Learner-Centered English Language Teaching: Premises, Practices, and Prospects

Nour El Imane Badjadi
Ouargla University
Algeria

Abstract

Although learner-centered education is claimed to have several learning gains, research suggests that teachers' attitudes and practices play a crucial role in promoting its prolific outcomes. This study examines the adaptation of learner-centered education and examines how it has been implemented in second language teaching by university teachers since launching an educational shift embodied in the learner-centered reform a decade ago. In so doing, a questionnaire was distributed to a random sample of 128 instructors. The data collected were analyzed through descriptive and inferential statistical analyses using the Statistical Package for Social Sciences SPSS 16.0 software. Meanwhile, interviews were analyzed qualitatively. The quantitative analysis of data provides a snapshot of instructors' attitudes towards Learner-centered education and the extent to which they implemented it in their courses. More importantly, the analysis of qualitative interview results outlines a "contextualized" framework that takes into account the conceptual nature of the global premises of Learner-centered education by linking them to teachers' perceptions and practices in a particular context. The findings provide insights into the dynamism of meeting college students' second language learning needs. The study further addresses the problems of designing teacher training that aims at promoting higher education second language learning in the Middle East and North Africa context.

Keywords: learner-centered education (LCE), English language teaching (ELT), teacher education, instructed second language development

Globalized approaches to education are growing in spread and influence, informing the blueprint for educational reforms, forming current instructional practices, and reflecting the paradigm shift in education towards learner-centeredness. Learner-centered education (LCE) is a model that emerged at the turn of the twentieth century to shape a new understanding of learning, and to pave the way for what teaching and learning ought to be like in the new millennium (Myers & Lee, 2017; Starkey, 2019; Weimar, 2013). Accordingly, since 2007, higher education in Algeria has initiated an LCE-oriented reform called the LMD System, referring to License, Master, Doctorate (Azzi, 2012). Nowadays, learner-centeredness is hardly a new issue, but what is paradoxical about this notion is that although it has been around since the 1970s, it is rarely questioned in terms of its practicality for achieving specific objectives in specific contexts. Rather, mostly, it has been taken for granted as common sense about effective teaching, or as a fashion or a policy imposed by curricular changes. Besides, the need for more efficient practices in English language teaching (ELT) has triggered a shift away from searching out a perfect one-size-fits-all teaching method towards focusing on certain learners in particular backgrounds. Therefore, the fundamental concern of this study is to explore how the conceptual premises of LCE are perceived by second language teachers in Algeria and how they are realized in classroom practice as a means of promoting learners' L2 development. The study, thereby, aims at the betterment of alignment between espoused principles and enacted practices by highlighting the potential discrepancy between theoretical ideality and practical reality. The study further aims at offering new insights into how LCE- oriented instruction might be designed to effectively promote second language development.

LCE is rooted in the belief that learning is a qualitative change in a person's way of seeing and, when this change is acquiring another language, another soul. Indeed, the methodology of current practice in ELT has been informed by the notion that learner-centeredness (Hall, 2017; Nunan, 2012) is an axis around which contemporary ELT methods and post-methods revolve. From this viewpoint, LCE in ELT encourages the creation and negotiation of meaning by the learners themselves. As teachers strive to enhance students' English language development, they are often confronted with language deficiencies and shallow content knowledge. These obstacles are mirrored in the lack of vocabulary, grammatical mistakes, limited range of ideas, and the chaotic or incoherent presentation of ideas. As antidotes to those weaknesses, the teacher needs to integrate learner-centered teaching strategies due to two major characteristics. First, they encourage students to enlarge their knowledge, in terms of both language and content, through tasks and projects (Ellis, 2017). Second, other than the significance of the cognitive aspect, great importance ought to be given to the social and affective aspects and their role in learning a second language through cooperative and collaborative practices (Donato, 2016). Hence, the current study inspects the merits of using learner-centered ELT practices, namely content-based, task-based, and project-based, as well as cooperative and collaborative language teaching practices.

This article reports on a study investigating the adaptation of learner-centered education to English language teaching in a university in Algeria. Specifically, it explores the teachers' insights towards the theoretical premises and their practicality as classroom instructional practices. This paper firstly reviews literature related to LCE and its applied pedagogical practices in ELT, describes the research methodology used in the study, presents findings and discussion, and lastly draws conclusions and implications.

Literature Review

LCE has established a worldwide track record in motivating students, stimulating personal growth and lifelong learning, and developing communication skills, among other gains (Ahmed & Dakhiel; 2019; Van Viegen & Russell, 2019; Villacís & Camacho, 2017). However, the gains of LCE are claimed to be largely dependent on the way teachers perceive, and implement it, especially that it is portrayed not to belittle the teacher's role but, rather, to multiply it (Ilieva, Wallace, & Spiliotopoulos, 2019; Van den Branden, 2016), a premise that maybe challenging to many teachers (Kaymakamoglu, 2018; Yamagata, 2018). In addition, previous studies have indicated that the implementation of LCE pedagogies requires high levels of awareness and specialized skills on behalf of teachers, together with encouraging school environments (Marwan, 2017; Shehadeh; 2018; Troyan, Cammarata, & Martel, 2017). Similarly, despite that several studies advocate that implementing LCE is challenging in terms of both course design and the development of instructional methods and materials (Bai & González, 2019; Philominraj, Jeyabalan, & Vidal-Silva, 2017), a number of research reports have shown that LCE has been successfully implemented even where teacher-centered instruction used to be the norm (Yu & Liu, 2017). In the same strand, this research is intended to contribute to the emergent body of knowledge which addresses the ongoing need for empirical studies on the implementation of LCE practices in ELT.

Exploring the implementation of learner-centered practices in the context of ELT is crucial to maximizing their usefulness in terms of strategic pedagogy and enhanced target language development. Haley and Austin (2004) suggest, "As the field is constantly changing, we want to stress that this process of questioning one's assumptions and reconstructing them on the basis of new knowledge is key to maintaining instructional practices that are responsive to our learners" (p. 1). The way theory is envisaged in classroom practice is worth investigation, especially since teachers and learners sometimes appear to be caught between tediously sticking to old tradition and obediently imitating current trends. In addition to linking theory to practice, an important aspect of ELT pedagogy is improving practice to optimize learning outcomes. As Leung (1993) states, "A researched pedagogy scrutinizes pedagogic activity to assess its mode of implementation, its operation, and its outcomes." (as cited in Bygate, Shehan, & Swain, 2001, p.1). In ELT, the main LCE-oriented approaches are: attending to learners' needs through integrating language-and-content (Lyster, 2017) raising students' awareness of their active role through tasks and projects (Beckett & Slater, 2019; Ellis et al., 2019); and leading learners towards autonomy through peer cooperation (Karim, 2018), and instructional communication (Ammar & Hassan, 2017).

Research on educational pragmatism is vital for advancing the field of ELT. Therefore, this study assumes that it is through critical appraisal that educational premises and practices can be adapted to specific contexts in order to inform future second language teaching and learning. Notably, the present study comprehensively focuses on the use of these particular practices as they relate to concurrent learner-centered ELT practices. Specifically, it attempts to answer the following questions:

1. How do university English language teachers perceive the theoretical premises that underlie LCE?
2. How do English language teachers implement LCE practices in the classroom?

3. From the teachers' perspectives, how can LCE be effectively implemented in ELT courses?

Research Methodology

Participants

To achieve the aforementioned aims, a descriptive exploratory study was carried out where a questionnaire was administered to a random sample of 128 second language teachers in the departments of French, English and Translation working at Algerian Universities. The participants were largely homogeneous in terms of background and included male and female as well as experienced and early-career participants. All of the participants spoke Arabic as their mother tongue and were teaching French or English as second languages. At the university level, second languages were mostly taught for academic (translation and literature) and educational purposes (applied linguistics and second language acquisition). The language programs taught by the participants were sets of compulsory courses including grammar, phonetics, literature, general linguistics, translation, language history and culture, TEFL (Teaching English as a Foreign Language), and educational psychology, or ESP (English for Specific Purposes) for non-English major students, all taught in the second language, i.e., French or English.

As for the interview, the participants were 9 teachers selected from the initial questionnaire sample based on their implementation rates reported in the questionnaire. After the collection of questionnaire responses, teachers who reported obviously frequent use of LCE oriented practices were manually detected (N= 24). However, only nineteen of them filled in their personal information since that was optional. In addition to availability, variability was also taken into consideration; the available participants were grouped into experienced (senior, N=12) and novice (N=7). Then, ½ from each group were randomly selected, phoned, and requested to participate in a semi-structured interview. Eventually, they kindly agreed to take part. The interviews were phone-recorded, transcribed, and analyzed.

Data Collection and Analysis

This study employed quantitative and qualitative approaches to data collection and analysis. In accordance with the purposes of this study, a survey was designed based on the literature reviewed on LCE (Myers & Lee, 2017; Starkey, 2019).

First, the questionnaire was designed to elicit information about second language teachers' backgrounds, attitudes, practices, and implementation of LCE and consisted of three sections (Porte, 2010). The first four questions constituted the first section and were meant to gather information about teachers' age, gender, and work experience. The next section included question items about teachers' views of teaching and learning conceptions related to LCE. Teachers were required to indicate how far they agreed with some statements associated with LCE using: strongly agree, agree, disagree or strongly disagree. The focus of the third section was narrowed down to an inquiry into teachers' implementation of LCE methods. In this section, teachers were required to indicate the extent to which they use LCE methods in their courses. Cronbach's Alpha for the questionnaire was .891. The questionnaire responses were interpreted based on a 4-point Likert scale where means that ranged between 1 and 2 denoted a low value, means that ranged between 2 and 3 denoted an average value, and means that ranged between 3 and 4 represented a high value.

Qualitative research instruments are particularly useful in terms of the valuable insights an insider can report. As Miller and Bell (2002) argue, "The shift towards a focus on subjective experience and the meanings individuals give to their actions has led to a concern with the research process itself and the ways in which qualitative data are gathered" (p. 61). Because this study aimed at examining LCE premises, not only based on their theoretical meaning, but also on what they experientially meant to the teachers, and examining the ways in which these internalized meanings were translated into educational practices, taking ethical considerations into account was extremely important. In so doing, prior to the administration of the questionnaire, the participants were told that their responses would be treated with confidentiality, and would be used for research purposes only. The participants were also informed that filling in personal information (Name, email, phone number) was optional and would be used only in case they were interested in perusing probing questions or willing to share their experiences. The semi-structured interview sought information on teachers' evaluation and implementation of LCE methods in their courses. Participants were also required to reflect on the difficulties they faced and the solutions they found practical within their teaching situation.

The choice of questionnaire and interview for data collection was based on the purpose of the study. It is common for investigators using quantitative research to conduct interviews in order to help verify research conclusions (Phakiti & Paltridge, 2015). This is known as triangulation and represents a primary means by which qualitative researchers establish validity of their research (Guion et al., 2011, p.1). The initially constructed versions were followed by revisions based on the feedback provided by three senior teacher educators in Languages and Human Sciences School at an Algerian University from which the study sample was taken. Using both questionnaire and interview data was appropriate for investigating teacher's beliefs and practices and for inspecting challenges teachers faced in their implementation of LCE, along with the coping strategies they had developed.

The data collected were analyzed through descriptive and inferential statistical analyses using the Statistical Package for Social Sciences SPSS 16.0 software. Notably, a level of significance of 0.01 was adopted for the quantitative analysis. Meanwhile, interviews were audio recorded and analyzed qualitatively (Richards, 2009). The analysis of interview data employed a reflexive approach to data coding and interpretation (Duff, 2018). This view suggests that throughout the process of data analysis, "constant checks must be made to ensure that it is the data, rather than one's intuitions or assumptions that are leading the analysis."(Burns, 2003, p. 157).

Figure 1 shows the different stages that were followed in completing the research. Initially, the researcher gathered all the collected data and scanned it to take notes of the outstanding ideas and impressions. Then, the categories of codes were developed so that more particular patterns could be identified. The latter step allowed for reading across the assembled data to build hierarchies or sequences to detect frequencies of occurrences, behaviors, or responses. One deviation from the scheme suggested by Burns (2003) is that, in this study, the categories were derived from the thematic categories that formed the foundation of the questionnaire items. These thematic questionnaire categories were, in turn, derived from the literature on the theoretical premises and concurrent practices associated with LCE (Attitudes Category: A. Transmission vs. discovery, B. Responsibility, C. Readiness; Implementation Category: D. Content-based, E. Task-based, F. Project-based, G. Cooperative and Collative, H. Awareness

Raising, I. Support Provision). The subsequent stage involved examining the underlying concepts and theorizing about why certain patterns had evolved.
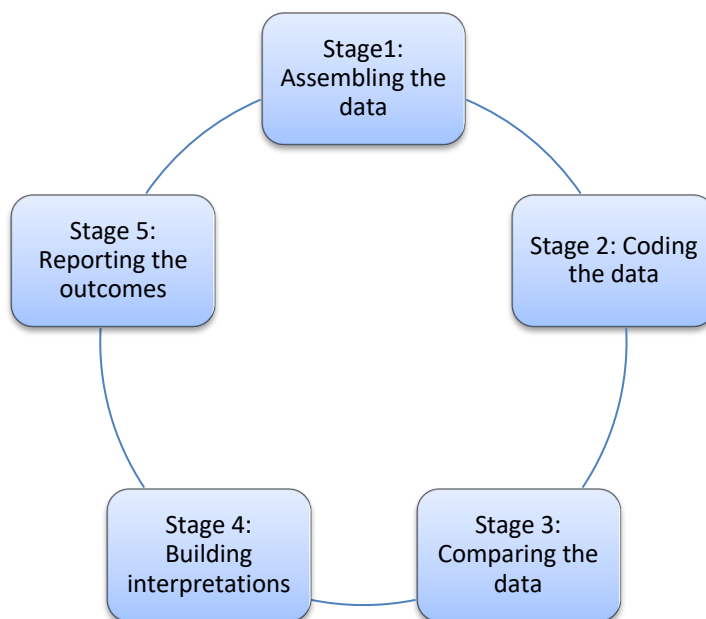

Figure 1: The stages of qualitative data analysis (adapted from Burns 2003)

Findings

Teachers' Attitudes Towards LCE

Attitudes toward LCE approaches to instruction show variation across questionnaire statements in the participants' responses.

Table 1: Descriptive results of teachers' attitudes towards LCE premises

Items in Category 1*	N	Mean**	Std. Deviation
Item1	128	2.84	.781
Item2	128	3.39	.679
Item3	128	2.79	.969
Item4	128	2.63	.946
Item5	128	3.88	.323
Item6	128	3.18	.837
Attitudes	128	3.1185	.59641
Valid N (listwise)	128		

N: Total number of participants
*Category 1 of the questionnaire: Attitudes
**Mean weight of responses given that response options are weighted as follows: strongly agree=4, agree=3, disagree=2, strongly disagree=1

Table 1 shows the descriptive results of questionnaire items indicating that, overall, teachers agreed with the pedagogic premises associated with LCE (total mean for Attitudes Category: 3.11=agree, see response weights above). However, from the responses' means in the

questionnaire data (Item 1: the view of teaching as knowledge transmission, Item 3, usefulness of providing learning opportunities, and Item 4: students' responsibility for their own learning), it was obvious that teachers assigned a remarkable amount of importance to the transmission of knowledge from teachers to students while, at the same time, encouraging active learning (Items 2, 5, 6; Category 1) as a significant aspect of LCE.

The interview data were coded focusing on the attitudes category and represents assumptions regarding the nature of learning and teaching, concerning the distribution of roles and responsibilities, and as regards students' readiness for LCE practices. The majority of the interviewees agreed on the active nature of learning with the teacher as a facilitator. Meanwhile, they disagreed with the notion of teaching as merely the transmission of content. As Senior 4 clarifies, "delivery … for me as language teacher is only part of teaching and functions as input for language learning to be initiated". What is even more interesting, at the same time, is that all the respondents agreed with the idea of learning as a matter of discovery rather than delivery. For Novice 1: "… language learning as involves not just change in behavior, but in knowledge, skills, strategies, beliefs, and attitudes as well. Change of this kind is mainly intrinsically driven through discovery rather than transmitted."

The next set of assumptions, however revealed more controversy among teachers. Concerning the distribution of roles and responsibilities in the teaching-learning enterprise, most of the respondents, disagreed with "the total relinquishment of teachers' responsibilities to their students. The role of the teacher is pivotal if any learning is to take place and being responsible for one's own teaching implies being partly responsible for students' learning as well." (Senior 2). In addition, slightly more than half of the respondents disagreed with the view that students take full responsibility for their learning, nearly half of the respondents (N=4) agreed with the same assumption. The reason behind this controversy may be echoed in Senior 5's claim that "teaching always implies learning and thus is learner-centered to some degree and in one way or another. Teaching methods may agree in that the learner is a central axiom, but disagree about the nature and degree of this centrality, and how it best promotes learning". Indeed, the most debatable assumption was that students take full responsibility for their learning.

Lastly, the large majority of teachers agreed that LCE requires prerequisite knowledge and skills on behalf of students (Item 5). As suggested by Senior 3: "besides needing a solid knowledge background, I intend to design my courses in such a way to enable students, whatever their level is, to actively develop effective learning skills". When asked if this means structuring the teaching around LCE practices, Senior 3 replied "… well …Just as a completely teacher-centered classroom would teach nothing, in an extremely learner-centered classroom, little or no learning would take place. Thus, a compromise is required." Not surprisingly, there was a tendency in the interview data towards favoring a balance of power and desiring to share responsibility for learning; in fact, this was the most appealing argument among the respondents.

Teachers' Implementation of LCE Methods
Table 2 shows participants' responses regarding the use of concurrent LCE practices in their classes, namely Content-, Task-, and Project-Based, Cooperative and Collaborative practices (Items 1, 2, 3, 4, 5; Category 2) as well as Awareness Raising and Scaffolding (guidance and support) strategies (Items 6 and 7, Category 2). The responses from the questionnaire (Table 2) indicate that teachers moderately adopt reform-oriented LCE methods (total mean: 2.41=

average, see response weights below). Specifically, content and task-based methods (Items 1, 2: Category 2) are the most commonly used since they are regarded as the most practical as they can be easily adapted to teacher-fronted classrooms. Similarly, interview data point toward the practicality of joining the two methods.

Table 2: Descriptive results of teachers' implementation of LCE methods

Items in Category 2*	N	Mean**	Std. Deviation
Item 1	128	2.88	.790
Item 2	128	2.76	.929
Item 3	128	1.49	.589
Item 4	128	2.23	.837
Item 5	128	2.30	1.022
Item 6	128	2.50	1.004
Item 7	128	2.75	.763
Implementation	128	2.41629	.543770
Valid N (listwise)	128	2.88	

N: Total number of participants
*Category 2 of the questionnaire: Implementation
**Mean weight of responses given that response options are weighted as follows:
always=4, often=3, sometimes=2, never=1

Interview data also indicate positive attitudes and gains from jointly implementing content and task-based methods. As a teacher interviewee clarified "… with regard to LCE methods, when the teacher reviews course content, explains a language point related to the course content as part of feedback on students' task performance or contribution, content knowledge will be deepened because students not only understand, but also apply course content and the language they use to express it." (Senior 2) Likewise, another interviewee noted: "frequently requiring learners to solve a problem, arrive at a conclusion, or complete a task and to share information allows them to collect information and cultivate themselves" (Senior 3).

In addition, a relatively large number of teachers have employed cooperative and collaborative methods (Survey Items 4, 5, Category 2). Similar findings were revealed in the reported experiences through qualitative interview data. As a senior teacher pointed out, "though time consuming, cooperative and collaborative methods can foster growth in many areas: learning to use interpersonal skills effectively, understanding and applying the course content to life situations, developing self-esteem and ability to explain concepts to others" (Senior 5). Similarly, a teacher interviewee reports "through encouraging student-student interaction, positive interdependence and individual accountability, students gain greater motivation and self-confidence, learn to work cooperatively, and eventually become autonomous learners" (Novice3). Another teacher noted: "varying teacher-student interaction through collaborative dialogue and mentoring students' groups stimulates the negotiation of meaning and allows the maximum of students to contribute to the discussion and develop as thinkers, and communicators in the second language… This is because students have the opportunity to

benefit from the presence of the teacher and peers, to receive feedback from multiple sources" (Novice 1).

Conversely, few teachers reported using project-based methods, (Questionnaire Item 3: Category 2). The findings also suggest that many teachers seemed to doubt the usefulness of raising students' awareness of their active role in the learning process, assuming that changing their habits may cost much effort and time, and regarded the provision of adequate support and guidance as challenging (Questionnaire Items, 6 and 7, Category 2). In the interview, this theme was raised in specific reference to students' readiness and the challenges that teachers face in implementing the LCE reform. One interviewee comments: "we cannot ignore that LCE methods require students to enlarge their knowledge by doing extra readings, investigate issues in depth, and solve problems and other study skills to which many students may not be used to… especially in over-crowded classrooms or lecture halls" (Senior 1). Another point raised by a teacher interviewee was that: "language teachers and learners come to class with a lifetime of experiences and preconceived notions about teaching and learning" (Novice 2).

Teachers' Attitudes and Implementation of LCE
The results show that while there existed a correlation among teachers' attitudes (Category 1) and the implementation (Category 2) of LCE that was significant (Table 3), the descriptive statistics point to a noticeable gap between the two survey categories (Table 4).

Table 3: Correlation among teachers' attitudes and implementation of LCE

		Attitudes	Implementation
Attitudes	Pearson Correlation	1	.837**
	Sig. (2-tailed)		.000
	N	128	128
Implementation	Pearson Correlation	.837**	1
	Sig. (2-tailed)	.000	
	N	128	128
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4: Descriptive statistics of teachers' attitudes and implementation of LCE

Questionnaire Categories	N	Mean	Std. Deviation
Attitudes (Category 1)	128	3.1185	.59641
Implementation (Category 2)	128	2.41629	.543770
Valid N (listwise)	128		

In consonance with the quantitative results, interview data highlight a tension between teachers' attitudes toward the reform standards and the practicality of educational reform though many teachers were cognizant of the benefits of LCE reform for second language learning. For instance, an important point that was raised by a number of participants was skills integration. As a senior instructor explained, "A LCE framework provides a natural context for integrating the four skills. Oral interaction helps wiring development at least in two ways. First, content will be enhanced, through brainstorming in groups, for example" (Senior 5). Similarly, another teacher observed that "the acquisition of new vocabulary and improvement of learners' grammar are stimulated by interaction and likely to occur through scaffolding during collaborative work" (Novice 1). In the same vein, a writing teacher reported: "… In a learner-centered classroom writing not only triggers reading, but listening and speaking as well; this is likely to lead to an increase in students' overall competence and writing abilities thereby" (Senior 6).

Discussion

This study sought to demonstrate how effectively the LCE approach could be implemented in the ELT context. Throughout the current work, the relationship between teachers' perceptions and ways of implementing learner-centered teaching practices were highlighted. To explore the extent to which LCE teaching practices affect the advancement of language leaning from the instructor's perspective, the researcher has considered the most influential LCE theoretical premises as well as concurrent LCE oriented ELT methods in constructing the questionnaire instrument. In addition, the interview data have been used to identify patterns that explain why ELT teachers implement LCE in the way they do in terms of the influence of certain perceptions on their approaches to teaching. The qualitative analysis is based on reading across the respondents' answers to the open-ended interview questions and coding data into the questionnaire-derived categories which are: the nature of learning, assumed responsibility, students' readiness, content-based practice, task-based practices, project-based practices, cooperative and collaborative practices, as well as awareness-raising and support provision. This section focuses on analyzing the data gathered and discussing their interpretation in light of the research questions.

Question 1:   How do university English language teachers perceive the theoretical premises that underlie LCE?

The quantitative results (Table1) show that though teachers are evidently aware of the LCE orientation towards encouraging active learning through guided discovery in order to enlarge students' resources such as online learning and self-study instead of the heavy reliance on teacher's "spoon-feeding", they still assign a remarkable amount of importance to the

transmission of knowledge from teachers to students. These findings have been clarified by triangulation with interview results where participants frequently show concerns about the time needed to cover the programs' content and the demands discovery-based learning necessitates on both students and teachers. This contradiction is consistent with research findings that point to the significance of reform-focused training and, at the same time, provide support to previous studies indicating the need for adapting educational reforms according to the context of implementation. Similarly, the interview respondents believe that the implementation of LC practices positively affects students' second language development and enhances their comprehension and production skills. Respondents; however, highlight different aspects of this relationship.

First of all, with regard to the perceived nature of learning, the respondents expressed willingness "to break the rule that says teachers tend to teach in the way they were taught, I believe that good change takes time, but even a slight alteration to start with can make a difference" (Novice 3). This gradual nature of change in educational settings is also emphasized in (Qamar, 2016). Within the context of teaching EFL writing, Hedge (2000) states,

> It is a result of various pressures of time and the need to cover the syllabus, writing is often relegated to homework and takes place in unsupported conditions of learning. The danger in these circumstances is that poorer writers struggle alone and the experience confirms them in their perceptions of themselves as failing writers. And better writers miss valuable opportunities for improvement through discussion, collaboration, and feedback. (p. 301)

Nonetheless, "these contextual constraints", according to Senior 6, "may limit, but may not prevent the implementation of LC practices because they can be adapted for learners, at any of the stages of development, and in most curricula; it depends on the teacher's epistemological beliefs and experience of course". This realistic yet optimistic response relates to Spada and Lightbown's (2006, p.50) claim that: "Many teachers watch theory development with interest, but *must* continue to teach and plan lessons and assess students' performance in the absence of a comprehensible theory of second language learning" - emphasis added-. By "must", Spada and Lightbown hint at the contextual constraints hindering the adoption of educational innovations. To minimize the effects of contextual constraints, Ó Ceallaigh, Hourigan, and Leavy, (2018) argue for enhancing teachers' potential in terms of knowledge and skills. Also, solving the problems that arise in a particular context can be triggered through collaboration among teachers across and within disciplines (Zappa-Hollman, 2018; Pawan & Greene, 2017), and through teacher education as well (Cammarata & Cavanagh, 2018).

Question 2:   How do English language teachers implement learner-centered methods of teaching in the classroom?

On one hand, the findings indicating positive attitudes and gains from jointly implementing content and task-based methods, especially within the frameworks of cooperative and/or collaborative learning, are in consonance with of experimental research on the effectiveness of content-based, cooperative and collaborative language teaching methods (Eriksson, 2018; Mayo, 2018; Mohamadpour et al. 2018; Sato et al., 2017; Seah, 2020; Spenader et al., 2018). One example is Arboleda-Arboleda and Castro-Garcés' (2019) study which focuses on

teaching the target language through literature and provides evidence for the effectiveness of content-based with task-based approaches.

On the other hand, the findings that teachers moderately raise students' awareness of their active role in the learning process and regard the provision of adequate support and guidance as challenging lend support to the view that the adoption and adaptation of LCE reform requires collaboration among teachers (and between the teacher and the learners who have already constructed notions about what their role in the classroom is (Yen, 2016). The results also suggest that the implementation of LCE is a process that requires gradually refining epistemological beliefs and dropping stereotypical notions about learning and instruction (Van Loi, 2020). These findings are consistent with research in similar contexts which has highlighted the effect of students' responsiveness and readiness for a reform-oriented approach to teaching (Edwards et al., 2019), especially if the approach entails learning skills students may not be equipped with, study strategies they may not be aware of, and responsibilities they did not expect.

In content-based language learning, learners' understanding of texts is the result of integrating the knowledge and language which this text presents and the learners' prior knowledge. With this regard, in Senior 6's EFL writing course "explaining points relevant to course content frequently occurs in most sessions, yet it does not occur is isolation, but rather in a form of feedback in accordance with students' contributions. It usually aims at helping students express their ideas appropriately and develop a sense of audience through emphasizing the clarity of students' topic sentences." As far as writing is concerned, several studies demonstrate that students' written production considerably benefits from using LCE practices. Students will have the opportunity to learn from mistakes by allowing for different sources of feedback and by being exposed to variety of activities, students acquire multiple skills and enlarge their knowledge through interacting with peers and with the teacher (Yasuda, 2017). Moreover, using LCE practices is found to enrich students' vocabulary and fosters their retention; also, through unlocking their learning potential, and relying on themselves, students acquire useful learning strategies (Tseng, Liou, & Chu, 2020). Besides, through LCE practices, students develop not only cognitive and intellectual abilities, but also they gradually become more proficient learners and produce high quality pieces of writing in terms of accuracy and coherence (Kafipour, Mahmoudi, & Khojasteh, 2018).

Besides creating a context for interacting, task-based and project-based language teaching seems to provide a context for language skills' integration. With regard to writing, the respondents' views were further in line with Hedge's argument that students benefit noticeably from writing in the classroom; "If students experience some success in the classroom, they are more likely to write more at home and gain more motivation and improvement" (Hedge, 2005, p. 13). Similar findings have been revealed with regard to developing translation abilities (Lin, 2019). As Senior 6 described "During sessions in class, the focus may be on developing a particular skill, say writing or speaking for example, but almost always try to use the activities involve students to interactively develop the four skills."; when asked how?, Senior 6 clarified "when doing in-class writing tasks, the students not only write, but also speak about the topics proposed, listen to each other, read the handouts, and write to answer the activities." Congruently, Yasuda (2017) examined the integrated effect of systemic functional linguistics-based genre approach and task-based language teaching on the synchronized development of linguistic knowledge and writing expertise. Yasuda's (2017) findings lend support to the

aforementioned respondent's practice. However, the assumption of developing English language learners' integrated skills "in the background" while keeping the focus on one skill at a time has remained scarcely searched despite the proliferation in task-based ELT studies (Al Kandari, & Al Qattan, 2020; Anwar & Arifani, 2016; Ellis et al., 2019; Lee, 2016; Saaty, 2020). An extended form of TBLT is project-based language teaching (PBLT). The latter was the least used LCE practice among the interviewed teachers due to its "vagueness, especially in terms of assessment" (Novice 2). Coincidently, PBLT has so far received little attention in ELT theorizing (cf. Beckett & Slater, 2019) and research (cf. Baş & Beyhab, 2017; Poonpon, 2017).

Finally, the respondents, overall, advocate that cooperative and collaborative teaching practices raise students' awareness of their active role and motivation by "making them feel dedicated to acquire the language more effectively in order to achieve more success and better self-esteem and self-confidence in return" (Novice 3). Likewise, research has shown that teachers' behaviors are directly related to students' motivation including behaviors influencing the affective atmosphere of the classroom (Marsh, 2018). Additionally, according to the interview respondents' view, implementing LCE strategies encourages students to be more interactive and productive because they are required to write more inside and outside the classroom. In addition, as one respondent claimed, "the more students are motivated, the harder they work, and the more they write" Senior 4. Indicating the effectiveness of requiring students to write frequently, Hedge (2005, p. 13) argues: "My own experience tells me that in order to be good writers, a student needs to write a lot". Eventually, when students recognize that their contributions are worthy, they develop a "we can, so I can" attitude. "with time, students develop self-confidence and self-reliance that encourage them to enrich their vocabulary and improve their language proficiency in general by working on their own." (Senior 3). Using a combination of LCE strategies is suggested to create variety and engages more students because "all the learners can participate, no matter what their talents might be. Everyone can find satisfaction in using language in different ways to produce interesting and attractive piece of work" (Davies & Pearse, 2000, p.100). By being motivated, students will be more eager to learn from each other (Namaziandost et al., 2019; Rochman, 2019) and from the teacher (Kukulska-Hulme & Viberg, 2018; Saha & Singh, 2016). As a consequence, the students feel more responsible to actively take part in constructing their knowledge (He & Lin, 2019; Morton, 2020), and strategically learn the target language (Lo & Lin, 2019; Zhong et al., 2019).

Question 3:   From the teachers' perspectives, how can LCE practices be effectively implemented in ELT courses?

The results are in accordance with previous studies that examined the implementation of standards-based educational reforms and found inconsistency between conceptualization and practice in instruction (Nielsen, 2019). In addition, the findings provide evidence that if LCE strategies are to be successfully implemented, teachers need to tailor the implementation of these methods according to their teaching situations through what Kumaravadivelu (2003) refers to as "theorizing from practice". He further explains:

> Such a continual cycle of observation, reflection, and action is a prerequisite for the development of context-sensitive pedagogic theory and practice…no theory of practice can be fully useful and usable unless it is generated through practice. A logical corollary is that it is the practicing teacher who, given adequate tools for exploration, is best

suited to produce such a practical theory. The intellectual exercise of attempting to derive a theory of practice enables teachers to understand and identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative that is then subjected to further critical appraisal. In this sense, a theory of practice involves continual reflection and action. (p.35)

Taken together, the findings draw attention to the effects of teachers' and students' epistemological beliefs and pre-assumptions of roles and responsibilities on reform implementation, adding, thereby, to previous studies on reform implementation and, more particularly, contributing to the literature on the implementation of LCE (Seah & Silver, 2018) and on the contextualization of second language education (Al-Humaidi, 2015). At this point, it can argued that, besides being informed about existing choices, teachers need to investigate reform-oriented methods by themselves, neither to conform to nor to reject them, but rather to make sense of them so that they can be meaningfully implemented within their own teaching situations. The findings further raise questions as to how attitudes toward the distribution of roles and responsibilities develop and change and how LCE methods can be better assimilated into educational routines in a particular context.

Figure 2. Sums up the aforementioned implications and illustrates a data-driven model for contextualizing LCE practices into the ELT classrooms.
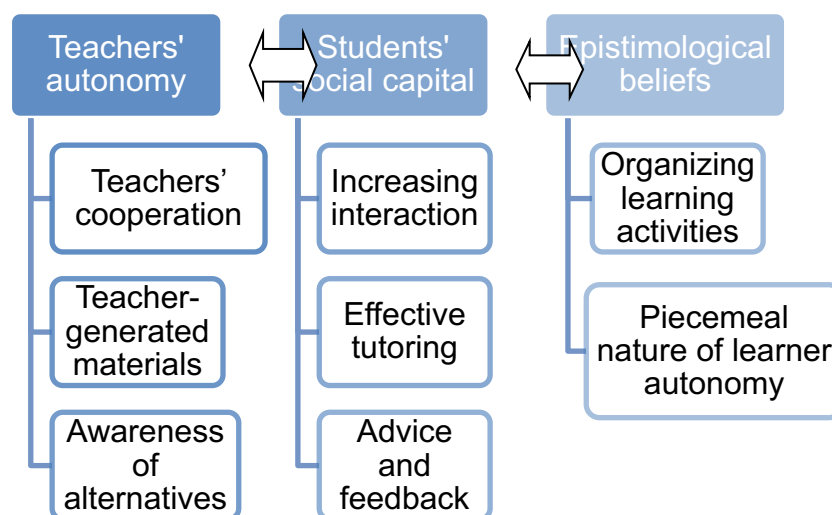

Figure 2. Model for contextualizing LCE in English language teaching

Limitations and Suggestions for Further Research

From the outset of this research, the aim has been to examine the implementation of LCE methods for second language learning in terms of both language and content. What was meant to be done is finding out the limitations and benefits of implementing LCE methods based on university second language instructors' attitudes and experiences. However, this study is not concerned with examining the relationship between implementing LCE methods and a particular aspect of second language learning. For instance, one way to extend the findings of this study is by addressing the effectiveness of LCE methods in promoting English academic writing, in particular, due to the importance of this skill in higher education contexts. It would

also be desirable to conduct such research using experimental or longitudinal designs with the analysis of students' perspectives.

Further intriguing issues with regard to the LCE methods discussed in this study include the challenges and prospects of technology-enhanced language teaching, peer assistance and collaborative learning in this same context of the present study. Other possible areas of research include investigating how the use of cooperative discussion tasks which highlight different aspects, options, and alternatives can enhance students' critical and higher-order thinking. Also, as with most attitudes-focused research, a limitation of this study is that the findings reflect the attitudes and experiences of the study participants; thus, replicating this research in a different context may shed light on other aspects of LCE-oriented reforms. Further research is needed to inspect their actual, isolated and integrated, prospective for promoting English language development among English-major and non-English major learners.

Conclusion

This paper has explored teachers' perceptions of the challenges and benefits associated with the overall usefulness of implementing LCE methods. It, thereby, contributes to research on the interaction between theory and practice for effective educational change.

It can be concluded that, even in the present post-method era, the teacher adopts a particular classroom strategy according to their learners' characteristics and to the whole learning situation as well. According to participants' experiences, the implementation of learner-centered methods in the second language classroom is likely to contribute to the betterment of second language teaching and learning. However, teachers need to progressively introduce LCE methods not necessarily all the methods together or in all of the sessions. Rather, what is to be taken into consideration is that each method shapes and is shaped by the other. For instance, content may shape a task or a project to be completed cooperatively and/or collaboratively. LCE methods interweave and interact with each other in a synergic relationship; the result of such a relationship will vary from context to context depending on the teacher, the learners, and the learning objectives.

Noteworthy, LCE methods may not be effective for full-time use in the second language classroom. The effectiveness of LCE is by no means determined by how much time is spent in learner-centered activities. Rather what matters is what methods are used with whom, for what purpose, and in what way. This is not to gainsay the practical usefulness of LCE though; nor is it to suggest that there are rock-solid golden rules for implementing it. Rather, this article is meant to serve as another contribution to the pool of resources on education reform implementation which both provide educators with insights from, potentially similar, implementation contexts together with a set of suggested instructional activities and guide them toward becoming independent teaching material developers. Interestingly, the findings also indicate a teacher-initiated shift towards social-centeredness in reaction to reform-oriented learner-centeredness.

References

Ahmed, S. A., & Dakhiel, M. A. (2019). Effectiveness of learner-centered teaching in modifying attitude towards EFL and developing academic self-motivation among the 12th grade students. *English Language Teaching*, *12*(4), 139–148. https://doi.org/10.5539/elt.v12n4p139

Al Kandari, A. M., & Al Qattan, M. M. (2020). E-task-based learning approach to enhancing 21st-Century learning outcomes. *International Journal of Instruction*, *13*(1), 551–566. https://doi.org/10.29333/iji.2020.13136a

Al-Humaidi, S. (2015). Adopting a learner-centered methodology at Sultan Qaboos University. *Studies in English Language Teaching, 3*(2), 172–186. https://doi.org/10.22158/selt.v3n2p172

Ammar, A., & Hassan, R. M. (2017). Talking it through: Collaborative dialogue and second language learning. *Language Learning, 68*(1), 46–82. https://doi.org/doi:10.1111/lang.12254

Anwar, K., & Arifani, Y. (2016). Task based language teaching: Development of CALL. *International Education Studies*, *9*(6), 168–183. https://doi.org/10.5539/ies.v9n6p168

Arboleda-Arboleda, A., & Castro-Garcés, A. Y. (2019). Fostering language learning in the university EFL classroom through literature: A task-based approach. *GIST–Education and Learning Research Journal*, *19*, 101–127. https://doi.org/10.26817/16925777.706

Azzi, M. (2012). The new pedagogical practices within the LMD System: Perceptions of EFL faculty members. *Procedia - Social and Behavioral Sciences*, 69, 1004–1013. https://doi.org/10.1016/j.sbspro.2012.12.027

Bai, X., & González, O. R. G. (2019). A comparative study of teachers' and students' beliefs towards teacher-centered and learner-centered approaches in grade 12 English as a foreign language class at one governmental senior secondary school in Shaan'xi Province, China. *Scholar: Human Sciences*, *11*(1), 37–44.

Baş, G., & Beyhab, Ö. (2010). Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson. *International Electronic Journal of Elementary Education*, *2*(3), 365–385.

Baş, G., & Beyhab, Ö. (2010). Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson. *International Electronic Journal of Elementary Education*, *2*.

Burns, A. (2003). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.

Bygate, M., Shehan, P., & Swain, M. (2001). *Researching pedagogic tasks: Second language learning teaching and testing*. Harlow, England: Longman.

Cammarata, L., & Cavanagh, M. (2018). In search of immersion teacher educators' knowledge base: Exploring their readiness to foster an integrated approach to teaching. *Journal of Immersion and Content-Based Language Education*, *6*(2), 189–217. https://doi.org/10.1075/jicb.18009.cam

Cammarata, L., & Ceallaigh, T. Ó. (2018). Teacher education and professional development for immersion and content-based instruction: Research on programs, practices, and

teacher educators. *Journal of Immersion and Content-Based Language Education*, *6*(2), 153–161. https://doi.org/10.1075/jicb.6.2

Davies, P., & Pearse, E. (2000). *Success in English teaching*. Oxford: Oxford University Press.

Donato, R. (2016). Sociocultural theory and content-based foreign language instruction: Theoretical insights on the challenge of integration. In L. Cammarata (Ed.), *Content-based foreign language teaching* (pp. 39–64). New York: Routledge.

Duff, P. (2018). *Case study research in applied linguistics*. New York: Routledge.

Edwards, R., Holguín-Barrera, M. D., Ortiz, A. C., & Pérez, F. (2019). Promoting EFL learner autonomy in a teacher-centered culture through video-sharing and collaborating in online forums. *Latin American Journal of Content & Language Integrated Learning*, *12*(1), 99–127. https://doi.org/10.5294/laclil.2019.12.1.5

Ellis, R. (2017). Task-based language teaching. In S. Louwen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 124–141). New York: Routledge.

Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2019). *Task-based language teaching: Theory and practice*. Cambridge: Cambridge University Press. https://doi.org/10.1017/9781108643689

Eriksson, A. (2018). Redesigning a discipline-specific writing assignment to improve writing on an EMI programme of engineering. *Journal of Academic Writing*, *8*(2), 48–66. https://doi.org/10.18552/joaw.v8i2.496

Haley, M. H. & Austen, T.Y. (2004). *Content-based language teaching and learning: An interactive approach*. Boston: Pearson Education, Inc.

Hall, G. (2017). Focus on the language learner. *Exploring English language teaching*, 139–161. New York: Routledge. https://doi.org/10.4324/9781315193380-7

He, P., & Lin, A. M. (2019). Co-developing science literacy and foreign language literacy through "Concept + Language Mapping". *Journal of Immersion and Content-Based Language Education*, *7*(2), 261–288. https://doi.org/10.1075/jicb.18033.he

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Hedge, T. (2005). *Writing* (2nd ed.) Oxford: Oxford University Press.

Ilieva, R., Wallace, A., & Spiliotopoulos, V. (2019). Institutional roles and identity construction of applied linguistics faculty involved in interdisciplinary collaborations for multilingual student success. *TESL Canada Journal*, *36*(1), 71–96. https://doi.org/10.18806/tesl.v36i1.1303

Kafipour, R., Mahmoudi, E., & Khojasteh, L. (2018). The effect of task-based language teaching on analytic writing in EFL classrooms. *Cogent Education*, *5*(1), 1496627. https://doi.org/10.1080/2331186X.2018.1496627

Karim, K. (2018). Cooperative language learning. *The TESOL Encyclopedia of English Language Teaching*, 1–5. https://doi.org/10.1002/9781118784235.eelt01

Kaymakamoglu, S. E. (2018). Teachers' beliefs, perceived practice and actual classroom practice in relation to traditional (Teacher-Centered) and constructivist (Learner-Centered) teaching (Note 1). *Journal of Education and Learning*, *7*(1), 29–37. https://doi.org/10.5539/jel.v7n1p29

Lee, L. (2016). Autonomous learning through task-based instruction in fully online language courses. *Language Learning & Technology*, *20*(2), 81–97. https://doi.org/10125/44462

Lightbown, P.M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.

Lyster, R. (2017). *Content-based language teaching*. New York: Routledge. https://doi.org/10.4324/9781315103037

Marsh, R. (2018). *Cultivation of Learner-Centered Intrinsic Motivation in the Japanese ELF Classroom* [Unpublished doctoral dissertation]. Tamagawa University, Japan.

Marwan, A. (2017). Implementing learner-centered teaching in an English foreign language (EFL) classroom. *Celt: A journal of culture, English language teaching & literature*, *17*(1), 45–59. https://doi.org/10.24167/celt.v17i1.1138

Mayo, M. D. P. G. (2018). Child task-based interaction in EFL settings. Research and challenges. *International Journal of English Studies*, *18*(2), 119–143. https://doi.org/10.6018/ijes/2018/2/319731

Miller, T., & Bell, L. (n.d.). Consenting to what? Issues of access, gate-keeping and "informed" consent. *Ethics in Qualitative Research*, 61–75. https://doi.org/10.4135/9781473913912.n5

Mohamadpour, P., Talebinejad, M. R., & Tabatabaei, O. (2018). Task-based Meta-cognitive Instruction Approach to Self-regulation in Listening Comprehension. *Iranian Journal of English for Academic Purposes*, *6*(2), 33–49.

Morton, T. (2020). Cognitive discourse functions: A bridge between content, literacy and language for teaching and assessment in CLIL. *CLIL. Journal of Innovation and Research in Plurilingual and Pluricultural Education*, *3*(1), 7–17. https://doi.org/10.5565/rev/clil.33

Namaziandost, E., Neisi, L., Kheryadi, & Nasri, M. (2019). Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English learning motivation in focus. *Cogent Education*, *6*(1), 1683933. https://doi.org/10.1080/2331186X.2019.1683933

Nielsen, B. M. (2019). Fostering learner autonomy in foreign language learning: Justifications, definitions, misconceptions, and interrelated components for its realization. *Hokuga, 8*(1), 33–52.

Nunan, D. (2012). *Learner-centered English language education: The selected works of David Nunan*. New York: Routledge. https://doi.org/10.4324/9780203096888

Ó Ceallaigh, T. J., Hourigan, M., & Leavy, A. (2018). Developing potentiality: pre-service elementary teachers as learners of language immersion teaching. *International Journal of Bilingual Education and Bilingualism*, 1–18. https://doi.org/10.1080/13670050.2018.1489779

Pawan, F., & Greene, M. C. (2017). In trust, we collaborate: ESL and content-area teachers working together in content-based language instruction. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: New perspectives on integrating language and content*, (pp. 323–337). Ann Arbor, MI: University of Michigan Press.

Peng, Y. (2017). Content-based instruction of EFL and its effects on learners' needs in China. *Education Journal*, *6*(3), 116–119. https://doi.org/10.11648/j.edu.20170603.12

Phakiti, A., & Paltridge, B. (2015). Approaches and methods in applied linguistics research. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics: A practical resource*, (pp. 5–25). London: Bloomsbury Academic.

Philominraj, A., Jeyabalan, D., & Vidal-Silva, C. (2017). Visual Learning: A learner centered approach to enhance English language teaching. *English Language Teaching*, *10*(3), 54–62. https://doi.org/10.5539/elt.v10n3p54

Poonpon, K. (2017). Enhancing English skills through project-based learning. *The English Teacher*, 1–10.

Porte, G. K. (2010). *Appraising research in second language learning: A practical approach to critical analysis of quantitative research*. Amsterdam: John Benjamins Publishing.

Qamar, M. B. (2016). The impact of learner's autonomy on teaching oral skills (speaking skills) in an EFL classroom. *Journal of Language Teaching and Research*, *7*(2), 293–298. https://doi.org/10.17507/jltr.0702.07

Reigeluth, C. M., Myers, R. D., & Lee, D. (2017). The learner-centered paradigm of education. In C. M. Reigeluth, B. J. Beatty, & R. D. Myers (Eds.). Instructional-design theories and models, Vol. IV: The learner-centered paradigm of education, (pp. 5–32). New York, Oxford:Routledge.

Richards, K. (2009). Interviews. In J. Heigham & R. A. Croker (Eds.), *Qualitative research in applied linguistics*, (pp. 182–199). London: Palgrave Macmillan. https://doi.org/10.1057/9780230239517_9

Rochman, M. (2019). Using cooperative language learning in improving the students' pronunciation accuracy and fluency. *Journal of English Language and Pedagogy*, *2*(2), 92–104. https://doi.org/10.33503/journey.v2i2.514

Saaty, A. A. (2020). Task-based meaningful literacy for language learners. Arab World English Journal (AWEJ) 10(4). 356–373. https://doi.org/10.2139/ssrn.3512636

Saha, S., & Singh, S. (2016). Collaborative learning through language games in ESL classroom. *Language in India*, *16*(10), 180–189.

Sato, S., Hasegawa, A., Kumagai, Y., & Kamiyoshi, U. (2017). Content-based instruction (CBI) for the social future: A recommendation for critical content-based language instruction (CCBI). *L2 Journal*, *9*(3), 50–69. https://doi.org/10.5070/L29334164

Seah, L. H. (2020). What student language reveals about the demands of learning the human circulatory system. *Research in Science Education*, 1–19. https://doi.org/10.1007/s11165-020-09915-z

Seah, L. H., & Silver, R. E. (2018). Attending to science language demands in multilingual classrooms: a case study. *International Journal of Science Education*, 1–19. https://doi.org/10.1080/09500693.2018.1504177

Shehadeh, A. (2018). Foreword: New frontiers in task-based language teaching research. In M. J. Ahmadian & M. del Pilar Garcia Mayo (Eds.), *Recent perspectives on task-based language learning and teaching* (pp. vii–xxii). Berlin, Boston: De Gruyter. https://doi.org/10.1515/9781501503399-fm

Spenader, A. J., Wesely, P. M., & Glynn, C. (2018). When culture is content: Applications for content-based instruction in the world language classroom. *Language Teaching Research*, 1362168818799768. https://doi.org/10.1177/1362168818799768

Starkey, L. (2019). Three dimensions of student-centred education: a framework for policy and practice. *Critical Studies in Education*, *60*(3), 375–390. https://doi.org/10.1080/17508487.2017.1281829

Troyan, F. J., Cammarata, L., & Martel, J. (2017). Integration PCK: Modeling the knowledge (s) underlying a world language teacher's implementation of CBI. *Foreign Language Annals*, *50*(2), 458–476. https://doi.org/10.1111/flan.12266

Tseng, W. T., Liou, H. J., & Chu, H. C. (2020). Vocabulary learning in virtual environments: Learner autonomy and collaboration. *System*, *88*, 102190. https://doi.org/10.1016/j.system.2019.102190

Van den Branden, K. (2016). The role of teachers in task-based language education. *Annual Review of Applied Linguistics*, *36*, 164–181. https://doi.org/10.1017/S0267190515000070

Van Loi, N. (2020). Unpacking perceptual and contextual influences on task-based instruction: A framework of teacher beliefs and practice. *PASAA: A Journal of Language Teaching and Learning, 59*, 154–180.

Van Viegen, S., & Russell, B. (2019). More than language—Evaluating a Canadian university EAP bridging program. *TESL Canada Journal*, *36*(1), 97–120. https://doi.org/10.18806/tesl.v36i1.1304

Villacís, W. G. V., & Camacho, C. S. H. (2017). Learner-centered instruction: An approach to develop the speaking skill in English. *Revista Publicando*, *4 No.12* (1), 379–389.

Weimar, M. (2013) *Learner-centered teaching: Five key changes to practice*. 2nd ed. San Francisco: Jossey-Bass.

Yamagata, S. (2018). Comparing core-image-based basic verb learning in an EFL junior high school: Learner-centered and teacher-centered approaches. *Language Teaching Research*, *22*(1), 65–93. https://doi.org/10.1177/1362168816659784

Yasuda, S. (2017). Toward a framework for linking linguistic knowledge and writing expertise: Interplay between SFL-based genre pedagogy and task-based language teaching. *Tesol Quarterly*, *51*(3), 576–606. https://doi.org/10.1002/tesq.383

Yen, P. H. (2016). Challenges of shifting to task-based language teaching: A story from a Vietnamese teacher. *Can Tho University Journal of Science*, *2*(1), 37–45. https://doi.org/10.22144/ctu.jen.2016.002

Yu, Y., & Liu, Y. (2017, December). Creating a learner-centered communicative classroom to help learners achieve optimal outcome. In W. Li & J. E. Mueller (Eds.), *Proceedings of the 2017 World Conference on Management Science and Human Social Development (MSHSD 2017)*. Amsterdam: Atlantis Press. https://doi.org/10.2991/mshsd-17.2018.21

Zappa-Hollman, S. (2018). Collaborations between language and content university instructors: Factors and indicators of positive partnerships. *International Journal of Bilingual Education and Bilingualism*, *21*(5), 591–606. https://doi.org/10.1080/13670050.2018.1491946

Zhong, Y., Tan, H., & Peng, Y. (2019). Curriculum 2.0 and student content-based language pedagogy. *System*, *84*, 76–86. https://doi.org/10.1016/j.system.2019.06.001

Corresponding author: Badjadi Nour El Imane
Contact email: badjadi.noureliman@univ-ouargla.dz