INVESTIGATING THE IMPLEMENTATION OF STUDENT-CENTERED APPROACH IN EFL SPEAKING CLASSROOM

NERGZ JAWHAR AWLA and NAWZAR MUHAMMED HAJI
Dept. of English Language, Faculty of Arts, Soran University, Kurdistan Region-Iraq

ABSTRACT

The aim of this research project is to investigate the impacts of the implementation of Student-Centered Approach (SCA) on improving Kurdish EFL students' speaking skills at the tertiary level. It also aims to explore the types of activities that teachers use to enhance the students' oral expression and motivate them to practice their speaking. To achieve this aim, a mixed research method was used, including both qualitative and quantitative approaches. The participants of this research were 181 first-year students and 12 instructors who taught speaking modules at two public universities. The data was collected using two tools: a questionnaire and interviews analyzed using the SPSS program and thematic analysis. The results showed that the SCA was implemented by the instructors in the oral lesson and had positive impacts on improving Kurdish EFL students' speaking skills.

1. INTRODUCTION

Among the four skills of language learning (reading, speaking, listening, and writing), speaking is considered the most significant one and an essential component of second language or foreign language (FL) learning and teaching (Kayih, 2006). It is frequently viewed as the first skill that the majority of FL students aim to achieve and the basis of learning a language (Rao, 2018). Torky (2006) defines speaking as the ability of learners to start expressing themselves verbally in a fluid, coherent, and proper way in a relevant context through utilizing the right vocabulary, grammar, and pronunciation as well as the pragmatics and "rules of speech of the spoken language" to fulfill both interactional and transactional goals. However, it is not an easy skill; it is a complicated process that takes time and practice to master. Luoma (2004) claims that speaking in a FL is extremely difficult and developing it takes a lot of time. Hence, EFL teachers should adopt the best methods and approaches to teaching it and make learners acquire this skill sufficiently.

Student-Centered Approach (SCA) is most likely developed as a reaction to educational ideologies that fail to properly take into account "what students need to know or what" strategies will be most helpful in aiding the process of learning for learners (Weimer, 2002). For example, many conventional methods of learning that have long dominated higher education can be classified as "teacher-centered" (TC) instead of "learner-centered" (LC). Teaching has been guided by the TC approach, which places teachers at the center of learning and instruction and requires students to act as passive recipients of information by following lecturer instruction (Lak et al., 2017). Similarly, Brown (2003) remarks that this method is ineffective for new generations. There are problems in the classrooms that instructors are unable to handle. To address the issues of the twenty-first century classroom, an instructional paradigm change is therefore required, particularly when it comes to the improvement of English-speaking abilities.

Apparently, educators have come to the realization that LC classrooms are now the most effective approach to teaching and learning than TC classrooms. Because SCA and its guiding principles can assist students in developing their oral expression since they place a primary emphasis on the interests, needs, skills, and learning styles of the students. Besides, it has crucial activities that raise students' learning capacities. Additionally, the SCA transforms the teacher's role from language provider to

facilitator and requires learners to take active roles and accept responsibility for their learning.

Therefore, teachers should change the TC approach in the classrooms and adopt this modern approach to their teaching, allowing students the chance to participate in class discussions and aiding in the improvement of their language skills, particularly speaking skills (Mokhtaria, 2017).

The SCA seeks to give learners the power to design their own learning experiences and provide them with the ability to question information. Obviously, the proper application of this approach will increase students' motivation towards learning, increase knowledge retention, improve understanding, and create positive views about the subject matter. In actuality, the focus is on collaborating with others in groups, pairs, and as a class as a whole (Naranjo, 2019).

1.1. Statement of the Problem

According to numerous research on second language acquisition (SLA) that have been done, speaking difficulties associated with the second language can be attributed to a variety of reasons. Many of these studies' conclusions in this field can be defined as English language teaching methods (Fadol, 2013). English has been taught using the TC approach in Kurdistan's schools. The lecturers who teach learners in schools seldom focus on assisting them to enhance their oral skills in English since there are few activities in the textbooks to boost students' speaking abilities. In fact, the textbook's content is also so extensive that teachers feel under pressure to finish it within the academic year. Kurdish EFL undergraduate learners' difficulty speaking English is made worse by this challenging circumstance. As a result, students study English for twelve years at school, but they graduate with inadequate speaking skills, and even when they come to university, they still have difficulties (Hakeem et al., 2022; Keong et al., 2015). It is noticed that university students face problems with their speaking and cannot speak English well. Hence, this research attempts to identify whether the implementation of the SCA can improve students' ability to speak English or not.

This study addresses the following central research questions:

1. What is the impact of the student-centered approach on improving learners' speaking skill?
2. What are the activities that teachers use to enhance students' oral proficiency? Why?

1.2. The Aim of the Study

The aim of this study is to investigate the impacts **of the implementation** of the SCA on improving Kurdish EFL students' speaking skills at the tertiary level. It also aims to explore the types of activities that teachers use to enhance the students' oral expression and motivate them to practice their speaking.

1.3. Significance of the study

Few studies have been conducted to investigate Kurdish teachers' attitudes towards applying the LC approach in EFL classes. However, none of them have contributed to the investigation of the impacts of implementing the SCA on the four language skills, particularly speaking. They also only took the teachers' perspective, without including the students' perspective as well, concerning the implementation of the approach in Kurdish EFL classes (Saleh et al., 2015; Burner et al., 2016; Kiani & Al Bajalani, 2018). Hence, the current research will be significant for Kurdish EFL teachers and students of English, educators and curriculum designers. Because it will identify the problem of speaking and find out whether SCA helps develop students' ability to speak or not.

This study is important for higher education in Kurdistan context since it sheds information on the application of the LC approach. Educators and curriculum designers will benefit from this research because they will be familiar with the SCA and its impacts on improving students' oral skills, as well as learners and teachers' views about it, and can make the necessary changes to design an adequate curriculum. Moreover, the results of this study may be helpful for teachers since they will help them understand how important it is to employ a method that engages students actively in the learning process and takes their needs and interests into account for academic purposes and achievements. In addition, the SCA is associated with the improvement of speaking abilities, as in this method teachers guide students in the skills they need to master and demand that they produce their own ideas through extensive interaction and collaboration. Instructors can also feel satisfied as they see students' progress in speaking with the SCA application in EFL classrooms. Eventually, another beneficiary of this current investigation will be students who will be aware of the value of the SCA to improve their speaking skills as they have speaking problems.

2. Theoretical Background

2.1. Definitions of Student-Centered Learning

Despite the fact that the term "Student-Centered Learning (SCL)" is frequently utilized by many authorities and policymakers in higher education, there is no universally accepted definition of this approach (Matsau,2007). Therefore, the absence of this kind of definition creates a challenge for students, tertiary-level institutions, and professionals around the entire world. Hence, this has to be considered while discussing and analyzing the SCL and its related contexts and possible forms. Despite the absence of a definition, the SCA approach has a guiding principle that all scholars and researchers have agreed upon (Villacís, 2018). This is due to the fact that the approach is founded on the principle that the learner is at the center of the process of learning. All the efforts to apply this approach based on this philosophy. Whereas, the learner is at the heart of the process, the teachers' role stays crucial, especially when learners are not alike. This means that this approach puts emphasis on involving learners in contrast to TC approach in which the emphasis is on the instructor (Fadol, 2013).

The term SCL is defined by McCombs and Whisler (1997) as:

The perspective that couples a focus on individual learners (their heredity, experience, perspectives, backgrounds, talents, interests, capacities and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners). This dual focus, then, informs and drives educational decision-making. (p. 9)

Weimer (2002) describes the SCA as emphasizing the needs of students, how and what they learn, why they want to learn about such a topic, and the circumstances that support their process of learning. In fact, it encourages students to take responsibility for their own learning process, while the instructor is regarded as a facilitator or guide. Nevertheless, in this method, students actually learn and get knowledge from their instructor, from their own experiences, and from each other. As a result, the process of learning becomes more significant and meaningful, particularly if the topics are connected to the students' interests, needs, and lives and if students are actively involved in

understanding, producing, and transferring of information.

Attard et al. (2010) pointed out that the LC approach is built on a learning theory called Constructivism, in which knowledge is constructed and reconstructed by students in the class for learning in an effective way. Undoubtedly, learners must feel secure about taking risks in learning new things and overcoming obstacles that are based on their previous experience. They also have to be provided with chances to discover knowledge by themselves that is meaningful and related to them.

Villacís (2018) states that in the SCL, students affect the content, materials, activities, and speed of learning. Besides, teachers give learners a chance to study independently and learn from others, as well as help them acquire the skills that are necessary to succeed.

2.2 Theories of Student-Centered Approach

The shift to the SCL instruction is influenced by a variety of learning and teaching theories of SLA. Here are the theories which support the utilization of the approach in ESL/EFL classrooms.

According to Jean Piaget's (1932) socio-cognitive theory of learning, "conflict in small group learning suggests that children learn a lot from the interaction of their peers" (para. 2). In fact, learners comprehend the ideas of their classmates because they seem to be more personalized and less threatening than those of their instructors. As a consequence, they complete each other's thoughts and repair their errors apart from the presence of the instructor. It implies that students learn from one another and that group work plays a significant role in the process of learning.

According to Vygotsky's (1986) socio-cultural theory students' mental abilities are initially developed on an individual scale as they start learning to internalize and exchange information with one another. Consequently, new skills and understandings will be developed. Vygotsky's theory supports the systematic utilization of groups in the environment of learning. He further emphasizes that learning occurs best when students are able to create "their own meaning by sharing their experiences with others through collaborative interactions" (Vygotsky, 1986, para. 2).

2.3 Principles of Student-Centered Approach

All theories of education or approaches to teaching are recognized to have their own set of

principles, regulations, and other guidelines. Lynch (2010) believes that the core principles of the learner-centered paradigm are "that students take responsibility for their learning and are directly involved in the learning process, and that" (p.12) ; they utilize social practices and activities such as collaborative learning and cooperation to improve the process of their learning and get new insights.

According to Huba and Fareed (2000), there are three principles to this approach. Firstly, the construction of knowledge is expected to be done by students via problem solving, critical thinking, communication, and inquiry. This means that this principle will be in contrast to old methods of teaching in which the teacher is regarded as a mere owner and source of knowledge. That is why this principle allows learners to actively seek out information, which increases its value.

Secondly, learners instead of studying materials and topics that have no connection to their lives or them, they will be given the chance to acquire and apply knowledge that has a direct relation to challenges and problems that have existed for a long time as well as those that have just emerged in real world-situations. For instance, requiring students to talk about a particular topic in accordance with their experience helps them to speak and engage in the activities more instead of talking about an irrelevant topic, which demotivates them to speak and participate. This emphasizes how important it is for students learning to be related to them (Mokhtaria, 2017). Many learners in the classroom ask the instructor, "Why do I have to know this?" and sometimes the lecturer is not able to respond. In this approach, learners construct their own pathways for learning. As a result, the learned knowledge will be more meaningful, related, and interesting. In order to make the relation clear, the instructor uses current issues, events, and discussions to facilitate learning (Huba & Freed, 2000).

Thirdly, Huba and Freed (2000) identify another principle; assessment, which in this circumstance benefits students. In the traditional teaching methods, assessment, typically testing, is used to the disadvantage of learners due to the assumption that marks on a test could merely demonstrate their levels of comprehension, knowledge, and skills. In fact, this is clearly due to the fact that their grades merely take into account the performance and achievements of students in the examination. While in SCL, an assessment is utilized as a positive device for diagnosing and promoting learning.

Moreover, explicit skill teaching is part of SCA. Instructors of this approach teach learners "how to think," examine arguments, solve problems, form hypotheses, and evaluate evidence. All of which are critical skills for learning to acquire content in the discipline. According to research, such learning skills grow quicker when they are explicitly taught alongside the topic (Weimer, 2002).

2.4. Kinds of Activities that Promote Oral Skill.

There are numerous activities that can be used in EFL speaking classes to enhance students' speaking skills via cooperation, interaction, and active involvement. They include the following:

Discussion. Discussion is primarily based on a specific or certain selected topic to be discussed by students, which is regarded as "whole class interaction" in which all learners engage and communicate with one another as well as with their instructor. Indeed, this activity can be viewed as one of the most beneficial and interesting types of the oral skill practice in the class because it allows students to share their ideas, experiences, and points of view in order to improve or develop their communication abilities while using the target language (Harmer, 2001). Furthermore, discussion activities are arranged by the instructor in the class and help develop learners' decision-making and critical thinking skills in and beyond the classroom (Kayih, 2006).

Role play. This activity can engage students in speaking. Students act out in diverse social situations and take on various social roles. Indeed, role play encourages shy or reluctant students to speak. Besides, it promotes interaction amongst students in the class, so they can learn from each other (peer teaching) (Larsen-Freeman & Anderson, 2013).

Information gap. This is one of the activities that are used to enhance students' oral skill. It requires students to work in pairs or groups. Each pair of students has distinct information from the other pairs, which is needed to complete the activity (Kayih, 2006). According to Thornbury (2009), "There is a knowledge gap between them, and this can only be bridged by using the language" (p.80). Consequently, students are provided with opportunities to speak the target language extensively.

Debate. Students are divided into groups, and later a topic is identified and they should prepare for it. Following that, learners conduct a debate at a set time (Harmer, 2007). As cited in (Darby, 2007, Tumposky, 2004) explains that debate fosters "critical thinking skills" in learners and enables them to go beyond the memorization of information, techniques, and theories.

Presentation. This is an activity in which each student gives a talk on a certain topic or about a person. In fact, learners present the chosen topic in front of the entire class, whereas other learners listen to it and provide feedback. Moreover, presentation activities can be viewed as another way to attain oral proficiency and self-confidence (Harmer, 2007).

Storytelling. In the storytelling activity, the instructor narrates a story or a tale to the students and later asks them to provide a brief summary of it. Besides, students can also make their own stories and share them with their peers (Kayih, 2006). Indeed, this activity develops learners' pronunciation, vocabulary, imagination, oral fluency, and creative thinking skills (Cameron, 2001).

Interviews. Students should be taught how to conduct interviews. The instructor can designate one student as a celebrity such as Justin Bieber, and assign another student to interview him. This activity will be very interesting and, thus, learners will improve their communication skills (Parthibah,2015).

Poster carousel. Thornbury (2009) explains that in this activity, half of the learners relocate, whereas the other half stay in the same place. Students discuss a subject and later start preparing a poster on the chosen topic. When the poster is prepared, half of the students stand beside the poster while the others circle, posing inquiries as they move "from poster to poster". After that, the roles are exchanged, and those who ask inquiries will "stand by their posters and become the interviewees."

Think-Pair-Share. In this activity, the teacher asks a prompt or question to the entire class and provides direct instructions whereby every student is presumed to start thinking individually about their responses and write down the notes for themselves. Obviously, when the time has passed, the teacher guides the learners to partner up with a learner who is close by or has been allocated to him or her, and they have to work in pairs in order to make comparisons between their ideas. Based on the prompt or question, the lecturer instructs the pair of students to establish an agreement and select the most persuasive answer. Afterwards, the participants speak in pairs, and the professor calls everybody's attention and invites the pairs to share their answers with the whole class (Lom, 2012).

2.5. Review of Related Studies

A number of studies have been conducted on improving EFL students' speaking skills through the application of the SCA in EFL classes, and they are from different contexts and years. For example, research was conducted by Fadol (2013) at the Sudanese School in Riyadh (KSA), in which 30 third-year students participated. It aimed to find out the benefits of applying SCA, assist students in improving their "English-speaking skill", and investigate the effectiveness of SCA. The results revealed that students improved their speaking skills with more practice, utilizing LC activities like role play, drama, debates, and games. Additionally, materials such as pictures, graphic designs, movies, PowerPoint slides, music, and songs were used that made students enjoy the sessions and boost their oral performance. Furthermore, the LC approach involved the teaching of life skills, namely communication, critical thinking, decision-making, interpersonal skills, creative thinking, empathic skills, and the capacity to handle stress and tension.

The findings of one of the studies by Mokhtaria (2017) in Algeria demonstrated that the majority of university instructors were implementing some principles of the SCL in their lessons. They acted according to situations "that they are in" and played different roles. For example, they played the roles of a facilitator and guide to facilitate and assist their learners' learning and enable them to feel less inhibited in the speaking lesson. Indeed, the adoption of the SCL approach generated conditions that boosted learners' speaking skills, whereby they worked in groups or pairs and had discussions with their peers or teachers in the classroom. The study concluded that the SCL fostered learners' confidence, stimulated engagement, and prepared them for communication in everyday situations as it provided them with topics that were related to their personal experiences and lives. They also were given a chance to select topics in which they were interested and had fun; hence, they were more motivated to speak and utilize the target language effectively.

Pantoja (2020) developed an action research project in Colombia in which a group of 10 third-semester students from the Universidad del

Cauca participated. The learners who participated demonstrated a higher level of speaking performance and "self-confidence," as well as increased participation in sessions. Moreover, students who participated in various activities, namely interviews, discussions, presentations, think-pair-share, and debates, not only learned to express themselves but also improved their interaction, phonology, coherence, fluency, and accuracy. The adoption of this approach produced a low-threatening setting that assisted learners in overcoming their fear of volunteering in participating and using the language in spite of committing errors and made their anxiety lower to take part in the activities of speaking. They also played active roles and took responsibility while they worked in small groups or with their peers. Thus, they became autonomous students and helped one another, sought solutions on their own, and worked hard to complete the learning assignments assigned to them.

In the Kurdistan context, few studies have been carried out that investigated Kurdish teachers' attitudes towards implementing the SCL in EFL classes and other classes. Burner et al. (2016) performed action research in Kurdistan in which three primary and middle school teachers participated, who taught social science, civics, and English in Duhok. This research focused on the teachers' experiences while using the SCA in their classrooms. The interview and observation results declared that teachers used SCA strategies in their teaching, and that there were shifts in the teachers' role, students' role, and process of learning. The teachers changed their roles and functioned as mentors for learners, stressing the significance of learners' engagement in the learning. They also experienced a shift "from a monologic to an interactive" circumstance of learning and teaching, as well as a need for a larger emphasis on the instruction process and a greater level of student accountability in these. The teachers better adjusted the teaching to the needs of the students as they shifted the focus of the process of learning toward the learners. As a consequence, they reported that they felt more professionally satisfied. Besides, the students' roles were changed, and they actively participated in the classroom activities like role-play, debate, and discussion and were more involved in the sessions.

Kiani and Al Bajalani (2018) examined Knowledge University instructors' perspectives concerning the SC approach and its implementation in Kurdistan, and they involved all permanent instructors who worked at the university, a total of 62 instructors. The findings of the questionnaire reported that the instructors participated in the study at Knowledge University had positive views about the SCA and implemented its principles in their lessons. They also had positive perspectives on continuous assessment, but the system of assessment at the college didn't allow the use of such methods in a wide range. Furthermore, the most common techniques used by teachers to teach students in the classroom were presentation, debates, role play, and short-answer questions.

The literature review demonstrated that the SCL was implemented by the EFL instructors in different contexts and improved students' speaking skills. Yet in Kurdistan context, no studies have been conducted to explore the implementation of the SCL to enhance students' oral skills; hence, the present research project wants to fill this gap and investigate the impacts of the adoption of this approach to boost Kurdish EFL students' oral skills.

3. METHODOLOGY

3.1. Research Design

This study used mixed method design as a type of research. Creswell (2009) clarifies this kind of study design as a procedure for gathering, "analyzing, and mixing" qualitative and quantitative approaches together in a single research to comprehend and get deeper insights into the problem of the study being investigated and examine the problem or phenomenon from many aspects and using various research lenses. The sort of mixed method that was employed for this study was convergent design, in which the researcher collected the qualitative and quantitative data concurrently and analyzed them separately.

3.2. Participants

The participants of this research were 181 Kurdish EFL students from Soran University and Salahaddin University. They were first-year students and studied in the English Department. In fact, the first-year students were chosen to participate in this study due to the assumption that most of them encounter difficulties while speaking and are unable to speak well. For this reason, the instructors should implement the best teaching methods and approaches to improve

their oral skills. The researcher used "probability simple random" sampling, as every eligible student had the opportunity to participate in the quantitative data, which was a questionnaire (Taherdoost, 2016). Furthermore, 12 Kurdish EFL instructors from the two universities also took part, who were teaching first-year students the speaking module in the English Department and were being interviewed. It was decided to include instructors of oral classes in the sample because they instruct learners on how to improve their speaking, which will be useful for the present study.

3.3. Data Collection Tools

Two instruments were used to collect the data: a questionnaire and semi-structured interviews. For collecting the qualitative data, semi-structured interviews were carried out with 12 EFL teachers. The interview aimed to investigate teachers' viewpoints about the SCA and its impacts and whether they use this approach to improve their students speaking skills or not. The sample being adopted was non-probable sampling because of the nature of the data which was qualitative. According to the aim of the research, purposive sampling type was used because specific Kurdish EFL teachers were intentionally picked who taught the speaking module for the interview to fully understand the phenomenon (Taherdoost, 2016).

The quantitative data was gathered by administering the questionnaire to 181 Kurdish EFL students. The questionnaire was taken from Mokhtaria (2017) and Mahdjoubi and Tibba (2017) and modified by the researcher, in which some items were added and some were deleted in order to fit the context. Then, the questionnaire through google form was distributed to 295 first-year students and 181 of them answered. The questionnaire comprises 17 items and is categorized into 3 parts. The first part contains background information and includes items (1–3) about the research respondents; the second is about the speaking skill and consists of items (4-7) and the third section includes information about the LC approach, which contains questions (8-17). The questions are closed-ended, in which the respondents are given options to select and give their answers.

For checking the validity and reliability of the methods of data collection, the questionnaire and the interview questions were sent to a jury committee at Soran University. The jury members were eight EFL teachers whose fields of specializations are Linguistics, Applied Linguistics, and TESOL, and they were Ph.D. holders, Assistant Professors, and Ph.D. candidates. They reviewed and edited the items of the tools, and necessary changes were made according to their comments.

4. DATA ANALYSIS AND FINDINGS

4.1. Data Analysis

For analyzing the collected data from the quantitative part, which was the questionnaire, the SPSS program version 26 was used in terms of frequency and percentage. Thematic analysis was used to analyze the qualitative portion of the data, which was the interview.

4.2. Questionnaire Analysis

Table (1): Demographic Information of the Study Participants

Questions	Answers	Count	%
1. Age:	18-20	150	82.9%
	21-22	20	11.0%
	23-39	11	6.1%
2. Gender:	Female	111	61.3%
	Male	70	38.7%
3. Is it your choice to study English?	No	29	16.0%
	Yes	152	84.0%
		181	100.0%

Questions 1 to 3 show the demographic information about the participants of the study. It demonstrates their age, gender, and their choice of studying English.

Table (2): Analysis of Students' Answers to the Questionnaire

Questions	Answers	Count	%
4. How frequently do you participate in the speaking class?	Never	1	0.6%
	Often	67	37.0%
	Rarely	26	14.4%
	Sometimes	87	48.1%
5. Do you feel comfortable in the speaking class or are you afraid of making mistakes?	Afraid	72	39.8%
	Comfortable	109	60.2%
6. If you are afraid, what makes you feel so?	My classmates	47	26.0%
	The Teacher	7	3.9%
	The various activities used by the teacher	18	9.9%
7. What are the problems that you mostly face when speaking?	Inhibition because stress, shyness, and anxiety	102	56.4%
	Nothing to say about the chosen topic	20	11.0%
	Fear of making mistakes	40	22.1%
	Lack of vocabulary and grammar	19	10.5%
8. How would you define the environment of your classroom?	Appropriable	7	3.9%
	Boring	24	13.3%
	Friendly	128	70.7%
	Stimulating	22	12.2%
9. How is your relationship with your teacher?	Bad	5	2.8%
	Good	138	76.0%
	Neutral	38	21.0%
10. How would you define your teacher?	A guider /A facilitator	102	56.4%
	A language provider	79	43.7%
11. Would you like to work in?	Groups	117	64.6%
	Individual	44	24.3%
	Pairs	20	11.1%
12. Does your teacher give you enough time to express your ideas?	No	6	3.3%
	Sometimes	47	26.0%
	Yes	128	70.7%
13. Does your teacher provide you with topics that have a relationship to your personal experience?	No	40	22.1%
	Yes	141	77.9%
14. Does your teacher use relevant materials in the speaking lessons in the classroom?	No	36	19.9%
	Yes	145	80.1%
15. Do you think that by studying independently and taking responsibility for your learning, you can enhance your speaking skill?	No	69	38.1%
	Yes	112	61.9%
16. Are you satisfied with the various activities that are carried out in classroom?	Yes	100	55.2%
	Sometimes	68	37.6%
	No	13	7.2%
17. Which type of activity does your instructor utilize the majority of the time in the speaking lesson?	Discussion	97	53.6%
	Presentation	36	19.9%
	Debate	19	10.5%
	Storytelling	16	8.8%
	Role paly	13	7.2%
		181	100.0%

Item 4 aims to find out how often students participate in oral sessions to enhance their speaking abilities. The results reveal that "sometimes" a choice obtained the highest rate (48.1%). 37.0% of students stated that they "often" participate in the speaking class. However, 26 of them with a percentage of (14.4%) confessed to "rarely," which may be as a result of their lack of motivation to partake in the speaking session, and only one participant opted for "never," which represented the lowest percentage (0.6%).

According to question 5, a large proportion of first-year students with a percentage of 60.2%, stated that they feel "comfortable," which indicates that the oral lesson instructor tried their best in order to motivate and encourage learners to speak. On the other hand, 72 students who made up 39.8% of our sample, said that they feel "afraid."

It is evident from item six that the 72 students whose response was "afraid" had various causes. 47 students explained that they were worried because of their classmates. 18 of the participants asserted that they were afraid due to various activities implemented by the instructor. However, only 7 subjects justified the reasons for their fear because of their teacher.

Regarding the speaking problem, question seven shows that the highest percentage of students 102 who represent 56.4% of the entire population revealed that they had inhibition which includes stress, shyness, and anxiety. Then, 40 of the respondents with a percentage of 22.1% mention "fear of making mistakes" and the other 20 (11.0%) of the learners choose "nothing to say about the chosen topic." Only a small number of participants 19 (10.5%) indicated that lack of vocabulary and grammar was the major problem that they faced while speaking English.

The obtained data of inquiry 8 demonstrates that the majority of informants (70.7%) described the environment of their classroom as "friendly". On the other hand, 13.3% of them believed that their classroom was "boring," and that may be due to the fact that the topics were uninteresting and they disliked the distinct activities implemented by the instructor. Then, 12.2% of students defined the classroom atmosphere as "stimulating," whereas 3.9% of them reported that their classroom was "appropriable".

As it is noticeable from item 9, 138 participants with a percent of (76.2%) stated that they had a "good" relationship with their instructor, which indicates that they could talk and utilize the language with ease. Moreover, 38 participants (21.0%) said that they had a "neutral" relationship, and the other 5 (2.8%) students asserted that they had a "bad" relationship with their instructor.

Concerning question 10 a big number of respondents (102), representing 56.4%, described their instructor as a "guider/facilitator". On the other hand, 79 (43.7 %) students out of the total participants regarded their teacher a "language provider."

Item 11 explains that a high number of informants 117, who made up 64.6%, preferred to "work in groups", and this implies that they were outgoing learners who enjoyed exchanging ideas and information with one another. While 44 students (24.3%) argued that they liked to work individually, the other 20 participants, who constituted 11.1%, claimed that they liked to work in "pairs".

According to the findings of the inquiry 12, the highest rate of students, 70.7%, answered "yes" that their teachers gave them enough time in order to speak and express their opinions, and 26.0% of them replied with "sometimes." However, the response of the rest of the informants (3.3%) was "no," meaning that they were not given time to talk by their teacher.

Question 13 demonstrates that the majority of participants (77.9%) said that their instructors gave them topics relevant to their personal experience. Contrarily, a low percent of students, 22.1%, claimed that their instructors did not provide them with topics that were familiar to them.

Regarding item 14, a high percentage of informants 145, who made up (80.1%) of the whole, indicated that their lecturers utilized materials in the oral lesson. However, a low percentage of them 36 (19.9%) declared that their instructors do not utilize any materials in the class.

If your answer is "Yes," what are the materials being used? Mention them:

Students who answered "yes" that their teachers use relevant materials in the speaking class mentioned that their instructors use 10 types of materials such as textbooks, data projector, speaker, laptop, PowerPoint slides, pictures, videos, songs, movies, and music.

The results of inquiry 15, declare that a large proportion of subjects, 112 who represented 61.9%, agreed that by studying independently

and taking responsibility for their learning, they could enhance their speaking skill. This signifies that students wanted to be independent learners and boost their speaking ability. On the other hand, 69 students with a percentage of 38.1% believed that they could not improve their oral skill by studying on their own and taking charge of their learning.

The outcomes of item 16 found that 55.2% of participants who formed a numerical majority responded "yes," and this signals that they were satisfied and liked the different activities that were carried out in the classroom and were enthusiastic about the range of topics that inspired them to talk and be motivated. Added to this, 37.6% of students replied "sometimes," which means that they might not be satisfied always, but they were satisfied according to the topics that have been discussed. However, 7.2% of the respondents were dissatisfied with the various activities that were used by the instructor in the classroom.

Regarding Final question, it is noticed that 97 students who constituted 53.6% of the entire population, explained that their instructors used "discussion" the majority of the time to enhance their speaking skill. Added to this, 36 informants (19.9%) argued that their instructors preferred to utilize "presentation" activity, and the other 19 students (10.5%) chose "debate" activity. A small number (16) of respondents who accounted for (8.8%) selected "storytelling" and only thirteen (7.2%) reported that "role play " activity is implemented in the classroom. The participants mentioned other activities like think-pair-share, interviews, asking and answering questions, and games.

4.3. Interview Analysis

4.3.1. Students' Participation and Feeling Comfortable in the Speaking Class

Based on the interview findings, the majority of the teachers revealed that their students felt comfortable in the speaking class and participated frequently. This is because they created an appropriate and safe environment for learning as Shanaz stated:

I can say that the majority of students, especially in the first few weeks, feel shy and somehow terrified to speak and participate. But when we give them the opportunity and create the appropriate environment, in order to avoid the shame that they feel at first, they will simply feel comfortable and get used to speaking and participating frequently.

Furthermore, other participants declared that their students felt comfortable because they had a good relationship with them and created a friendly environment for learning. Karzan said that "I have become so much like friends with them, and I give them a situation where they can talk."

In addition to creating a friendly and appropriate environment for learning and teachers having a good relationship with students, the participants mentioned other reasons, such as giving students the topics and questions in advance to make preparations. For instance, Banaz stated, "I give them lots of topics, and the topics have been given first. So they already know what the homework is; they prepare themselves when they come to the class."

4.3.2. Students' Problems in the Speaking class

When the teachers were asked about the difficulties that students encounter in the oral session, the majority of them agreed that inhibition which includes shyness, anxiety, and stress, was the major difficulty that students faced. In this concern, Harem said, "Inhibition which includes shyness, anxiety, and stress is the major problem that students encounter while speaking."

Another issue that many of the interviewed instructors believed learners face was a lack of vocabulary and grammar. Bashdar shared, "They have problems with speaking; when they want to talk, they do not have a sentence structure, they do not have enough vocabulary, and they don't know how to organize the words together."

In addition, the analysis of the interview data revealed that lecturers stated that learners had nothing to say about the chosen topic, which was another problem they encountered. For instance, Zanyar said, "It might be sometimes the topical knowledge, as they have difficulties with the topic, so they do not have enough words about it and cannot speak."

A few participating teachers acknowledged that their students were afraid of making mistakes and losing face, as Salar stated:

Sometimes students are afraid of making mistakes and losing face. For example, if they make mistakes and they think that students might laugh or think that he or she cannot speak very well, that is why they are afraid of losing face.

4.3.3. Teachers' Role

The participants in this study declared that they played different roles, like facilitator, guide, and language provider. But most of them described their roles mostly as facilitators and guides due to the administration of the Bologna Process in the system of higher education, in which a SCA is focused on being implemented in the classes and requires changes in the roles and responsibilities of the teachers and students. In fact, teachers are required to be mostly facilitators and guides, while students are required to be active learners and take charge of their learning. In this respect, Lana explained:

I am a facilitator, and I introduce activities and give feedback sometimes. I speak occasionally, but only to give instructions and to allow the students to brand activities rather than me. I give the role to the students so that they have more opportunities to speak.

Moreover, other interviewees explained that they played the role of the guide by giving instructions and guidance and paving the way for students' learning; for this, Shanaz reported:

I can consider myself a guide within this Bologna process because I just give students instructions and provide guidance for the correction of their mistakes. In addition, I act as a guide because speaking is a skill, and when we say a skill, we mean practice it. So, if they do not practice, they cannot learn and improve. That is why we will just be guides in order for the students to be active learners and be the main players in the stadium.

Some of the lecturers being interviewed admitted that they acted according to situations and played different roles including language provider, guide, feedback provider, and facilitator because they thought that all of the roles were needed, and in this way they could better facilitate students' learning, motivate them, and provided them more chances to talk and develop their language.

4.3.4. The Teachers Preferred for Students to Work in

The gathered data that emerged from the interview found that teachers mostly preferred for students to work in groups and pairs. Eight out of twelve respondents indicated that they made their students work in groups because through group work learners share ideas with each other, learn from each other, and participate more. For instance, Salar claimed that "when students are working in groups, they feel safe and try to take part. Accordingly, they will be motivated, have courage to participate, and exchange information with each other".

Above that, other lecturers noted that group work removed students' shyness by making them more sociable. It was more time-saving and develop learners' teamwork skills. According to Kamaran:

Working in groups makes them more socialized, and the feeling of embarrassment is low, so gradually they become more sociable. As a result, sometimes at the end of the semester the shyest student becomes more socialized and has no shyness or embarrassment, and she/he can speak in front of other students easily and freely.

Moreover, some of the teachers believed that group work provided students with more autonomy since in groups they could discuss things among themselves without instructors' intervention, and in this way, they would be away from stress and provided distinct answers to a raised question.

The interview also explored that those EFL instructors who preferred their students to work in pairs stated that pair work allowed students to use the language with each other since they did not feel shy of their pair colleagues and can speak more and develop their language. In addition, it changed the atmosphere of the classroom, made it more enjoyable, and let students exchange ideas with their peers. In this vein, Karzan illustrated:

I sometimes make students work in pairs to change the atmosphere of the classroom and make it more enjoyable. For instance, I say work with your neighbor; thus, they can exchange ideas with their peers and enhance their speaking.

4.3.5. The Instructors' Choice of the Topics

All the instructor participants who were 12 revealed that they chose topics related to students' personal experiences and lives because they made students feel comfortable easier for them to construct ideas and organize thoughts. According to one of the lecturers, Azad:

I often choose the topics that relate to the students' personal experience because I think if the students have experience with a topic, it is much easier for them to construct ideas and organize thoughts. They will be even more interested in the topic, especially if they have had a funny or strange experience with it.

Throughout the current investigation, lecturers declared that they gave students the freedom to choose their own topics and gave them guidance about which topics they should

pick up because when students were familiar with the topics, they felt more at ease and could talk more. For this, Bashdar acknowledged that:

Sometimes I give them necessary topics, and sometimes they choose topics in which they believe they can express themselves. So it mostly depends. Because they feel more comfortable and have more ideas to say if they have their own topics.

"I usually try to select a topic that is relevant to their experience, interests, and needs because that can help them be active, engage in the activity, and willingly be a part of it," reported Nariman. This implies instructors take learners' needs and interests into account while selecting the topics, as in such a manner, they want to make students active and motivate them to speak and take part in the activities.

4.3.6. The Instructors' Use of Relevant Materials in the Speaking Lesson

Approximately all the participants gave the same answer concerning using materials in the speaking class. They indicated that they used different types of materials like a data projector, a laptop, PowerPoint slides, speaker, movies, videos, pictures, textbooks, songs, newspapers, handouts, and audio tracks. They used these materials in order to make learning easy, effective, and interesting for the students. Further, many of them explained that the use of materials made students enjoy the speaking lesson without getting bored with it. Saman noted:

I employ a textbook, internet videos, songs, and a data projector. Indeed, I utilize these materials because they are more motivating, and it is better to use different sources instead of sticking to only the book. In addition, they make the classroom environment more engaging, so students will have more fun and enjoy learning.

The results also showed that some of the instructors utilized materials to expose students to real-life and real language usage and motivated them to speak like native speakers. In this vein, Kamaran revealed:

I employ videos, pictures, audio tracks, and a speaker. These materials can just stimulate real-life situations and surround students with the sounds and words of English language, and with their culture as a whole. As a result, students will be exposed to real-life English usage and encouraged to speak like native speakers.

4.3.7. Learner Autonomy

During the interview with the instructors, almost all of them agreed that by giving students the opportunity to study independently and take responsibility for their learning, their oral performance will be enhanced. Because if learners only depend on the teacher, they will not learn and their speaking skill will not improve, and classroom time is not enough and is just for guidance, as Banaz declared:

In reality, we do not need to spoon-feed our students. Therefore, they need to depend on themselves because I am with them only for three hours, and what about the other 21 hours that are remaining? If students who want to learn English only depend on me, they will never learn. Additionally, class time is not enough and is only for guidance. For example, we finished one unit in two weeks. How can we finish all of these things in two weeks? Hence, they need to work on themselves to improve their language. So if they are independent, they depend on themselves a lot, think that they are alone, and only focus on their abilities. So, they realize that they do not always need the teacher.

In the interview analysis, many of the teachers revealed that besides teaching students in the classroom, they also guided them on what to do outside of the classroom to become autonomous learners in order to boost their oral skill. In this regard, Nariman shared:

Through implementing the SCA, we can help our students be responsible for their own learning. So they feel they want to be independent and not wait for the teacher to provide them everything. In this way, we can assist them be effective and successful learners, not only inside the classroom but also outside it. We guide them and give them the skill that they need to depend only on themselves in order to learn the language successfully and improve their speaking.

4.3.8. The Activities Used by Instructors in the Classroom

When the informants were asked about the types of activities that they utilized to foster students' oral production, all of them indicated that they used various activities in the classroom, such as debate, discussion, presentation, role play, storytelling, interviews, one-minute talk challenge, picture description, games, asking and answering questions, information gap, and think-pair-share. They declared that they implemented these activities because they were engaging and interesting for the students and engaged them in the process of learning and speaking.

"In the speaking lesson, I employ multiple activities, namely debate, discussion,

information gap, role play, picture description, and games, because they make the lesson interactive, help learners speak, learn the language easily, and enjoy it," Zanyar demonstrated. This denotes that the application of these activities in the oral lesson makes the class interactive, enjoyable, and enables learners to improve their oral skill.

Above that, the findings of the present study discovered that the use of activities improved learners' life skills such as problem solving, critical thinking, communication, decision-making, creative thinking, and interpersonal skills as claimed by Saman:

When you give them an activity like role play, students from different groups may participate in it and come up with ideas that the other students have not prepared themselves for and find the solution to the problem being given; sometimes they hear lots of different solutions from the rest of the class, thus improving their problem-solving skill. Furthermore, role play boost reluctant students' self-confidence level since they assign students to different roles so they do not have to speak for themselves and assume the same responsibilities. Additionally, through debate, they will become familiar with critical thinking because different ideas are introduced in class. So they will evaluate, debate, oppose, and sometimes support these ideas. Consequently, their critical thinking skill will be enhanced.

5. DISCUSSION

Research question 1: What is the impact of the student-centered approach on improving learners' speaking skill?

The present study's findings found that the majority of the teachers declared that their students felt comfortable in the speaking class and participated frequently. The questionnaire results also confirmed that a large proportion of first-year students, with a percentage of 60.2%, stated that they felt "comfortable" due to instructors of the oral lesson created a friendly, stimulating, and appropriate atmosphere for them in the classroom, and they had a good and friendly relationship with them. This indicates that Kurdish EFL lecturers implemented the SCL in their lessons, as within the Bologna Process they were required to adopt it in Kurdistan universities. In this way, instructors did their best to motivate and encourage learners to speak. Accordingly, students felt safe and

comfortable expressing their views and exchanging ideas and were given chances to improve their oral production skills. These results are similar to the findings of a study done by Mahdjoubi and Tibba (2017) at Ahmed Draia University of Adrar in Algeria, in which 20 first-year students and 6 teachers in the English department participated. They found that the participating students felt comfortable and part took often in speaking sessions since their instructors adopted the SCA and constructed a friendly, stimulating, and appropriate learning setting for them. They also built a good and friendly connection with them. Consequently, they motivated the learners and gave them the right amount of time to boost their oral communication skills.

Concerning the speaking problems that students faced in the oral production skill, the outcomes of the current research project investigated that Kurdish EFL learners faced some speaking difficulties such as inhibition which includes stress, shyness, anxiety, fear of making mistakes, lack of vocabulary and grammar, and having nothing to say about the chosen topic. These are in line with the current literature studies of Mokhtaria (2017) and Mahdjoubi and Tibba (2017) in an Algerian context, who found that Algerian EFL first-year students faced speaking difficulties like "inhibition because of shyness, anxiety, and stress," fear of making errors, having nothing to say about the chosen topic, mother tongue use, and lack of vocabulary. This implies that freshman students' speaking is hampered by the above-mentioned problems, which resulted in preventing them from acquiring language and making improvements in their oral expression and enabling them to sometimes participate in the classroom. Hence, the instructors should make considerable efforts and apply the best method to avoid these challenges and pave the way for their learning.

The analysis of interview and questionnaire results demonstrated that most of the participants in this study played the role of facilitators and guides due to the application of the Bologna Process in Kurdistan universities, which requires changes in the roles and responsibilities of the teachers and students. When the teachers acted as facilitators and guides, they gave instructions, provided guidance, and paved the way for students' learning. Thus, they made students feel comfortable and provided a relaxed and friendly environment for them. As a matter of fact,

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lecturers played these roles in order to provide more opportunities for students to speak, give them the main role, and enable them to be and personally accountable for their learning. This is similar to Villacís (2018) and Mahdjoubi and Tibba (2017) studies, which showed that the instructors acted as a facilitators and guides to help their students feel comfortable speaking the second language. On the other hand, this finding contradicts Núñez' (2019) research in Ecuador who found that the participating teachers did "not fulfill the role of being only a guide in the teaching-learning process" (p. 28), which limited learners' chances to foster their oral communication skills.

Moreover, some of the lecturers acted according to situations and played different roles, namely as facilitators, guides, language providers, and feedback providers because they thought that all of the roles were needed. In this way, they could better facilitate students' learning, motivate them, and provide them with more chances to talk and develop their language. Similarly, Mokhtaria (2017) and Doqaruni's (2017) results declared that instructors behaved in accordance with the circumstances in order to facilitate and assist their students' learning and to enable them to feel less inhibited in the speaking lesson.

Research in the field illustrated that with the implementation of the SCA in the EFL speaking lessons, students' speaking improved due to it generated cooperative and collaborative conditions where learners worked in groups and pairs, interacted with their classmates, and shared opinions and knowledge. Additionally, instructors could better control the class, monitor learners' progress, increase interaction among them, and motivate them to speak (Fadol, 2013; Mokhtaria, 2017; Mahdjoubi & Tibba, 2017; Doqaruni, 2017; Pantoja, 2020; Saleh et al., 2015). According to the gathered data that emerged from this piece of paper, group work was the most preferred by the almost all of the participants in the study because when students worked in groups, they could exchange ideas with each other, learn from each other, and help one another. It also removed students' shyness by making them more sociable and enhanced their team working skills. In addition, it was more time-saving because of the large class size lecturers could not ask each student individually, but in groups all the students had the chance to talk.

Above that, pair work was also preferable by the respondents, however, teachers preferred pair work more than individual work, while students preferred individual work more than pair work. In reality, pair work changed the atmosphere of the classroom and made it more enjoyable, where students were enthusiastic to take part in the activities and enjoyed participation because they had fun working with their colleagues, thus they could exchange ideas with their peers. Moreover, by working in pairs learners could use the language with each other since they did not feel shy of their pair colleagues and could speak more and enhance their language.

All the interviewed Kurdish EFL instructors, twelve out of 12 revealed that they chose topics related to students' personal experiences and lives. In addition, the majority of first-year students (77.9%) who took the questionnaire declared that their instructors gave them topics that were relevant to their real-life experience. The results also indicated that students were given the freedom to make decisions about choosing the topics that they were all interested in or selecting other topics that they liked, but only after consulting the teacher, because they feel more comfortable and have more ideas to share if they have their own topics. They can also more easily construct ideas and organize thoughts. The topics are mostly related to social life, everyday life, or other types of topics that are very common due to the fact that they can talk about them more and are easier and more compatible with their level. This means that teachers pick topics in accordance with learners' experiences, needs, and interests. Therefore, they want to make students to be more interested, active, motivate them to speak, and take part in the activities. Accordingly, the process of learning becomes more significant and meaningful. That is, the results are congruous with previous studies which discovered that teachers provided students with topics that were relevant to their personal experiences and real-life circumstances. Students were given the freedom of choice to select topics which they were interested to discuss, that is why, they would be more encouraged to speak. By choosing such kinds of topics, instructors created an enjoyable environment where learners felt safe and learned better as they discussed the topics that were familiar to them. Consequently, learners participated more, reflected on one another's' ideas, and shared new opinions

(Mokhtaria, 2017; Mahdjoubi & Tibba, 2017; Pantoja, 2020).

Nowadays, with the adaptation of the LC approach in Kurdish EFL classes at Kurdistan universities, learners "need an ever-increasing" amount of materials to increase their oral communication. For this reason, materials become an essential to have better understandings of the subjects' nature. According to the questionnaire and interview analysis, different types of materials were used like a data projector, a laptop, PowerPoint slides, a speaker, movies, videos, pictures, textbooks, songs, newspapers, handouts, and audio tracks. This is an indication that these materials were utilized in order to make learning easy, effective, and interesting for the students, so that they would be more eager to talk. Besides, the aforementioned materials made learners enjoy the speaking lesson and not get bored with it, as they built an engaging environment in which students enjoyed learning and had more fun. Above that, the utilization of such materials exposed students to real-life language usage and motivated them to speak like native speakers. These outcomes reflect those of Fadol (2013), who investigated that EFL Suaudi teachers utilized some kinds of materials such as pictures, graphic designs, movies, PowerPoint slides, music, and songs, which facilitated learning, provided motivation, and made students more enjoy the sessions. These points also contradict the present literature results in the Algerian context, in which Mokhtaria (2017) disclosed that instructors at Mostaganem University did not use any materials in speaking sessions and only depended on the topics, since they stated that they were not available in the department. Accordingly, learners felt lost and unmotivated.

Questionnaire outcomes showed that 61.9% of the students agreed that by studying independently and taking responsibility for their learning, they could enhance their speaking skills. Furthermore, 10 out of 12 instructors who were interviewed affirmed that when they gave students the chance to study on their own, their oral productive skill was promoted. That might be due to the assumption that if learners only depend on the teacher, they will not learn, and their speaking skills will not improve. Moreover, classroom time is not enough and is only for guidance because, in this short time lecturers cannot cover everything related to the subject matter. Besides, many of the instructors revealed that in addition to teaching students in the classroom, they also guided them on what to do outside of the classroom to become more autonomous learners for the sake of making improvements in their language. Consequently, they became effective and successful learners, not only inside the classroom but also outside of it. That is to say, learners should be accountable for doing everything inside and beyond the classroom since, in the SCL even the outside of the class becomes a place to learn (Mamonaheng, 2007). Several researchers (Núñez, 2019; Pantoja, 2020; Kiani & Al Bajalani, 2018; Doqaruni, 2017; Villacís , 2018; Burner et al., 2016; Mahdjoubi & Tibba, 2017;Villacís & Camacho, 2017) pointed out that the implementation of the SCL greatly contributed to the development of the oral skill because it allowed learners to take ownership of their language acquisition. Hence, students' roles altered greatly; they played active roles and were directly involved in the process of learning.

Research question 2: What are the activities that teachers use to enhance students' oral proficiency? Why?

The findings of the current investigation illustrated that the majority of students indicated that discussion and presentation were the activities that teachers used most of the time in the classroom. A large proportion of the instructors also mentioned that they mostly employed discussion and debate activities in the oral class. Furthermore, based on the obtained data analysis, other types of activities were utilized as well, including storytelling, the one-minute talk challenge, role play, games, information gap, interviews, asking and answering questions, picture description, and think-pair-share. In reality, this means that these various activities were implemented to make an interactive, creative, and innovative learning atmosphere in which learning became more interesting and engaging for the students. Thus, learners actively took part in them, enjoyed learning, and were provided with more opportunities to practice their speaking. Accordingly, college learners worked in a setting that emphasized motivation, interaction, authenticity, and meaningfulness. Moreover, through the implementation of these activities, learners were provided with the chance to apply the information that they had learned in a real-world context and, therefore, could learn better. These findings were in line with those of previous research projects, which explored that learners' oral expression skill was improved due

to the consumption of various activities in the speaking lesson, like role play, drama, debates, games, storytelling, presentations, discussions, short-answer questions, think-pair-share, interviews, information-gap, drama, and dialogue. Additionally, the activities used empowered students to have active roles and engage in the learning process. They also enabled them to construct "their own learning experiences" and inspire independent thinking. Furthermore, they increased their confidence, motivation, and interaction (Mahdjoubi & Tibba, 2017; Qamar, 2016; Núñez, 2019; Unin & Bearing, 2016; Fadol, 2013; Pantoja, 2020; Kiani & Al Bajalani, 2018; Doqaruni, 2017; Villacís, 2018; Burner et al., 2016; Villacís & Camacho, 2017)**.**

In addition, the aforementioned activities enhanced learners' life skills, namely, creative thinking, problem solving, communication skills, decision-making, critical thinking, and interpersonal skills. The same result was found by Fadol (2013) in a Saudi Arabia context, where the LC approach involved the teaching of life skills like communication, critical thinking, decision-making, interpersonal skills, creative thinking, empathic skills, and the capacity to handle stress and tension.

Conclusion, Limitations, and recommendations

Based on the analysis of the data gathered from the students' questionnaire and the teachers' interviews, it was found that the SCA was implemented by the Kurdish EFL instructors in the two universities in Kurdistan region in the speaking classes to enhance students' oral skills. The results demonstrated the "student-centered approach" had effective and positive impacts on improving Kurdish EFL students' speaking skills. This was because instructors created a friendly, stimulating, and appropriate classroom environment, and they built a good, friendly relationship with the students. Moreover, they acted as facilitators and guides and enabled learners to work in groups and pairs. They also chose topics related to the students' personal experiences and lives and used different types of materials as well. Additionally, they used distinct sorts of activities that built an interactive, creative, and innovative learning atmosphere in which learning became more interesting and engaging for the students. Thus, learners actively took part in them, enjoyed learning, and were provided with more opportunities to practice their speaking. As a result, students were given the main role, became active participants, and were allowed to be personally accountable for their learning. They were also exposed to real-life language use and provided with chances to apply the information that they had learned in a real-world context and, therefore, could learn better. Eventually, the application of the approach not only made improvements in the learners' oral communication skills but also boosted their life skills like creative thinking, problem solving, communication skills, decision-making, and critical thinking.

Limitations

The present research had some limitations, like a time limit, which did not let the researcher include more than two universities to collect the data and engage more participants in other universities.

recommendations

The implementation of SCL greatly contributed to the improvement of the speaking skills; hence, the SCL approach is a convenient approach that is recommended to be applied by instructors of other universities in Kurdistan to enhance their students speaking**.** Further, doing an experimental study would be great to show more of the effectiveness of the SCL on improving learners' oral productive skills; for this reason, it is recommended to conduct experimental studies. As a matter of fact, the SCA is used to teach and enhance other skills more than speaking, so it is recommended to carry out more studies on other skills as well.

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پوخته

ئامـانجی ئەم تـوێژینەوەیە، بـریتییه له لێکـۆڵینەوه له کاریگەرییەکـانی ڕێبـازی بەسەنتەرکردنی قوتـابی لەسـەر باشترکردنی کـارامەیی ئاخـاوتنی خوێنـدکاران له ئاسـتی زانکـۆدا. هەروەهـا ئامـانج لێـی دۆزینەوەی ئەو جـۆره چالاکییـانەیه که مامۆسـتایان بەکـاری دەهێـنن بـۆ باشترکردنی کـارامەیی ئاخـاوتنی خوێنـدکاران و، هانـدانیان بـۆ ڕاهێنانی ئاخاوتنیان. بۆ هێنانەدی ئەم ئامانجه؛ توێژینەوەکه ڕێبازی شێوازی تێکەڵاوی بەکار هێناوه؛ هەردوو ڕێبازی چەنـدایەتیی و چـۆنیەتیی لەخـۆ دەگرێـت. بەشـداربووانی ئەم تـوێژینەوەیه بریتـی بـوون له (181) قوتـابی و (12) مامۆستا که له دوو زانکۆی حکوومی وانەی ئاخاوتنیان وتووەتەوه. داتاکه له ڕێگەی دووشێواز کۆ کـرایەوه، لەوانه؛ ڕاپرسـی و چـاوپێکەوتن، هەروەهـا به بەکارهێنـانی پرۆگرامـی (SPSS) و ڕێـگەی شـیکاریی بابەتییەکـانەوه شـی کرانەوه. ئەنجامەکان دەریانخست که ڕێبازی بەسەنتەرکردنی قوتابی له وانەی ئاخاوتنـدا له لایەن مامۆستایانەوه پەیڕەو کراوه و کاریگەری ئەرێنی هەبووه لەسەر باشترکردنی کارامەیی ئاخاوتنی قوتابییان.

وشەکلیلییەکان: ڕێبازی بەسەنتەرکردنی قوتابی، کارامەیی ئاخاوتن، قوتابییان و مامۆستایان.

الخلاصة

الغرض من البحث الحالي هو تقصي آثار النهج المتمحور حول الطالب على تحسين مهارات التحدث لطلاب اللغة الإنجليزية كلغة أجنبية باللغة الكردية على مستوى الجامعة. ويهدف أيضًا إلى معرفة أنواع الأنشطة التي يستخدمها الاساتذة لتحسين مهارة التحدث لدى الطلاب وتحفيزهم على ممارسة التحدث. لتحقيق هذا الهدف ، تم استخدام طريقة مختلطة ، والتي تحتوي على النهجين النوعي والكمي. كان المشاركون في هذا البحث 181 طالبًا في السنة الأولى و12استاذة قاموا بتدريس درس التحدث في الجامعتين الحكوميتين. تم جمع البيانات باستخدام أداتين: استبيان ومقابلات ، وتم تحليلها باستخدام SPSS والتحليل الموضوعي. أظهرت النتائج أن النهج المتمحور حول الطالب قد تم تنفيذه من قبل الاساتذة في درس التحدث وكان له آثار إيجابية على تحسين مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية.

الكلمات الرئيسية: نهج يركز على الطالب ، ومهارة التحدث ، والطلاب ، والمعلمين