Teachers' Perceptions of Promoting Student-Centred Learning Environment: An Exploratory Study of Teachers' Behaviours in the Saudi EFL Context

Mohammad Al-khresheh ⊙

Northern Border University, Arar, Saudi Arabia

ABSTRACT

Background. Although the constructivist and humanistic theories advocate for a more student-centred learning approach, the contemporary prac**tice** of English teachers is more oriented towards the behavioural approach in the Saudi EFL context.

Purpose. This study aimed to explore teachers' perceptions of promoting student-centred learning in the Saudi EFL context. It initially amplifies elements of effective student-centred EFL teaching and merges the elements with teachers' behaviours, resulting in four measurable categories: assessment strategy, communicative approach to learning, teachers' qualifications, and group activities in teaching EFL.

Methods. Following the quantitative approach, a questionnaire on teachers' observable behaviours, comprising 47 items and categorised under four constructs, with a three-point Likert scale, was carried out on a group of 302 English teachers. The instrument was devised through an online survey. To analyse data, descriptive and inferential statistical analysis was used. Exploratory factor analysis was performed to validate the study's instrument.

Results. The interpretation of data primarily showed teachers' self-reported practices were more oriented toward a teacher-centred approach, specifically in teaching grammar. Other findings showed teachers' positive attitude towards student-centred learning in lesson preparation, using ICT to prepare interactive teaching materials and giving constructive feedback. Teachers had a mediocre attitude towards their professional qualifications, indicating that the teachers might need more effective English language training workshops based on their needs. Additional data also proved that there was no significant difference in teachers' perception in terms of their gender, location and status of the school, and classroom size.

Implications. This study provides an overview of the teachers' position on integrating student-centred learning in their English classroom and thus accentuates the need for potential opportunities for the teachers' professional development and demands less content overload so that the teachers can ample their teaching process appropriately.

KEYWORDS

Constructivism, English, foreign language teaching, humanistic approach, perceptions, teaching behaviours, Saudi EFL Context, student centred-learning

INTRODUCTION

English is a foreign language (EFL) that has a tremendous role in the Kingdom of Saudi Arabia (Al-khresheh, 2020a). Aside from its importance for educational purposes, it also has a crucial role in accomplishing the objectives of Saudi Vision 2030 (Al-Zahrani & Rajab, 2017). Additionally, it is widely acknowledged that to develop a new breed of global citizens (United Nations, 2015), the targeted development goals must also include learning an FL; therefore, EFL usage assumes even more significance (Almazova et al., 2016).

Despite this, many studies often report that teaching EFL effectively tends to be difficult as far as Saudi Arabia is concerned (Al-khresheh, 2020b; Al-Seghayer, 2014; Al-Zahrani & Rajab, 2017). No

doubt, this is a highly concerning issue that can only be resolved with a dedicated policy. Additional research must also be carried out to determine the reasons for this problem, along with possible solutions. This study is focused on tackling these issues that come with effective EFL teaching.

Education experts have called for student-centred language learning environments to be established to resolve multiple difficulties and promote the effective teaching of the English language in teaching-learning activities. Several countries, including Saudi Arabia, currently use a teacher-centred learning style, which involves instructing or lecturing students repeatedly to teach English. Using this style indicates that the Grammar-Translation method (GMT) is still alive, especially in teaching grammar. The teacher-centred forms-focused approach can result from the domination of the GTM where the main objective is to understate discrete rules and produce only correct forms (Alfares, 2017; Assalahi, 2013; Kassem, 2018; Mohammad & Hazarika, 2016). However, this approach is in disagreement with the constructivist point of view and appears to have been inspired by the behaviourist point of view. This perspective has been criticised repeatedly in several studies. Additionally, when this approach is used to teach EFL, students feel pressured into memorising their course syllabus, which cripples their autonomy, practice, and motivation to use the knowledge learned in the classroom practice in their daily lives (Song & Kim, 2017).

For the promotion of effective student-centred learning environments to teach EFL, the most widely accepted and cited studies today recommend the following: (a) integration of practical large or small group activities, discussions, or works to improve interest and motivation levels among students learning a FL; (b) constant communication between teachers and their students, between the students themselves, and between students and society at large, to boost student participation levels; (c) offering immediate feedback on a real-time basis as part of assessments and to do away with pressure-inducing external examinations, which are infamous for triggering anxiety issues and diminishing the learning abilities of students; (d) the establishment of a special teachers' qualification that prioritises the autonomy of the learners and defines the role of the teachers as facilitators, not instructors (Al-Zahrani & Rajab, 2017; Alfares, 2017; Almazova et al., 2016; Rind et al., 2019; Sidhu et al., 2020).

Four of the attributes mentioned above in this study regarding student-centred learning and teaching activities have been prioritised. These attributes are used along with results from a previous study to measure FL teachers' behaviour (Bell, 2005)- assessment strategy, communicative approach to learning, teachers' qualifications, and group activities in teaching EFL. These four attributes also feed the ten elements of efficient student-centred teaching-learning of English as a foreign language (Jacobs & Renandya, 2016). This study further provides a conceptualisation of combin-

ing efficient student-centred learning of foreign language and measuring English teachers' observable behaviours as depicted in Info-graph 1.

The existing literature also shed light on several harsh realities that were preventing teachers from teaching EFL effectively, such as a high-class size (Yi, 2008), content overload (Roussel et al., 2017), and external examinations (Baksh et al., 2016). Simultaneously, this literature also emphasised that teachers' perceptions could overcome these challenges and lower anxiety levels among students learning a second language (Dewaele et al., 2018).

Teacher perception is generally dependent on the following factors: their primary level of perceived competence, self-efficacy (Al-khresheh, 2020c; You et al., 2019), the level of influence their beliefs have over their teaching strategies (Debreli, 2016), their teaching experience, their learning process (Bonner et al., 2019), continuous development programs (You et al., 2019), and their expectations regarding the outcome and efficiency of their teaching strategies (Wozney et al., 2006). This study defines EFL teachers' perspective as a dynamic combination of several attitudes and beliefs they display, which can be observed through their classroom behaviours (Bell, 2005).

Given that teacher perception has a huge role in the constructive learning of EFL among students, this study intends to research the perception of language teachers about various salient features inherent to a student-centred learning and teaching environment and how an efficient language teacher might affect them. These salient features have been determined from existing literature by evaluating various effective student-centred learning practices in an English language teaching environment (Jacobs & Renandya, 2016) and the observable behaviours that reveal teacher perception regarding effective strategies used to teach EFL (Bell, 2005). The existing literature has yielded four major attributes - continuous assessment, communicative approaches, teacher qualities, and group activities in teaching English.

Furthermore, this study also seeks to determine the influence wielded by factors like class size, content overload and external examination on teachers' perceptions of effective language teaching, which can be exposed through teachers' behaviours.

To accomplish the research goals laid out in this study, the following questions are posed: (1) How do teachers perceive their role as effective teachers in addressing student-centred learning in the Saudi EFL context? In light of this main research question, this study aims to find out more about the EFL teachers' behaviour in the following aspects: assessment strategy, communicative approach to learning, teachers' qualifications, and group activities in teaching EFL. (2) How do different variables (i.e., gender, class size, school status, and location) influence teachers' behaviours towards

promoting a student-centred learning environment in their class in the Saudi EFL context?

LITERATURE REVIEW

Student-Centred Learning: A Revolutionary Paradigm Shift from Behaviourism to Constructivism - Humanism

Behaviourist education theory tended to be the primary approach used to analyse the students' acquisition of knowledge beyond the mental process, rather a psychological and educational process and dominated the educational field during the 1920-1950s (Watson, 2017). This theory considers knowledge to be something prevailing outside a person, acquired through behaviour modification. Learning is a behavioural modification that may be conditioned appropriately using positive or negative reinforcement measures such as rewards or punishments (Phillips, 2012). Accordingly, students are rendered as responders more willingly than actors. Their responses to the stimuli are subject to evaluation. If the response happens to be undesirable, it is the teacher's responsibility to offer appropriate feedback that reprograms students to have a more appropriate response in the future. The teacher shall also ensure that undesirable responses from the students are discouraged in future evaluations (Devaki, 2021; Orak & Al-khresheh, 2021; Wubante, 2020). However, advancing educational theories tended to evolve from a behavioural perspective considering this approach solely focuses on acquiring new conceptual knowledge. The behaviourist approach to education was criticised for being too rigid and instruction-based (Schunk, 2012) and teacher-centred in several studies (Wilson & Myers, 2000). Educators reported that the behaviourist approach had tremendous negative repercussions and lowered interest levels (Pritchard, 2017), resulting in the memorisation of the content knowledge without real-life implications.

With a particular focus on student-centred learning, the cognitivist theory approach recognised learning as the assimilation of prior knowledge while simultaneously accommodating new information, resulting in the transfer of knowledge (Pritchard, 2017). This theory addressed the students as something beyond blank slates and acknowledged the importance of their prior knowledge as a foundation for constructing new behaviours or imparting new knowledge. Nevertheless, the cognitivist theory was criticised by contemporary educators for overlooking the importance of reinforcements that offered motivation to the learners (Overskeid, 2008).

Based on the cognitivist approach, constructivism theory expanded the scope of learning. It contextualised the learners' personal experiences and views in the actual learning process to provide students with a sense of relevance and

thus provided a satisfactory resolution to the issue of sustaining their motivation. The constructivist theory of learning recognised learning as a social, situated and metacognitive process in which interaction occurs between prior knowledge and learning outcomes (Aljohani, 2017). Social constructivism theory, in particular, aligns with Vygotsky's sociocultural theory, which emphasises the role of sociocultural context as being a major influence in the learning process (Taylor & MacKenney, 2008). Social constructivism theory further advocates the need for promoting students' active interaction through problem-solving, group decision making or peer discourse measures and programs (Svinicki, 2004). This was a major shift from the instruction-based rigid teacher-centred approach towards a student-centred learning approach by encouraging students' participation in the classroom, thus providing them with the autonomy to take charge of their learning (Deci & Ryan, 2010).

To address the need to focus more on various non-cognitive variables of learning, i.e. students' need, emotions, values and self-perceptions (Snowman et al., 2012), the humanistic education theory emphasises concepts like self-efficacy and self-actualisation among students (Schunk, 2012). It also seeks to improve learners' affective and social skills through cooperative and collaborative learning programs (Huitt, 2009). It also sought to promote critical thinking, bring about positive changes in attitude, encourage logical and persuasive action, and boost social engagement among learners (Tobolowsky, 2014). Constructivists advocate for a student-centred learning program along the lines of Deci and Ryan's self-determination theory, which enables learners to possess an intrinsic motivation to learn and study conceptual knowledge on their own (Ryan & Deci, 2016).

From the information presented above, a conclusion can be drawn that there was a gradual shift in the dominant and widely-recognised learning theories of education towards a student-centred learning approach, which promoted active student participation, communication, and collaboration. This paradigm shift also heralded an evolution of the teachers' role from just issuing instructions or providing/assessing knowledge to being a facilitator of learning and education for their students through continuous assessment, thus encouraging students to have more autonomy and say in their learning process.

Maintaining a Student-Centred Approach in the Effective EFL Teaching

When it comes to teaching EFL, not only are teachers required to act as active facilitators for learning but also to create a student-centred learning environment in which students are allowed to take charge of their learning process. In language teaching, Jacobs and Renandya (2016) presented ten elements of effective student-centred learning, aside from motivation, which included interaction, autonomy, focus on meaning, curricular integration, diversity, learning

climate, alternative assessment, and thinking skills. On the other hand, teacher perception was considered a combination of the teachers' beliefs and attitudes (Alsalem, 2020), which had a major influence on the effective teaching of EFL. This perception is measured in a previous study by researching the teachers' observable behaviours and teaching the-

ories (Bell, 2005). Teachers' observable behaviour refers to the teachers' effectiveness and capability of teaching EFL.

This study conceptualises four major attributes from the abovementioned aspects: sets of observable behaviour and student-centred learning elements. The conceptualisation is visually represented in the following info-graph:

Info-Graph 1

Conceptualising Four Major Attributes for Measuring EFL Teachers' Observable Behaviour Concerning Student-centred Learning
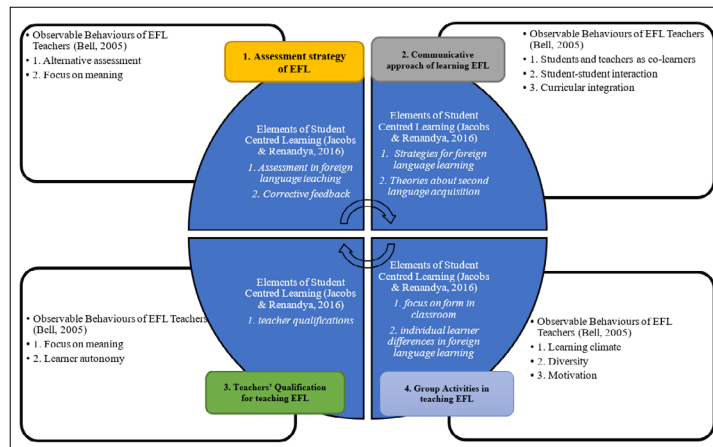
These four major measurable attributes have been explained comprehensively below, along with a justification for the need to have additional research studies on this topic.

EFL Assessment Strategy

All over the world, the evaluation of the students' grasp of EFL is done with external examinations. The same is true in the Saudi Arabian context as well. As a matter of fact, research literature points out that the traditional external examination system used to evaluate one's English language abilities has a negative impact on students since students tend to memorise the course content to pass their examinations (Mohammad & Hazarika, 2016). This results from a behaviourist learning approach, which has been criticised widely for being too teacher-centred, rigid, and material-based (Watson, 2017). To promote the creation of student-centred learning environments in English language teaching in Saudi Arabia, educators point to a gap in existing literature regarding the assessment of EFL (Picard, 2018). As a result, the present study explores teachers' perceptions of various assessment techniques for teaching EFL.

Considering Vygotsky's sociocultural theory of education (Pathan et al., 2018), continuous assessment, including students' self-evaluation, peer evaluation, immediate feedback from teachers, help the learners to form their knowledge constructively while simultaneously helping them take charge of their learning which is the key to student-centred learning. To promote such a student-centred assessment in Saudi Arabia, educators have called for a shift in the teachers' perception of assessment techniques, encouraging

them to move from external examination-oriented assessment toward a more accurate classroom assessment strategy (Aldawood, 2016; Alsalem, 2020).

The Communicative Language Teaching Approach

When it comes to learning an FL, students and teachers' interaction assumes critical significance as this encourages students to practice their newly-developed language (Sert, 2019). In addition to student interaction with other students and teachers, students' autonomy also happens to be one of the main factors influencing the learning of an FL. It enables the students to take charge of their learning process (Godwin-Jones, 2019; Murray & Lamb, 2017). Vygotsky's theory of the zone of proximal development advocated for student autonomy, considering it helps students reach the zone of their proximal development while learning a new language. Curricular integration offers learners the opportunity to apply their newly-developed language skills within their language classroom and across and beyond the context of their classrooms (Shabani et al., 2010).

The Saudi Ministry of Education has recognised the need to reform and modernise the strategies used for teaching EFL. To promote communicative competence among students, it has started modifying the curriculum and enabling teachers to embrace various communicative strategies (Abahussain, 2016). However, multiple studies reveal that the teacher-centred classroom learning process and the absence of adequate communicative practice while learning EFL continue to be a reality (Abahussain, 2016; Picard, 2018). This is

why one of the goals of the current study is to explore teachers' perceptions in promoting the communicative approach to teaching EFL.

Teachers' Qualification for Teaching EFL

Teacher qualification is considered to be a broader terminology. It is more like an umbrella that incorporates various attributes of an effective teacher. However, current literature believes teacher quality is the product of teacher training, involvement in teacher development programmes, and in-service or pre-service courses (Köksal & Ulum, 2019; Wilden et al., 2020). In the Saudi EFL context, the qualifications possessed by these teachers to teach EFL are often questionable (Al-Hazmi, 2003; Picard, 2018). Al-Zahrani and Rajab's study (2017) revealed that teachers' perception regarding the qualification they possessed for teaching English was not very convincing. As a result, one of the objectives of this current study is to explore the teachers' perceptions regarding their qualifications to teach EFL.

Group Activities in Teaching EFL

From a constructivist perspective, in line with Vygotsky's sociocultural theory, group activities enable students to conceptualise and internalise the learning content with self-actualisation and self-determination (Deci & Ryan, 2010; Huitt, 2009). In order to learn English effectively, worldwide educators advocate for group activities to achieve the learning objectives of the four crucial skills of language teaching - reading, writing, speaking and listening (A-Garni & Almuhammadi, 2019; Alrayah, 2018; Ochoa et al., 2016).

However, in the Saudi EFL context, the current literature reveals that though most students prefer group activities to help them learn English, the teachers prefer to fall in line with the traditional teacher-oriented learning approach (Alfares, 2017; Alnujaidi, 2019). This is why one of the primary objectives of this study is to explore the teachers' perceptions regarding group activities' effectiveness for teaching EFL.

Current Scenario of EFL in the Saudi Context

Alrabai (2016), in his study, drew particular emphasis on the abysmally low success rates recorded among students who were learning EFL in the context of Saudi Arabia. This research sheds light on a few possible underlying factors, categorised as internal and external factors. External factors or individual factors, which impact the students' ability to learn EFL, are identified as – using Arabic as the first language for education, sociocultural issues, the role of religion, influence of a teacher, teaching method, curriculum, and education system as a whole. The internal factors are gender, demography, attitude, aptitude, motivation, language learning strategies, anxiety, and learners' autonomy in learning EFL.

Al-Awaid (2018) identified similar factors behind the low success rates of EFL. However, they emphasised and diagnosed problems cropping up at the classroom level instead of blaming on policy failures. The insights revealed by this study showed that students had a dismal lack of interest in using English, and their teachers did not possess adequate training to address the situation. However, this study provides numerous recommendations to improve the current state of things by encouraging communicative practices in the classroom and real-life application of EFL, establishing strategic planning measures to overcome challenges like content overload, large classrooms, and so on.

Alharbi's review of the current state of teaching EFL (2019) gives an overview of the history of EFL in Saudi Arabia and how the teaching training programs and curricula have evolved. The study also emphasised other literature findings, which revealed current EFL training programs to be 'teacher-centred classrooms by the GTM' and advocated for a more student-centred approach. The study's findings align with the conclusions laid out by previous studies while investigating the mitigating factors of learning EFL. Besides, this study also suggests that teachers favour increased engagement. Yet, they find English language difficult, which has become a substantial barrier to meaningful progress.

The current study assumes more significance as it combines two pieces of literature to explore the teachers' perceptions regarding student-centred learning through four major attributes and by measuring the behaviours a group of EFL teachers exhibits in the Saudi EFL context.

METHODS

The study's primary objective was to explore the teachers' perceptions of four different attributes of effective student-centred learning through sets of observable EFL teachers' behaviour. The study follows a quantitative research approach to achieve its main objectives because the variables, which the study aims to explore, are measurable numerically (Bell, 2005; Creswell, 2012; Jacobs & Renandya, 2016).

Participants

In most quantitative survey research methods, researchers select a sample size that accurately represents the population after considering their inability to use the whole population as the sample (Tolmie et al., 2011). For this study, a total of 302 Saudi EFL teachers were selected to participate in the survey. The sampling technique was followed by purposeful sampling since the sampling was dependent on the participants' willingness to contribute to the study (Palinkas et al., 2015). The distribution of the sample was approximately equal. The variations of the participant teachers' profiles have been explained in Table 1 below:

Table 1

Distribution of the Sample

	Gender		School location		School status		Class size		
Male	Female	Urban	Rural	Public	Private	≤ 30	30-50	≥50
47%	53%	47%	53%	51%	49%	13%	57%	30%

Instrument

As explained in the literature review section, the instrument's theoretical construct covers two crucial areas: effective student-centred learning and observable behaviours exhibited by EFL teachers that encourage effective language teaching. Four major attributes were identified from the two areas. Table 2 offers a brief overview of the constructs of the instrument.

Table 2

Conceptualisation of the Instrument

EFL teachers' observable behaviours (Bell, 2005)	Four attributes derived from literature	Elements of student-centred learning (Jacobs & Renandya, 2016)
Assessment in FL teaching (8 items)	assessment strategy	Alternative assessment
Corrective feedback (7 items)		Focus on meaning
FL learning strategies (4 items)	Communicative approach	Students and teachers as co-learners
Theories about second language acquisition (5 items)		Student-student interaction
		Curricular integration
Teacher qualifications (7 items)	Teachers' qualifications	Focus on meaning
		Learner autonomy
Focus on form in classroom (10 items)	Group activities	Learning climate
Individual learner differences in FL learning (6 items)		Diversity
		Motivation

The instrument was chosen from the pre-existing literature (Bell, 2005). The instrument consists of 47 items. These 47 items appeared on the questionnaire randomly, not consistent with category. Participants were assured that their responses would be kept confidential. The original instrument used a 5-point Likert scale. However, in this study, after due consideration of the fact that the participant number was much smaller than in the original study, a 3-point Likert scale was adopted (He et al., 2020). The Likert scale was interpreted as - Disagree (value 1), Neutral (value 2), Agree (value 3).

Data Collection and Analysis

A targeted email list of EFL teachers was formulated through extensive research. An email campaign was set up using MailChimp and Getresponse to deploy an email campaign/bulk messages to the generated contact list with a pre-designed email template, which contained a link to a Google Forms survey embedded in it as a call-to-action button. Willing participants responded to the email, and the survey was controlled when the target participant number was reached. To analyse data, Exploratory Factor Analysis was carried out to validate the constructs of the instrument. The results revealed relevant constructs, as mentioned in the previous instrument. Correlation was measured to determine if there was any repetition of items, but the results showed no repetition. All items' loading was higher than 0.40, which is an acceptable load. JASP was used to carry out a descriptive and split case analysis. Besides, the final outputs were consolidated in Microsoft Excel to build figures and charts.

Validity and Reliability of the Instrument

The validity was established already in the published instrument. Additionally, Exploratory Factor Analysis showed the same constructs. The reliability was measured by Cronbach Alpha (Peters, 2018), the overall score of which was 0.906, indicating the instrument was reliable.

RESULTS

In this section, the data analysis of this study is presented based on the research questions. The study's preliminary results (table of item statistics and figure of overall responses and overall mean score) have been given in Appendix 1.

Teachers' Behaviours Regarding the Need for Continuous EFL Assessments in the Saudi EFL Context

Figure 1

Teachers' Behaviours towards Addressing Continuous EFL Assessment
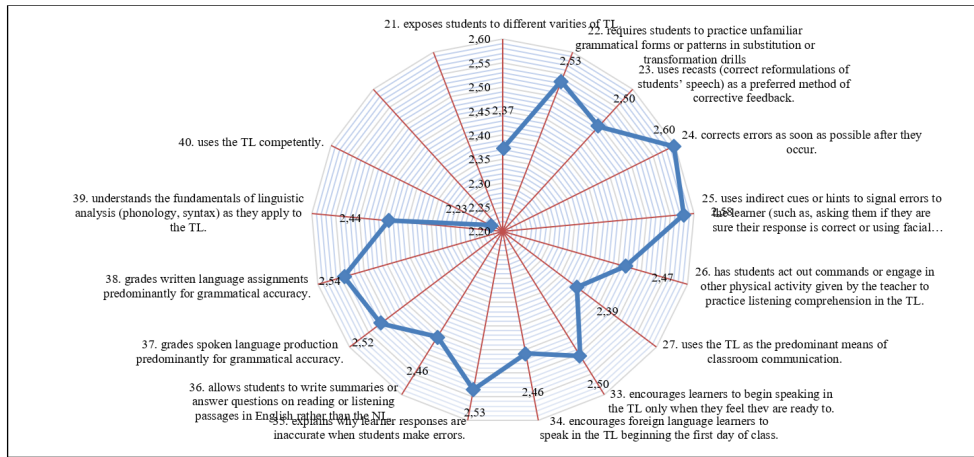
The abovementioned figure shows the participants' high priority on providing immediate feedback to students as soon as they make a mistake in their language usage. This immediate feedback may be through verbal or nonverbal means of communication (items 24, 25). The participant EFL teachers also favour linguistic analysis to be applied to the target language (TL) (item 39). However, as the figure reveals, the participants are often unable to use the TL effectively (item 40).

In general, from the mean score analysis, it is pretty evident that the teachers had a positive attitude in general towards the usage of continuous EFL assessments (least value more than 2.2 out of 3 maximum). Nevertheless, the item analysis also reveals that the teachers were slightly less positive towards TL usage as the predominant method to teach EFL or even the introduction of different dialects of TL to their students.
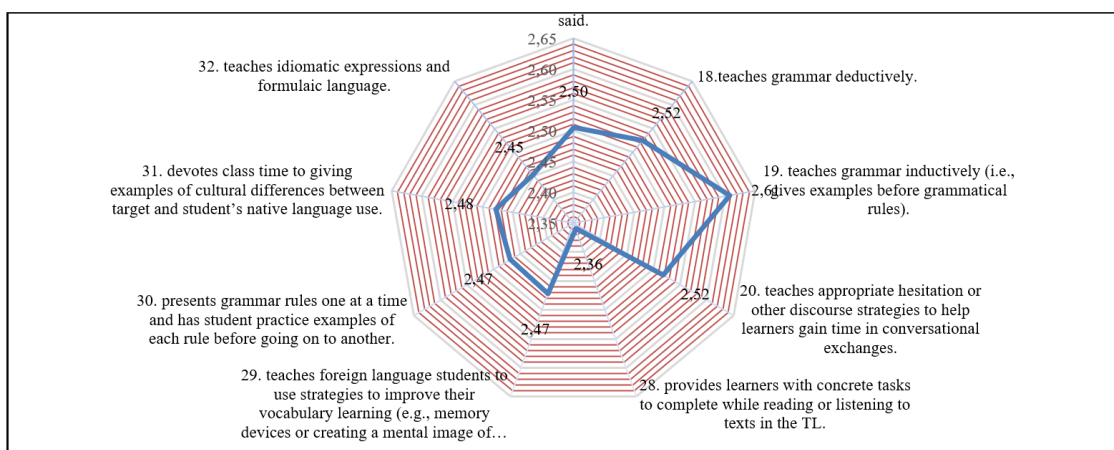
Figure 1 below represents EFL teachers' behaviours towards addressing continuous assessment in the Saudi EFL context (EFL Assessment, corrective feedback).

When it came to determining the most effective student-centred approach to teaching EFL, a continuous assessment was used as an alternative assessment tool. The response of teachers towards alternative assessment through corrective feedback was rather positive. However, the impact on the student-centred approach was relatively low.

Teachers' Behaviours towards the Communicative Approach for Learning EFL

Figure 2 represents the behaviours of EFL teachers towards using a communicative approach for learning EFL in the Saudi context (Strategies for FL learning and theories about second language acquisition).

Figure 2

EFL Teachers' Behaviours towards Using the Communicative Approach

The figure above reveals that this study's participants heavily emphasised curriculum integration. Additionally, the participant teachers prioritised the inductive method for teaching English grammar (item 19), followed by thoroughly explaining the grammar rules before asking students to practice the relevant structure. This attribute reflects the communication between teachers and students, primarily in the participant teachers' classrooms. However, the participant teachers were also compassionate towards their students' understanding of the TL (item 17).

The concept of an effective student-centred learning environment requires teachers to appreciate and treat students like co-learners. The lowest teachers' perception was towards allowing students to complete a concrete task while listening and reading the TL (item 28); indicating that they did not value student autonomy in the classroom. Nevertheless, teachers had a relatively higher perception of promoting the communicative approach for effective student-centred teaching (the least mean value was 2.35 with a maximum of 2.65).

EFL Teachers' Behaviours regarding Qualifications for the Accomplishment of Learning Objectives

Figure 3 represents the behaviours of EFL teachers regarding qualifications for the accomplishment of learning objectives (teachers' qualifications).

Figure 3

EFL teachers' Behaviours towards their Qualifications to Achieve Learning Objectives
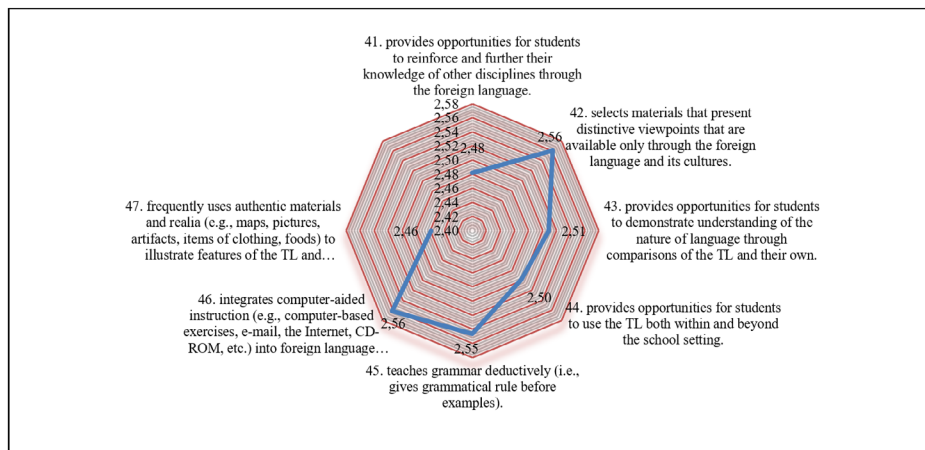
The above figure paints a good picture regarding teachers' behaviour in student-centred teaching of EFL. The mean score was highest in this attribute. Participant teachers displayed a higher perception regarding technology-based exercises and even selected materials from the English language culture (item 42, 46). However, the participant teachers were found to have a less favourable opinion regarding everyday items as teaching aids (item 47) even though there was ample evidence to suggest that this technique could be advantageous in schools that lacked adequate resources.

Teacher quality is important in establishing a student-centred learning environment for teaching EFL. In this case, the findings reveal that teachers' ability to handle student-centred learning required appropriate training.

Teachers' Behaviours towards Using Group Activities for Effective EFL Learning

The following figure represents teachers' behaviours towards using group activities for effective learning of EFL (focus on form in classroom, individual learner differences in EFL learning).

Figure 4

*Teachers' Behaviours towards Using Group Activities for Effective EFL Learning*
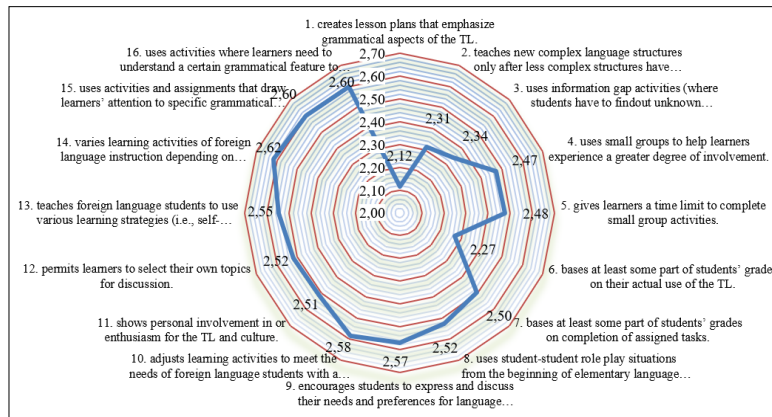
This figure reflects that teachers acknowledge the diversity of their student population and consider it while teaching EFL (item 14). The participant teachers also actively promoted group activities, small group tasks, and assignments for properly disseminating the English language, especially regarding grammar. The teachers were less favourable when drafting strategic lesson plans for their students (item 1).

Given that the student-centred learning approach places a heavy emphasis on the students' motivation, diversity, and self-determination, the insights revealed by this figure show that the participant English teachers were quite open to the idea of engaging students in student-centred learning. Although the teachers did not welcome the integration of group activities into their language assessment tests (item 6), the data showed that participant teachers were open to the idea of group activities to teach EFL.

The influence of Gender, School Status, School Location, and Class Size on EFL Teacher's Behaviours towards Using Student-centred Approach

An independent-samples t-test statistical method was sued to figure out the difference. It was found that there are no statistically significant differences in teachers' perceptions in terms of their gender, school location (urban or rural), and school status (public or private). A one-way ANOVA test was used to determine the difference according to the class size variable (less than 30, having 30-50, or higher than 50). No significant difference was also found. Figure 5 represents EFL teachers' perspectives on using a student-centred approach based on their gender.

Figure 5

The Influence of EFL Teachers' Gender on their Behaviours for the Promotion of Student-centred Learning
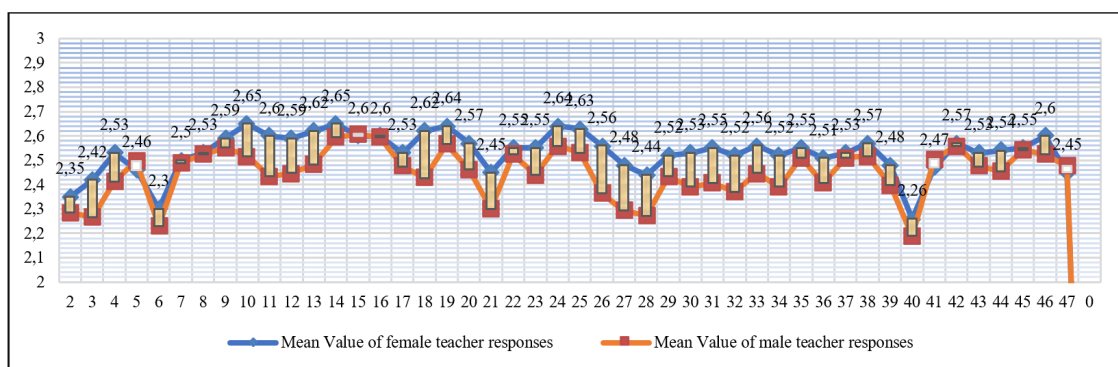
This figure reveals that there is not much variation in male and female teachers' behaviours which are encouraged to promote effective student-centred learning. However, in general, the female teachers positively responded towards promoting the four major attributes of effective student-centred learning. On the other hand, the male teachers failed to prioritise the promotion of corrective behavioural aspects and consider student diversity aspects.

Figure 6 below represents the influence of school location on teachers' Behaviours towards using a student-centred approach.

Figure 6

The Influence of School Location on EFL Teachers' Behaviours towards Promoting Student-centred Approach
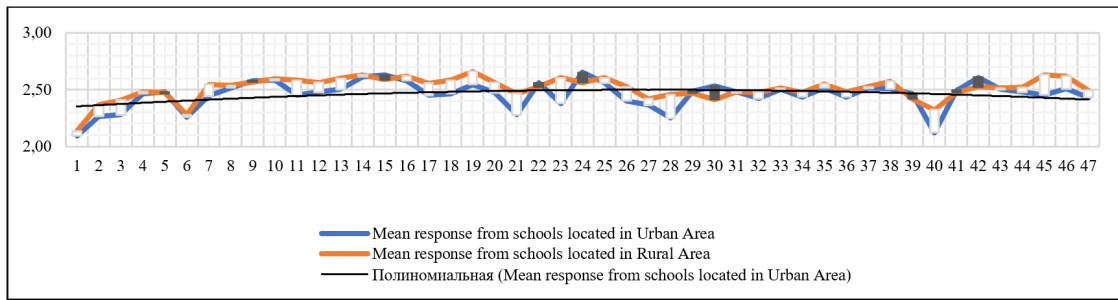

The above figure shows that urban schools tilt towards a student-centred environment more than rural schools. The participant English language teachers who hailed from urban areas responded positively towards integrating the four crucial attributes of effective student-centred learning compared to their counterparts from rural areas.

Figure 7 below represents school status's influence on teachers' behaviours towards using a student-centred approach.

Figure 7

The Influence of School Status on EFL Teachers' Behaviours towards Promoting Student-centred Approach
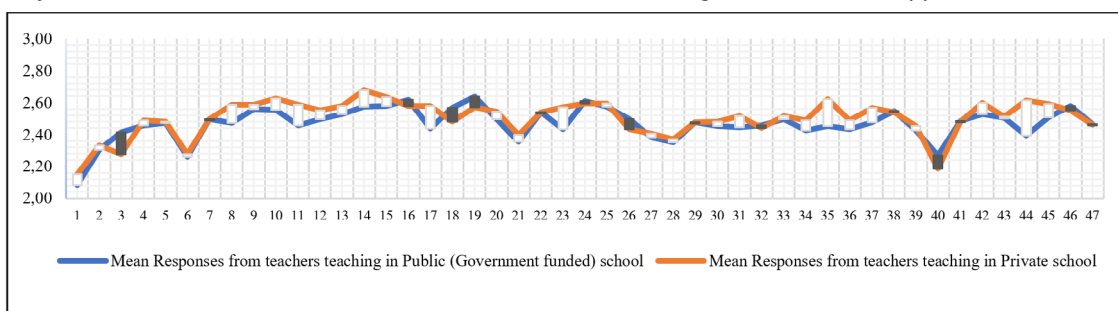

In general, the abovementioned figure reveals that the school's status has a minimal impact on teachers' behaviour to promote student-centred learning in teaching EFL. In most cases, the participant teachers from public schools had a statistically insignificant higher positive response. However, statistically speaking, the difference is negligible, as mentioned earlier.

Like the school's status, the class size also had minimal influence on teachers' behaviours towards promoting student-centred learning in EFL, as depicted in figure 8 below. However, in some cases, classes with a student count of more than 50 were found to have participant teachers who responded positively towards the idea of promoting group activities, tasks, and assignments compared to classes with 30-50 students or less than 30 students. Nevertheless, the statistical value also happens to be negligible in this case.

Figure 8

The influence of Class-size on EFL Teachers' Behaviours towards Promoting Student-centred Approach
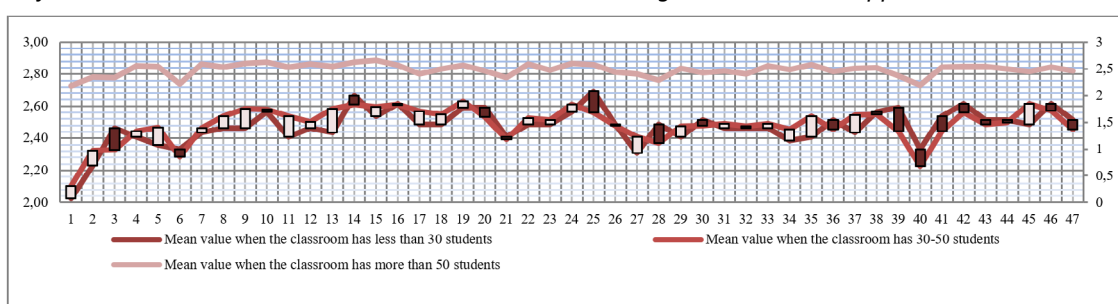
DISCUSSION

The study seeks to understand the teachers' perceptions regarding the concept of effective student-centred learning by measuring their behaviours while teaching EFL with an emphasis on four major attributes in the Saudi EFL context, namely, EFL assessment strategy, the communicative approach to learning, teachers' qualifications, and group activities in teaching EFL (see Table 2). Moreover, the influence of variables such as gender, class size, school status and location on teachers' behaviours towards promoting student-centred approach in the Saudi EFL context have also been put under the lens in this study.

Although the thorough analysis of data shows that the existing teaching-learning method is a bit more teacher-centred practice than a student-centred one while teaching grammar as an example, the overall data gathered from the participants generally paints a positive picture of teachers' behaviours towards incorporating a student-centred approach in their classrooms.

On further analysis of the four major attributes, some concerning aspects have emerged out of this study. The first attribute is the EFL Assessment strategy. Continuous assessment practices are a major concern for student-centred learning environments (Aldawood, 2016). A promising result from this study revealed that the participant teachers responded positively to the idea of correcting errors made by students immediately when they occur, either through verbal or non-verbal communication methods (Figure 1, items 24-25). This reflects their position on immediate performance feedback for students actively engaged in-class activities, a traditional classroom practice. However, this fails to bolster the case for continuous EFL assessment since student participation may vary significantly depending on the circumstances. Students have higher anxiety levels while learning a foreign language, which also depresses their classroom participation levels (Alrabai, 2016). While academically-proficient students have higher participation rates in classroom activities, which give teachers more opportunities to correct their errors, low-performing students have lower participation rates. They do not have as many opportunities to be corrected by their teachers if they make errors. Another noteworthy aspect was the discouraging response the study's participants gave regarding their ability to use the TL competently (Figure 1, item 40). The possible reason behind teachers' failure to complete their TL may lay in content overload, which refers to the completion of a curriculum part within a time frame and their lack of strategic planning of time management. This finding was not particularly surprising as previous studies have talked extensively about the issue of content overload in the EFL curriculum, acting as a barrier to the proper dissemination of EFL teaching (Alrabai, 2016). However, strategic planning and proper time management practices are highly recommended by existing literature for EFL teachers looking to complete their TL effectively in the Saudi EFL context (Al-Awaid, 2018).

Reflecting on the usage of a communicative approach in English classrooms for encouraging student-centred learning, teachers' responses to items (1, 6, 21, 28, and 40) show that the existing teaching-learning method is a more teacher-centred practice than a student-centred one while teaching grammar. Their responses to these items confirm that they lack priority in teaching English grammar with a constructive and interactive approach. However, the participant teachers were also open to the idea of explaining grammar using an inductive method that involved the usage of examples in explaining grammar rules (Figure 2, item 19). The participants also provided a contradictory responses when issuing concrete tasks and goals to students learning to read and write (Figure 2, item 28). This response indicates that the participant teachers did not hold a favourable view regarding the importance of learners' autonomy in language learning. Learners' autonomy is considered critical in encouraging a student-centred EFL teaching approach (Godwin-Jones, 2019; Murray & Lamb, 2017). The traits that are responsible for contradictory positions assumed by these teachers can be traced back to the traditional behaviourist approach, where the teachers are supposed to be the 'provider of the knowledge' and students are supposed to act as the 'passive receiver of the materials' (Aljohani, 2017). Again, this finding validates previous studies carried out in the Saudi EFL context, which indicates that teachers do not adequately appreciate the importance of providing autonomy to language learners in the classroom (Al-Awaid, 2018; Alrabai, 2016).

The qualifications held by the teachers have also been put under the lens in this study to determine their effect on creating a student-centred approach to teaching EFL in the context of Saudi Arabia. Previous studies already have an unsatisfactory view of the qualifications possessed by English teachers in the Saudi context (Al-Hazmi, 2003; Picard, 2018). However, in this study, the average response given by participant English teachers can be considered mediocre. This study indicates teachers' view regarding their own qualifications was not particularly encouraging – a finding that aligns with previous literature (Al-Zahrani & Rajab, 2017). The reason behind teachers' lack of perception and appreciation for their qualifications can be traced to their lack of self-actualisation, confidence and uncertainty about the responsibilities of their professional requirements. Recognition of one's capabilities and skills can be of uppermost importance for individuals. This enables them to accomplish their professional goals. Getting higher qualifications and having a variety of teaching skills are considered good signs of achieving self-actualisation because this will be positively reflected in their teaching techniques. For instance, qualified teachers recognise the effectiveness of applying Information Communication technology in their classrooms. In this study, a possible reason behind teachers assigning

such a low priority to this issue can be their overconfidence about ICT efficacy in education and the misconception that ICT integration is proportional to quality teaching (Figure 3, item 46-47). However, literature advocates the use of everyday materials. When considering students' motivation to learn EFL, the constructivist approach emphasises that making the concepts they learn more relevant to real life can motivate learners to be updated on their coursework (Aljohani, 2017).

The fourth attribute in this study was the teachers' perception of group activities for effective EFL teaching in a student-centred environment. It is irrefutable that group activities, tasks, assignments or even discussions can promote self-actualisation and self-determination among students from a humanist approach (Huitt, 2009). Such measures can positively impact students learning EFL (Al-Garni & Almuhammadi, 2019; Alrayah, 2018; Ochoa et al., 2016). In this study, the participant teachers were considerably more positive toward the idea of promoting group activities in their EFL teaching after considering their students' circumstances (Figure 4, items 9-10). This finding, however, is opposed to the previous literature, where the findings indicate that teachers are lukewarm to the prospect of integrating group activities into their study (Alfares, 2017).

Nevertheless, English teachers in the Saudi context were also found to be lagging behind when creating lesson plans before teaching a lesson. It was the lowest recorded attribute found in this study (Figure 4, item 1). The reason behind this has already been explained in previous literature, where it had been attributed to the lack of appropriate teacher training on the importance of strategic lesson planning teaching EFL (Alharbi, 2019). Aside from this, content overload also restricts the teachers' time management abilities, who might have been interested in drafting proper lesson plans to implement in the classroom (Alrabai, 2016).

To explore more in depth shaping teacher perspectives on promoting a student-centred approach in teaching EFL, a group of important variables were analysed. These variables included gender (male, female), location of the school (urban, rural), the status of the school (public or Government funded, private) and class size (number of students less than 30, 30-50, and more than 50). Although multiple studies have emphasised these aspects' impact in teaching EFL (Alrabai, 2016), the study's findings indicate that these factors have an insignificant influence in shaping EFL teachers' perspectives. Even though these factors were deemed statistically insignificant for the most part, it should be noted that the female participant teachers had a slightly higher positive response towards promoting these four major attributes compared to their male counterparts, especially regarding corrective behaviour and student diversity. Concerning school location and status variables, it was found that participant English teachers from rural and private schools had a slightly more positive perception of promot-

ing the four major attributes to create a student-centred learning atmosphere. According to the class size variable, teachers with more than 30 students in their classrooms responded more positively toward group activities or small group tasks. This is not surprising, considering previous studies have also mentioned that gender, demography, status and class size impact language teachers' perception and their ability to teach EFL effectively in the Saudi context (Al-Awaid, 2018; Alrabai, 2016).

LIMITATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

This study has used the purposeful sampling technique, which means that it is not truly representative of the actual state of things in the Kingdom of Saudi Arabia. Another limitation experienced in this study was the limited opportunity to review the responses submitted by teachers and examine them comprehensively through semi-structured interviews. The COVID-19 pandemic made it impossible to carry out face-to-face interviews for qualitative case analysis. It is recommended that further studies on this subject be undertaken to explore the specific aspects revealed by the findings of this study to rationalise the results. Additionally, help can be sought from the government's education ministry by requesting a representative sample that accurately reveals the views held by EFL teachers across the country.

CONCLUSION

The study offered a general overview of EFL teachers' perceptions of encouraging a student-centred language learning process through the lens of four major attributes that measured the behaviour exhibited by a group of teachers in the Saudi EFL context. The literature identifies student-centred learning with elements such as alternative assessment, focusing on meaning, students and teachers as co-learners, student-student interaction, curricular integration, learner autonomy, learning climate, diversity and motivation. These elements were measured under the lens of teachers' observable behaviour, clustered under four common attributes between the two concepts: assessment strategy of EFL, the communicative approach to learning EFL, teachers' qualification for teaching EFL and group activities in teaching EFL. In general, from the data, it was inevitable that teaching grammar approaches showed the tendency to be undertaken in a teacher-centred approach. However, while teachers were found to be open to the idea of a student-centred approach, some aspects like using daily objects, preparation of lesson plans, and time management had a lot of room for improvement, which could be done by reducing course overload and offering adequate and appropriate training programs. Participatory teachers' perception of their qualifications was mediocre, which meant that the

qualification standards needed improvement. To satisfy the needs of the teachers, further studies need to be undertaken on this subject.

The role played by factors like gender, location and status of the school and class size in determining the teachers' perception regarding student-centred learning was also studied. Although the results were deemed statistically insignificant for the study, it should be noted that teachers whose student count was over 30 and teachers from private and rural schools and belonging the female gender were found to be more positive towards the idea of addressing four major attributes of student-centred learning compared to their counterparts.

DECLARATION OF COMPETING INTEREST

None declared.

REFERENCES

Abahussain, M. O. (2016). Implementing communicative language teaching method in Saudi Arabia : challenges faced by formative year teachers in state schools [Unpublished Doctoral Dissertation]. University of Stirling, Scotland.

Al-Awaid, A. S. (2018). Teaching strategies in EFL environment in the secondary schools in the KSA: evaluation and remedies. Advances in Language and Literary Studies, 9(2), 50-58. http://dx.doi.org/10.7575/aiac.alls.v.9n.2p.50

AL-Garni, S. A., & Almuhammadi, A. H. (2019). The effect of using communicative language teaching activities on EFL students' speaking skills at the University of Jeddah. English Language Teaching, 12(6), 72-86. https://doi.org/10.5539/elt.v12n6p72

Al-Hazmi, S. (2003). EFL teacher preparation programs in Saudi Arabia: Trends and challenges. TESOL Quarterly, 37(2), 341-344. https://doi.org/10.2307/3588509

Al-khresheh, M. (2020a). The influence of anxiety on Saudi EFL learners' oral performance, University Aljouf humanities sciences journal, 6(8), 275-305.

Al-khresheh, M. (2020b). The impact of cultural background on listening comprehension of EFL Saudi students. Arab World English Journal, 11(3), 349- 371. https://dx.doi.org/10.24093/awej/vol11no3.22

Al-khresheh, M., & Al-Ruwaili, S. (2020c). An exploratory study on vocabulary learning strategies used by Saudi EFL learners. Journal of History Culture and Art Research, 9(2), 288-302. http://dx.doi.org/10.7596/taksad.v9i2.2616

Al-Seghayer, K. (2014). The actuality, inefficiency, and needs of EFL teacher-preparation programs in Saudi Arabia. International Journal of Applied Linguistics and English Literature, 3(1), 143–151. https://doi.org/10.7575/aiac.ijalel.v.3n.1p.143

Al-Zahrani, N.O.A., & Rajab, H. (2017). Attitudes and perceptions of Saudi EFL teachers in implementing Kingdom of Saudi Arabia's vision 2030. International Journal of English Language Education, 5(1), 83-99. https://doi.org/10.5296/ijele.v5i1.10733

Aldawood, S. F. (2016). Washback of continuous assessment in EFL classrooms in Saudi Arabia: teachers' perceptions and practices [Unpublished doctoral dissertation]. Universiti Sains.

Alfares, N. (2017). Benefits and difficulties of learning in group work in EFL classes in Saudi Arabia. English Language Teaching, 10(7), 247-256. https://doi.org/10.5539/elt.v10n7p247

Alharbi, Y. G. (2019). A review of the current status of English as a foreign language (EFL) education in Saudi Arabia. Global Journal of Education and Training, 1(2), 1-8.

Aljohani, M. (2017). Principles of "constructivism" in foreign language teaching. Journal of Literature and Art Studies, 7(1), 97-107. https://doi.org/10.17265/2159-5836/2017.01.013

Almazova, N. I., Kostina, E. A., & Khalyapina, L. P. (2016). The new position of foreign language as education for global citizenship. Novosibirsk State Pedagogical University Bulletin, 6(4), 7–17. https://doi.org/10.15293/2226-3365.1604.01

Alnujaidi, S. (2019). The difference between EFL students' preferred learning styles and EFL teachers' preferred teaching styles in Saudi Arabia. English Language Teaching, 12(1), 90-97. https://doi.org/10.5539/elt.v12n1p90

Alrabai, F. (2016). Factors underlying low achievement of Saudi EFL learners. International Journal of English Linguistics, 6(3), 21-37. https://doi.org/10.5539/ijel.v6n3p21

Alrayah, H. (2018). The effectiveness of cooperative learning activities in enhancing EFL learners' fluency. English Language Teaching, 11(4), 21-31. https://doi.org/10.5539/elt.v11n4p21

Alsalem, M. S. (2020). Language teacher cognition on English grammar assessment: Investigating EFL teachers' beliefs and practices regarding classroom-based assessment in public higher-educational institutions in Saudi Arabia [Unpublished doctoral dissertation]. University of Essex.

Assalahi, M. H. (2013). Why is the grammar-translation method still alive in the Arab world? Teachers' beliefs and its implications for EFL teacher education. Theory and Practice in Language Studies, 3(4), 589-599. https://doi.org/10.4304/tpls.3.4.589-599

Baksh, A., Mohd Sallehhudin, A. A., Tayeb, Y. A., & Norhaslinda, H. (2016). Washback effect of school-based English language assessment: A case-study on students' perceptions. Pertanika Journal of Social Sciences & Humanities, 24(3). 1087–1104.

Bell, T. R. (2005). Behaviors and attitudes of effective foreign language teachers: Results of a questionnaire study. Foreign Language Annals, 38(2), 259–270. https://doi.org/10.1111/j.1944-9720.2005.tb02490.x

Bonner, S. M., Diehl, K., & Trachtman, R. (2019). Teacher belief and agency development in bringing change to scale. Journal of Educational Change, 21(2), 363–384. https://doi.org/10.1007/s10833-019-09360-4

Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative (146-166). Prentice Hall.

Debreli, E. (2016). Pre-Service teachers' belief sources about learning and teaching: An exploration with the consideration of the educational programme nature. Higher Education Studies, 6(1), 116-127. https://doi.org/10.5539/hes.v6n1p116

Deci, E. L., & Ryan, R. M. (2010). Self-Determination. In I.B. Weiner & W.E. Craighead (Eds.), The Corsini encyclopedia of psychology. John Wiley & Sons, Inc. https://doi.org/10.1002/9780470479216.corpsy0834

Devaki, V. (2021). Influence of behaviourist and cognitivist theories in adult language acquisition. Journal of English Language Studies, 3(1), 38-44. https://doi.org/10.31849/ELSYA.V3I1.5620

Dewaele, J. M., Witney, J., Saito, K., & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. Language Teaching Research, 22(6), 676–697. https://doi.org/10.1177/1362168817692161

Godwin-Jones, R. (2019). Riding the digital wilds: Learner autonomy and informal language learning. Language Learning and Technology, 23(1), 8–25. https://doi.org/10.125/44667

Huitt, W. (2009). Humanism and open education. In W. Huitt (Ed.), Educational psychology interactive. Valdosta State University.

Jacobs G.M., & Renandya W.A. (2016) Student-centred learning in ELT. In W. Renandya & H. Widodo (Eds.), English language teaching today. English Language Education (vol. 5, pp. 13-23). Springer. https://doi.org/10.1007/978-3-319-38834-2_2

Kassem, H. M. (2018). The impact of student-centered instruction on EFL learners' affect and achievement. English Language Teaching, 12(1), 134-153. https://doi.org/10.5539/elt.v12n1p134

Köksal, D., & Ulum, Ö. G. (2019). Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualifications. Journal of Language and Linguistic Studies, 15(2), 484–495. https://doi.org/10.17263/jlls.586144

Mohammad, T., & Hazarika, Z. (2016). Difficulties of learning EFL in KSA: Writing skills in context. International Journal of English Linguistics, 6(3), 105-116. https://doi.org/10.5539/ijel.v6n3p105

Murray, G., & Lamb, T. (2018). Space, place, and autonomy in language learning: An introduction. In G.Murray & T. Lamb (Eds.), Space, place, and autonomy in language learning (pp. 1–6). Routledge.

Ochoa, C., Cabrera, P., Quiñónez, A., Castillo, L., & González, P. (2016). The effect of communicative activities on EFL learners' motivation: A case of students in the Amazon region of Ecuador. Colombian Applied Linguistics Journal, 18(2), 39. https://doi.org/10.14483/calj.v18n2.10018

Orak, D. S., & Al-khresheh, M. (2021). In between 21st century skills and constructivism in ELT: Designing a model derived from a narrative literature review. *World Journal of English Language, 11*(2), 166-176. https://doi.org/10.5430/wjel.v12n1p1

Overskeid, G. (2008). They should have thought about the consequences: The crisis of cognitivism and a second chance for behavior analysis. The Psychological Record, 58(1), 131-151. https://doi.org/10.1007/BF03395606

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. Administration and policy in mental health and mental health services research, 42(5), 533-544. https://doi.org/10.1007/s10488-013-0528-y

Pathan, H., Memon, R. A., Memon, S., Khoso, A. R., & Bux, I. (2018). A Critical Review of Vygotsky's Socio-Cultural Theory in Second Language Acquisition. International Journal of English Linguistics, 8(4), 232-236. https://doi.org/10.5539/ijel.v8n4p232

Peters, G. J. Y. (2014). The alpha and the omega of scale reliability and validity. European Health Psychologist, 16(2), 56–69. https://doi.org/10.31234/osf.io/h47fv

Phillips, D. C. (2012) Behaviorism and behaviorist learning theories. In: Seel N.M. (eds) Encyclopedia of the Sciences of Learning. Springer. https://doi.org/10.1007/978-1-4419-1428-6_750

Picard, M. (2018). The future of EFL and TESOL in Saudi Arabia. In C. Moskovsky & M. Picard (Eds.), English as a foreign language in Saudi Arabia (157–177). Routledge. https://doi.org/10.4324/9781315688466-8

Pritchard, A. (2017). Ways of learning: Learning theories for the classroom. Routledge.

Rind, I. A., Mari, M. A., & Heidari-Shahreza, M. A. (2019). Analysing the impact of external examination on teaching and learning of English at the secondary level education. Cogent Education, 6(1), 1574947. https://doi.org/10.1080/2331186X.2019.1574947

Roussel, S., Joulia, D., Tricot, A., & Sweller, J. (2017). Learning subject content through a foreign language should not ignore human cognitive architecture: A cognitive load theory approach. Learning and Instruction, 52, 69-79. https://doi.org/10.1016/j.learninstruc.2017.04.007

Ryan, R. M., & Deci, E. L. (2016). Facilitating and hindering motivation, learning, and well-being in schools: Research and observations from self-determination theory. In K. R. Wentzel & D. B. Miele (Eds.), Handbook on motivation at schools (pp. 96–119). Routledge.

Schunk, D. H. (2012). Learning theories: An educational perspective (6th ed.). Pearson.

Sert, O. (2019) Classroom interaction and language teacher education. In S. Mann & S. Walsh (Eds.), The Routledge handbook of language teacher education. Routledge. https://doi.org/10.4324/9781315659824-16

Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's zone of proximal development: Instructional implications and teachers' professional development. English Language Teaching, 3(4), 237-248. http://dx.doi.org/10.5539/elt.v3n4p237

Sidhu, G. K., Muthukrishnan, P., & Zhiyong, S. (2020). College English language teaching reform and EFL lecturers' teaching practice: A case study in China. Universal Journal of Educational Research, 8(1), 230–237. https://doi.org/10.13189/ujer.2020.080128

Snowman, J., McCown, R, & Biehler, R. (2012). Psychology applied to teaching (13th ed.). Wadesworth, Cengage Learning.

Song, B., & Kim, T. Y. (2017). The dynamics of demotivation and remotivation among Korean high school EFL students. System, 65, 90–103. https://doi.org/10.1016/j.system.2016.12.010

Svinicki, M. D. (2004). Learning and motivation in the postsecondary classroom. Anker Publishing Company.

Taylor, G. R., & MacKenney, L. (2008). Improving human learning in the classroom: Theories and teaching practices. R&L Education.

Tobolowsky, B. F. (2014). Paths to learning: Teaching for engagement in college. Stylus Publishing, LLC.

Tolmie, A., Muijs, D., & McAteer, E. (2011). Quantitative methods in educational and social research using SPSS. Open University Press.

United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. In Resolution adopted by the General Assembly. United Nations General Assembly.

Watson, J. B. (2017). Behaviorism. Routledge.

Wilden, E., Porsch, R., & Schurig, M. (2020). An early start in primary EFL education and the role of teacher qualification and teaching quality. Language Teaching for Young Learners, 2(1), 28–51. https://doi.org/10.1075/ltyl.19002.wil

Wilson, B. G., & Myers, K. M. (2000). Situated cognition in theoretical and practical context. In D. H. Jonassen & S. M. Land (Eds.), Theoretical foundations of learning environments (pp. 57-88). Erlbaum.

Wozney, L., Venkatesh, V., & Abrami, P. (2006). Implementing computer technologies: Teachers' perceptions and practices. Journal of Technology and teacher education, 14(1), 173-207.

Wubante, M (2020). Review on behaviourist approach and the construction of knowledge. International Journal of English Literature and Culture, 8(6), 164-171. https//10.14662/IJELC2020.125

You, S., Kim, E., & Shin, K. (2019). Teachers' belief and efficacy toward inclusive education in early childhood settings in Korea. Sustainability, 11(5). http://dx.doi.org/10.3390/su11051489

Yi, H. (2008). The effect of class size reduction on foreign language learning: A case study. Language and Linguistics Compass, 2(6), 1089-1108. https://doi.org/10.1111/j.1749-818X.2008.00090.x

APPENDIX 1

Item Statistics

Item Statistics			
Items: **In your opinion, the effective foreign language teacher**	**Mean**	**Std. Deviation**	**N**
1. creates lesson plans that emphasise grammatical aspects of the TL.	2.12	.604	302
2. teaches new complex language structures only after less complex structures have been introduced and practiced.	2.31	.709	302
3. uses information gap activities (where students have to find out unknown information from a classmate or another source).	2.34	.752	302
4 uses small groups to help learners experience a greater degree of involvement.	2.47	.680	302
5 gives learners a time limit to complete small group activities.	2.48	.656	302
6 bases at least some part of students' grades on their actual use of the TL.	2.27	.718	302
7 bases at least some part of students' grades on completion of assigned tasks.	2.50	.598	302
8 uses student-student role play situations from the beginning of elementary language instruction.	2.53	.580	302
9 encourages students to express and discuss their needs and preferences for language learning.	2.58	.558	302
10 adjusts learning activities to meet the needs of foreign language students with a variety of interests.	2.59	.580	302
11 shows personal involvement in or enthusiasm for the TL and culture.	2.52	.625	302
12 permits learners to select their own topics for discussion.	2.52	.630	302
13 teaches foreign language students to use various learning strategies (i.e., self-evaluation, repetition, imagery, etc.).	2.55	.601	302
14 varies learning activities of foreign language instruction depending on learners' ages.	2.62	.539	302
15 uses activities and assignments that draw learners' attention to specific grammatical features.	2.60	.536	302
16 uses activities where learners need to understand a certain grammatical feature to understand the meaning of spoken or written text.	2.60	.555	302
17 simplifies his or her TL output so students can understand what is being said.	2.50	.581	302
18 thoroughly explains new grammar rules before asking students to practice the relevant structure.	2.53	.597	302
19 teaches grammar inductively (i.e., gives examples before grammatical rules).	2.61	.559	302
20 teaches appropriate hesitation or other discourse strategies to help learners gain time in conversational exchanges.	2.52	.586	302
21 exposes students to different varieties the TL.	2.37	.698	302
22 requires students to practice unfamiliar grammatical forms or patterns in substitution or transformation exercises.	2.54	.562	302
23 uses recasts (correct reformulations of students' speech) as a preferred method of corrective feedback.	2.50	.630	302
24 corrects errors as soon as possible after they occur.	2.60	.511	302
25 uses indirect cues or hints to signal errors to the learner (such as, asking them if they are sure their response is correct or using facial expressions or body language).	2.58	.558	302
26 has students act out commands or engage in other physical activity given by the teacher to practice listening comprehension in the TL.	2.47	.586	302
27 uses the TL as the predominant means of classroom communication.	2.40	.653	302
28 provides learners with concrete tasks to complete while reading or listening to texts in the TL.	2.36	.631	302
29 teaches foreign language students to use strategies to improve their vocabulary learning (e.g., memory devices or creating a mental image of the word).	2.47	.586	302
30 presents grammar rules one at a time and has student practice examples of each rule before going on to another.	2.47	.586	302
31 devotes class time to giving examples of cultural differences between target and student's native language use.	2.48	.551	302
32 teaches idiomatic expressions and language routines to help learners successfully engage in conversations in the TL.	2.45	.612	302
33 encourages learners to begin speaking in the TL only when they feel they are ready to.	2.50	.575	302

Item Statistics			
Items: **In your opinion, the effective foreign language teacher**	**Mean**	**Std. Deviation**	**N**
34 encourages foreign language learners to speak in the TL beginning the first day of class.	2.46	.596	302
35 explains why learner responses are inaccurate when students make errors.	2.54	.550	302
36 allows students to write summaries or answer questions on reading or listening passages in English rather than the NL.	2.46	.562	302
37 grades spoken language production predominantly for grammatical accuracy.	2.52	.569	302
38 grades written language assignments predominantly for grammatical accuracy.	2.55	.531	302
39 understands the fundamentals of linguistic analysis (phonology, syntax) as they apply to the TL.	2.44	.600	302
40 uses the TL competently.	2.23	.726	302
41 provides opportunities for students to reinforce and further their knowledge of other disciplines through the foreign language.	2.48	.569	302
42 selects materials that present distinctive viewpoints that are available only through the foreign language and its cultures.	2.56	.510	302
43 provides opportunities for students to demonstrate understanding of the nature of language through comparisons of the TL and their own.	2.51	.533	302
44 provides opportunities for students to use the TL both within and beyond the school setting.	2.50	.592	302
45 teaches grammar deductively (i.e., gives grammatical rule before examples).	2.55	.531	302
46 integrates computer-aided instruction (e.g., computer-based exercises, email, the Internet, CD-ROM, etc.) into foreign language teaching.	2.57	.541	302
47 frequently uses authentic materials and realia (e.g., maps, pictures, artifacts, items of clothing, foods) to illustrate features of the TL and culture.	2.46	.525	302