes depend on the experience of the teacher and the knowledge which the teacher has.
6. Teachers have to try to accustom their students to rely on themselves and to forget the role of the teacher. The role of the teacher should be limited. Teachers have to act as facilitators, rather than instructors.
7. Teachers should establish rules that control their students, so that the students cannot do whatever they want. To some extent, rules can be set by students.
8. The number of students in one class should be restricted. One of the participants suggested that the number should not be more than ten students and another one suggested that the number of students should be less than 20 students.
9. Teachers have to try to use peer-teaching method to overcome the challenge of time limit.
10. Teachers must develop their abilities in controlling and managing classes.
11. Teachers should create different activities and introduce various materials to their students.
12. Teachers face challenges at first, but they need to resist and continue implementing this approach.
13. Some teachers recommend their colleagues not to depend completely on teacher-centered, nor student-centered approaches. Teachers have to integrate both approaches into their teaching, so

that they can get along with their students and make learning more interesting and beneficial.

The Findings of the Study

According to the data gathered in order to know the best type of education (SCE or TCE), most of the teachers of English at English Department at Al-Mergib University were aware of the importance and great advantages of student-centered approach. Some of those teachers told that it is the best and the others told that teachers should combine the two approaches together. It is clear that most teachers do not prefer the traditional approach (teacher-centered approach). The student-centered approach gives the chance to all students to participate, express their ideas, and since this approach depends on the students themselves, it is more useful for them.

In addition, this study revealed that most of participants use the traditional way of teaching. Their classes are teacher-centered approach. Since most participants do not prefer this approach, as mentioned above, this means that there are some obstacles which hinder implementing student-centered approach.

The findings showed that there are challenges faced by those participants when trying to implement SCE in their teaching. 37.5 % of participants agreed that they find it difficult to cover the content in their syllabus using student-centered learning approach. Also, 66.67% of participants said that they cannot use this approach with large classes. In addition, the limited time of classes is another challenge faced by 45.83 % of participants. Moreover, 33.33% of participants agreed that they faced some student resistance and 45.83 % of participants said that it is not easy to use this approach with mixed-ability classes, In addition, 33.33 % of participants agreed that classes become noisy when using SCE approach, and that may disturb other classes in adjacent rooms.

The participants suggested some solutions for those challenges.

One of the solutions is that the department should increase the time of lectures and reduces the number of students in classes to help the teachers apply (SCE) approach. Also teachers must develop their abilities in organizing their classes in groups that help them to implement this approach and making different activities, exercises to encourage and support their students to be more active in class without worrying about making mistakes. Furthermore, teachers should be facilitators trying to guide and assist students in learning by themselves.

Recommendations

For teachers:

1. Teachers should use student _centered approach to encourage their students to be independent.
 2. Teachers must help the students how to use this approach in class and in their future. Also, it is best if students learn that approach in early stages of learning.
 3. Teachers have to act as facilitators and let students rely on themselves.
 4. Teachers have to know how to do balance between both of approaches.
 - 5- Teachers should not focus on presenting all of the prescribed course material. Instead, they have to focus on what the students learn. Their goal should not be to cover the syllabus but to uncover the most important parts of it. Teachers have to give their students practice in the methods and skills the course is intended to teach them and give feedback on their efforts. Even if some material were dropped from the syllabus for the exercise, the increased learning would be more than compensate for the loss.
 - 6- It is more essential for teachers to use student-centered learning when they deal with large classes than small classes, because it is not easy to get almost every student actively involved in asking and answering questions and participating in discussions.
- Therefore, it is better to give a class something to do in groups of

two or three.

7- Teachers should be prepared for initially negative student reactions and some student resistance to student-centered instruction. They have to be convinced that the advantages of this instruction more than compensate for any challenges that may be faced when implementing it.

8- To minimize resistance to student-centered instruction, teachers have to try to persuade the students from the beginning that this way of teaching is known to help students learn more and understand better. Teachers have to support this point by some examples and observations from their experience.

9- To save the class time, teachers have to spend it on the most critically important and conceptually difficult parts of their notes, leaving the students to cover the rest by themselves.

10- To use effectively this approach with mixed ability classes, teachers should arrange pairs and groups differently for different kinds of activities.

11- Teachers have to seat their students close enough to avoid making noise.

For students:

1- Students have to accept the idea of taking major responsibility for their own learning, and not completely depending on their teachers.

2- Students should improve their abilities and help each other in the class.

3- Students must put their focus on learning not on marks.

4- Students have to ask questions during the lesson and do not worry about mistakes.

For college administrators:

1- They have to reduce the number of students in each class.

2- They should not force teachers to cover all of the prescribed course material. The focus should be on the amount of information and knowledge their students acquire.

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