



INTERNATIONAL JOURNAL OF RESEARCH IN SOCIAL SCIENCES & HUMANITIES

An International Open-Access Peer Reviewed Referred Journal

Impact Factor: 6.064

E-ISSN : 2249 – 4642

P-ISSN: 2454 - 4671

THE ROLE OF USING OF THE STUDENT-CENTERED TECHNIQUES IN ELECTRONIC CLASSROOM

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DOI: <http://doi.org/10.37648/ijrssh.v12i02.018>

Paper Received:

04th March, 2022

Paper Accepted:

24th April, 2022

Paper Received After Correction:

05th May, 2022

Paper Published:

09th May, 2022



How to cite the article: Mohammad N.F..(2022),

The Role of Using of the Student-Centered Techniques in Electronic Classroom, *International Journal of Research in Social Sciences & Humanities*, April-June 2022 Vol. 12, Issue 2; 293-303 DOI: <http://doi.org/10.37648/ijrssh.v12i02.018>

ABSTRACT

Student-centered instruction is the situation which involves students' participation in goal setting, emphasis upon effective goals, student interaction, the ability of the teacher to accept inaccurate statements, cohesiveness and autonomy of the group, and an amount of time devoted to discussing personal experiences and problems. The present study aims at finding out the role of the student-centered techniques in the electronic English language classroom for EFL college students of mass media. The present study hypothesizes that there is no role for these techniques in e-classroom.

The adopted procedures will be a checklist of (13) items submitted to a group of experts in ELT in order to ensure its validity in measuring variables. The researcher collects data after two terms of observation and statistically analyses them and then puts the results and conclusions, recommendations and suggestions for further studies.

الجامعة العراقية

كلية الاعلام

المستخلص

التدريس المتمحور حول الطالب هو الموقف الذي يتضمن مشاركة الطلاب في تحديد الأهداف ، والتأكيد على الأهداف الفعالة ، وتفاعل الطلاب ، وقدرة المعلم على قبول العبارات غير الدقيقة ، والتماسك والاستقلالية للمجموعة ، ومقدار الوقت المخصص لمناقشة الشخصية الخبرات والمشاكل. تهدف الدراسة الحالية إلى معرفة دور التقنيات التي تركز على الطالب في حجرة الدراسة الإلكترونية للغة الإنجليزية لطلاب كلية اللغة الإنجليزية كلغة أجنبية لوسائل الإعلام. تفترض الدراسة الحالية أنه لا يوجد دور لهذه التقنيات في الفصول الدراسية الإلكترونية.

ستكون الإجراءات المعتمدة عبارة عن قائمة مرجعية من (13) عنصرًا يتم تقديمها إلى مجموعة من الخبراء في تعليم اللغة الانكليزية للتأكد من صحتها في قياس المتغيرات. يقوم الباحث بجمع البيانات بعد فصلين دراسيين من الملاحظة وتحليلها إحصائياً ثم يضع النتائج والاستنتاجات والتوصيات والاقتراحات لمزيد من الدراسات.

CHAPTER ONE: INTRODUCTION**Problem of the Study**

As it is known, since the appearance of covid 19, teaching and learning processes turn from direct ways into electronic ways by using different platforms such as Google classrooms, Google meet, zoom, etc., what makes modern and different methods of teaching as a necessity than conventional method that is teacher-centered, in which teacher delivers information for his/her students who are highly dependent on him/her, what unfortunately makes lecture boring and students compile these information without interaction or even comprehension.

The Aims

The present study aims at finding out the role of using of the student-centered techniques in Electronic Classroom.

Hypotheses

The present study hypothesizes that there is no role for student-centered techniques in Electronic Classroom.

Limits

The present study is limited to:

- 1- 4th class EFL college students at College of Mass Media.

- 2- New headway upper-intermediate student and work book.
- 3- The academic year 2021-2022.

Procedures

A copy of checklist consists of 14 items has been submitted to a group of experts in ELT, measures the role of student-centered techniques in the e-classroom through the researcher observation.

Definition of Basic Terms**1- Technique**

Technique is an instructional procedure designed to relate students to material being presented in order to facilitate learning (Good, 1973: 591).

2- Operational Definition of Technique

Technique is the teacher's procedure, way, practice behaviour, strategy, and activity used inside the classroom to accomplish a desired aim.

3- Student-Centered Techniques

Activities involve student participation in goal setting, student interaction, cohesiveness and autonomy of the group, and an amount of time devoted to discussing personal experiences and problems (Page, 1980:326).

4- Operational Student-Centered Techniques

Student-centered techniques are a set of activities that are administrated by students rather than by the instructor in the classroom.

CHAPTER TWO: THEORETICAL BACKGROUND

View of the Concept of Student-Centered Instruction

Student-centered instruction has the benefits of greater individualization of learning objectives, increased student opportunities to perform using the target language (whether receptively or productively), and increased personal sense of relevance and achievement, thus relieving the teacher of the need to constantly supervise all students (Doughty, 1991:151).

Students often will pay more attention and learn better from one another since their performance and processes of negotiation of meaning are more closely adapted to one another's level of ability. Teachers should thus be prepared to develop fewer teacher-dominated activities and tasks, while remaining conscious of their students' need for guidance in setting objectives, for appropriate models of and feedback about the target language and for constructive and supportive evaluation of their progress. In general, the most appropriate and effective classroom organization is pair and group work (Celce-Murcia, 2001 :38).

Group work has shown to result in many advantages for second language

learners they speak more frequently and with longer stretches of speech; they produce more interactional modifications directed at one another; and they utilize a wider range of language. An especially important effect related to cultural differences is that the observable inhabitations to speak in larger classes tend to disappear in small group work (Ibid: 39).

It should also be recognized that group work results in diversity of performance between groups. This suggests that just as individuals contribute to a group, the different groups in a classroom can be linked through different tasks, roles, and shared responsibilities to generate whole-class tasks and objectives, although competitive models can be employed in this way (Brown, 2001: 99).

Pair work and group work are effective techniques for taking students' focus off teacher as the center of attention and for getting them into an interactive frame of mind even at the most beginning level. When students have more opportunities to employ the target language, they manage to perform equally successfully in terms of grammatical accuracy as when the teacher is leading the discussion (Ibid: 100).

Techniques of Student-Centered Instruction

Elicitation

Elicitation is the process of drawing out something, of provoking a response. Using elicitation as a questioning strategy in the language classroom focuses discussion on the learners -on their ideas, opinions, imagination, and involvement. Classroom discussions that use elicitation as a technique allow students to draw on what they know- on existing schemata\scaffolding-and provide for a rich sharing of idea within a sociocultural context (Huong, 2003:31).

Elicitation emphasizes learners' experience and knowledge, helps to take the focus off the text as a source of authority and helps learners become more self-reliant (Ngeow & Kong, 2003 : 237).

Extended Brainstorming

Extended brainstorming is a process in which the teacher draws on topics that students know and care about. The first step in the process of brainstorming is to elicit responses from students as a group. Students should be encouraged to respond quickly with the first things that come to mind and the teacher can help them make connections between the generated vocabulary-producing a mind map that links terms together-by circling key

concepts and drawing lines to connect circles (Englander, 2002:8).

After the teacher has mapped out the brainstorm, the next step is to ask students to take on the role of investigative and look at the various facets of the topic under examination through these primary questions: (What?, Who?, Where?, When?, How? and Why?). Students work in groups to brainstorm the topic and one or more of the investigative questions. This overall approach allows the class to investigate findings together, come to conclusions, and perhaps develop thesis statements for potential writing project (Englander, 2002:8).

Gapping

Gapping refers to the authentic purpose for communication: transferring or bridging the gap, from one person to another. In a language classroom, using gapping activities means that each learner needs to negotiate, collaborate, and exchange information toward a common goal. Gapping also provides variety and fosters group work with exciting readings and materials (Graves, 2002: 225).

Extending and Adapting

Extending and adapting are techniques that offer a practical way for teachers to draw on realia and authentic materials to spice up classroom activities. Adapting allows for materials to be drawn from unlimited sources that the students already

know and care about (Alatis, 1993:7). The value of adaptation can be seen when students are engaged in the discussion of classroom activities and when they contribute in the language games. With teacher's assistance, students then adapt the activity to the content they are studying, thus taking a larger stake in their own learning (Ibid: 8).

Group Presentations, Reports, and Newscasts

Students take a theme or topic and work together to present their ideas in a cohesive format. They can write individual or group reports and then work together to present to the rest of the class a program, or a newscast, that has an introduction and a conclusion. This activity can be done as a daily or weekly presentation that allows students to share topics of interest (Kabilan, 2000:10).

Students individually or in groups, are responsible for the newscasts on a rotating basis, whether they are done daily or weekly, and take on roles such as reporter, interviewer or interviewee(s), anchorperson, and so on. These roles can change as the group's turn to present the newscast comes around again. Not only do students get opportunities to practice speaking and to use vocabulary they might otherwise use, but newscasts also give students opportunities to introduce and

discuss issues of their interest (Kabilan, 2000:11).

Scenarios and Role Play

These activities can be used in conjunction with a loaded theme of interest to students. Scenes or strategic interaction can be taken from pictures or news reports, and students can be asked to discuss one role (or one side of an issue). This activity is not to be confused with reading aloud a dialog or the parts of play because in this strategic interaction no one knows the outcomes of the exchange in advance. Students must effectively negotiate toward a solution or to clarify the situation. And the activity can be beneficial even if students do not reach a clear-cut solution, as learning occurs throughout the process of performing scenarios, regardless of the outcomes (Englander, 2002:11).

Teachers can focus on providing language forms (such as modals, expressions, idioms, and verb forms) to help students prepare for exercise and, as a wrap-up or debriefing, provide a summary of language-learning points learned and needed. Students can also summarize who they feel (won) the exercises, explain why, and make their own observations on language used or language they need in order to be more effective in expressing their ideas. Topics for scenarios can come from students' personal lives, their communication with other students and

teachers at school, work environments, or scenes taken from reading or literature (Ibid: 12).

Peer Review and Publication Committees

Student's publications can include class newsletters or newspapers for which the students function as writers, peer editors, and editorial writers. Students identify topics of interest and relevance and do research on their topics. The teacher functions as a co-worker or senior editor on the publication, offering consultation and guidance as needed. The longer and more elaborate the publication, the more time and collaborative effort will be required (Serendip, 2003:10).

Student Evaluation and Practice Test Writing

Students work in groups to come up with practices, quizzes and exercises to review for upcoming tests. The teacher helps the students reflect on what they have learned by promoting them with a list of language objectives reached (from lesson or unit planning for example) and through guiding the students to compile portfolio to list and share what they have accomplished in class over a set period of time (Casanave, 2008:109).

CHAPTER THREE: METHODOLOGY

An Introductory Note

The following chapter presents a detailed description of the procedures followed in order to achieve the aim of the present study.

Population and Sample

Description of the Checklist

In order to achieve the aim of the present study, a checklist is constructed based on related literature. The procedure conducted in the present study is scientific and systematic recorded observation. A checklist is provided using systematic procedures for obtaining and recording the assessment of observers. It consists of listing of steps, activities, or behaviors that the observer records when the observation occurs. The checklist enables the observer to note whether or not a trait or a characteristic is presented. By using a rating scale, the observer would be able to indicate the status or quality of what is being related (Gronlund, 1976:445, Thorndike and Hagen, 1977:486; and Sheal, 1989:97). The checklist includes (13) items in its final form. The items belong to (Celce-Murcia, 2001 :40) classification of the student-centered domains.

Face Validity

Validity is the first aspect to be checked when constructing any type of testing. It refers to "the extent to which an assessment measures what it is supposed to be measured". Instrument validity is a reflection how well it measures what it is designed to measure (Bergam, 1981:150). Face validity is the best type of validity in case of self-rating (Nunnally, 1972:353). It is secured if the list of items appears to measure what is intended to be measured (Ebel, 1972:78).

Accordingly, the checklist is exposed to experts in the field of ELT and literatures to decide its face validity. The validity of the items of checklist is found out by using the percentage of agreement, where the items are proved to be valid by (90%) of agreement .

Reliability of the Checklist

Reliability is one of the necessary characteristics of any good test. It refers to consistency of measurement which makes validity possible and indicates the amount of confidence that can be placed in the results of a test (Oller,1979:4). "It is the actual level of the agreement between the results of one test with itself" (Davies, et.al., 1999:168).

A randomly selected sample of (60) EFL college students at the college of mass media in Al-Iraqia university are observed by the researcher. Data obtained

by the researcher are correlated through using Pearson correlation coefficient. This is called inter-scorer reliability. The computed reliability coefficient value is found out to be (926.80) which is considered to be acceptable since it is above the tabulated value(3809) under level of significance (0,05) with degree of freedom (28) (Mehrens and Lehmann, 1991:113).

Final Administration of the Checklist

The period from 3rd March to 5th May/2021 is devoted to the final administration of the checklist and the observation. As the sample of the present study attend the e-lecture the researcher starts observing and recording their learning behaviors and activities. The time allotted to each lecture is (60) minutes.

Scoring Scheme

The scoring scheme adopted in the present study depends on rating scale of five points: always(4), often(3), sometimes(2), rarely(1), and never(0).

Statistical Methods**1- Pearson Correlation Coefficient**

It is used to compute reliability of checklist

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

X= the first set of scores.

Y= the second set of scores.

N= number of sample. (Downie & Heath, 1983:99)

2- The Weighted Mean

It is used to compute the frequency of occurrence of each item.

$$w.m = \frac{A_1 \times F_1 + A_2 \times F_2 + \dots + A_{50} \times F_{50}}{\text{total frequency}} \quad (\text{Isaac \& Michael, 1977:50})$$

3- The Percentile Weight

$$p.w = \frac{\text{Weighted mean}}{\text{higher alternative}} \times 100 \quad (\text{Ibid})$$

Results related to the aim and verification of the null hypothesis

In order to assess the EFL college students' application of student-centered techniques in their learning, a checklist has been administered to the sample of the study as illustrated in chapter three. The checklist includes (13) items of techniques applied by EFL college students. Therefore weighted mean and weighted percentile for each item of the checklist has been calculated as shown in the following table

N Items	Weighted mean	Weighted percentile	Std. deviation	Rank order
1	0.73	%36.5	18.55	1
2	0.63	%31.5	0.71	2
3	0.96	%48	35.05	3
4	0.56	%28	0.67	4
5	0.66	%33	0.6	5
6	2	%100	0	6
7	1.13	%56.5	0.77	7
8	3.16	%79	0.74	8
9	2	%100	0	9
10	0.56	%28	0.76	10
11	1.2	%60	0.75	11
12	0.63	%31.5	0.52	12
13	0.61	%31.5	0.51	13

Discussion of Results

It proves that EFL college students like these types of techniques that depend on them and make them more active during the time of the lecture.

Conclusions

From the results. It is proved that student-centered techniques put students in a position to use the knowledge that they get. They are effective in helping students understand, apply, and retain information. They give students an opportunity to work with teachers who enrich and support their knowledge and help them to use their knowledge without fear or hesitation. Student-centered techniques have many benefits include building skills such as critical thinking, communication and collaboration. These types of techniques are effective and helpful in the e-classroom because they make students show increased motivation and engagement in their studies.

Recommendations

From the presented study we can make some recommendations for the further studies in the field of automatic language learning:

- 1- Techniques in student-centered can be used to teach language for English language students and students of other levels.
- 2- It can be used as a training course in the institutions and companies.

- 3- It can be used to teach language for students from their basic level until their more advanced one.

Suggestions

- 1- The study is needed to assess the remedial techniques at different studying stages.
- 2- The study is needed to find the effect of the remedial techniques on the development of language skills at all studying levels.

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APPENDICES

skills	No.	Item	Always	Often	Sometimes	Rarely	Never
Reading skill	1	Initiate reading without fair from making pronunciation mistakes					
	2	Makescanning skimming reading in order to find the answers of the reading questions					
	3	Try to get the idea of the reading passage from the title					
Structure	4	Elicit the rule from examples					
	5	Can give other examples					
	6	Try to fulfill structure exercises					
Writing skill	7	Write reports and compositions					
Speaking skill	8	Have the ability to answer teacher questions					
	9	Take their role in dialogue exercises using their personal information					
Communicative skill	10	Encourage to discuss different studying topics with teacher using TL					
	11	Able to ask questions or for clarification using TL					
Assessment	12	Determine their points of weakness and strengthens through the units of course					
	13	Have the ability to determine their performance in the tests					