



**UNIVERSITI TEKNOLOGI MARA
TERENGGANU CAMPUS**

**A STUDY ON THE IMPLEMENTATION OF LEARNER-CENTRED
APPROACH IN ESL CLASSROOM**

NIK @ AINI BINTI MAHMUD

Thesis submitted in partial fulfillment of the requirements

in the degree of

Master of Teaching English as a Second Language

Faculty of Education

April 2006

ACKNOWLEDGEMENTS

I would like to express my thanks to my supervisor Puan Hj. Yah bt. Awang Nik for her suggestions and comments on the research project. Special thanks to my lecturer, Associate Professor Dr. Abu Bakar Hj. Ibrahim for his invaluable guidance and advice in seeing the completion of this project possible.

I also wish to extend my gratitude and appreciation to all my colleagues at SMK Bukit Besar for their support and cooperation.

Finally, to all my friends especially Zaini, Zaemah, Zaliha, Linda, Wan Aminah and Liza for their endless support and constant encouragement.

ABSTRACT

Presently, there is a shift from teacher-centred teaching to learner-centred teaching in our education system in order to be in line with our National Philosophy of Education and Vision 2020 in producing knowledgeable, holistic and responsible citizens. In line with globalization and the rapid advances in ICT, our education system has shifted the focus on the significant role of the learners. With the implementation of smart schools in the year 2000, a learner-centred approach to teaching is realized through the use of computers and Internet. The CDC has revised the school syllabus in 2003 and the learner-centred approach has emerged in innovative methodologies such as Constructivism, Contextualism and Multiple Intelligences, to name a few. The learner-centred approach is supposed to be implemented by ESL teachers but surveys conducted by the Teachers' Training Colleges and the School Inspectorates have proven otherwise. Thus, this study was undertaken to investigate its implementation, to explore factors that hinder the implementation as well as to solicit first-hand information from the teachers regarding the implementation of the learner-centred approach. In doing so, 12 ESL teachers from SMK Bukit Besar, Kuala Terengganu, by purposive sampling, were selected. Data were collected from questionnaire and face-to-face interviews. They were analyzed in a narrative manner. Based on the findings, a majority of the respondents implemented the learner-centred approach in their teaching. The findings also revealed some prominent factors that hindered the implementation of this approach. For instance 75% of the respondents agreed that it was due to students' low English language proficiency, 75% claimed that it was because of large classes, 91.7% indicated that the students were not motivated and 91.7% that it was due to the students' negative attitudes. The feedback solicited from the respondents showed that a majority of them affirmed that the learner-centred approach enhanced self-access learning and students' active participation in the lessons. It is recommended that teachers should attend in-service and refresher courses in order to enhance their classroom practices. School administrators should supervise and give constant support as well as guidance to teachers in implementing innovative methodologies introduced by the CDC as well as the learner-centred approach in the classrooms.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
ABSTRACT	vii
CHAPTER ONE - INTRODUCTION	
1.1 Introduction	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Significance of the Study	6
1.5 Research Questions	8
1.6 Limitations of the Study	8
1.7 Definition of Terms	8
CHAPTER TWO - REVIEW OF THE LITERATURE	
2.1 Introduction	9
2.2 Definition of the Learner-centred Approach	9
2.3 Theories of the Learner-centred Approach	11
2.4 Characteristics of of Learner-centred Approach	17
2.5 Comparison of Traditional Teacher-centred Classrooms and Learner-centred Classrooms	18
2.6 Roles of Teachers	19
2.7 Roles of Learners	21
2.8 Roles of Materials	23
2.9 Implementation of the the Learner-centred Approach	23
2.9.1 Effective Learner-centred Teaching in ESL Classrooms	24
2.9.2 Assessment in a Learner-centred Classroom	25
2.10 Summary	28

**CHAPTER THREE - RESEARCH DESIGN AND
METHODOLOGY**

3.1 Introduction	29
3.2 Research Design	30
3.3 Population	30
3.4 Sample and Sample Selection	30
3.5 Instrumentation	31
3.6 Procedures Employed	31
3.7 Data Analysis	32
3.8 Summary	32

**CHAPTER FOUR - RESEARCH FINDINGS AND
INTERPRETATIONS**

4.1 Introduction	33
4.2 Demographic Information	33
4.3 Resources Used in the Classroom	38
4.4 How Students Work in the Classroom	39
4.5 Research Question 1: Do teachers implement the learner- centred approach in the classroom?	41
4.6 Research Question 2: What are the factors if any, that hinder the implementation of the learner-centred approach?	44
4.7 Research Question 3: What are the feedback responses from respondents regarding the learner-centred approach?	48
4.8 Summary	55

CHAPTER FIVE - RECOMMENDATIONS AND CONCLUSION

5.1 Introduction	56
5.2 Summary	56
5.3 Conclusion	58
5.4 Recommendations	64
5.5 Recommendations for Further Research	66

REFERENCES	67
-------------------	-----------

APPENDICES

APPENDIX 1 QUESTIONNAIRE	70
APPENDIX 2 INTERVIEW QUESTIONS	75