

The Implementation of Student-centered Learning Through Presentation for Speaking Skills

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ARTICLE INFO

Article History:

Received:30/6/2024

Accepted: 11/8/2024

Published: Winter2024

Keywords:

student centered approach, presentation, speaking skill, English language, Strategies.

Doi:

10.25212/lfu.qzj.9.4.53

ABSTRACT

Student-centered approach has tremendously been used as an important approach in teaching and learning English language. Applying certain activities while using this approach is considered to be a primary step. This has been investigated by numerous studies. However, there is a limited number of studies about how presentation as an activity can improve student's speaking skill in the student-centered approach. Therefore, this study aimed to investigate the application of presentation as an activity in improve student's speaking skill in the student-centered approach. For this regard, an experimental design was used with having pretest and posttest as main instruments. Totally, 48 students were selected from the English department in the College of Education and Languages at Lebanese French University in Erbil, Kurdistan Region. After finishing the process of data collection, Paired sample *t* test was utilized to analyze the data. The findings of pretest and posttest demonstrated that the progress of student's speaking skill was highly noticed. Nevertheless, statistically the improvement of control group was not as important as experimental group which is the group that students implemented presentation as an activity.

Hence, presentation as an activity can be significantly followed for improvising student's speaking skill.

1. Introduction

Speaking is fundamental in the human communication system, but it is particularly critical when speaking with non-native speakers (Boonkit, 2010). In addition, speaking performance reflects personality, self-image, and a willingness to debate concepts and points of view (Luomas, 2004). Speaking skill is determined as the most vital skill among the four skills of English language (reading writing and listening) and particularly for those who would like to learn second and foreign languages (Kayih, 2006). This skill is often regarded as the primary skill that demonstrates the overall knowledge of foreign language learners in a language (Nowicka & Wilczynska, 2011). It is generally thought that this skill is the foundation for learning a language and the first skill that most FL students strive to acquire (Rao, 2018). It involves achieving proficiency in the FL sound system, including pronunciation, vocabulary, grammar, syntax, and fluency. According to Brown (2004) the aforementioned components are quite necessary to be mastered in speaking skill.

This skill involves contact with multiple individuals, hence speaking well demands a lot of listening. Nevertheless, developing this skill is regarded as a tough task because of its lengthy and complexed learning process, which demands a substantial investment of time and dedicated practice to achieve it completely (Luoma, 2004). Speaking fluently requires not just language proficiency but also self-confidence and the ability to express ideas and thoughts clearly. Basically, the process requires patience, diligent practice, and immersion in many linguistic contexts as well. Therefore, it is essential for EFL instructors to use the most effective ways and methods in order to fully prepare learners with this competence.

Nowadays, when it comes to teaching English language, adopting a methodical strategy in education is undoubtedly vital in obtaining profitable educational outcomes. Because, once you apply the right teaching method, it offers a clear and organized plan for instructors and students, ensuring that the subject or the topic is delivered effectively. Furthermore, an explicitly delineated method meticulously aids

educators in successfully imparting knowledge, accommodating various learning preferences, as well as keeping student involvement in the educational setting. In contemporary education, there often exist mismatches between the instructional intentions of instructors and the actual learning activities undertaken by learners. If educators want to enhance the educational process within their educational settings, this contradiction is unquestionably one factor to take into account.

In this sense, the student-centered approach is the finest strategy that can include all of the previously described elements. Weimer (2002) mentioned that the student-centered approach (SCA) is likely a response to educational philosophies that abandon paying attention to "what students need to be familiar with or what" tactics might help learners understand with greater efficiency" (p.18). The ideal method for teaching English language these days is student-centered learning, which should be used (Hafifah, 2014). A student-centered classroom basically offers significant opportunities for students in or outside the classrooms to independently investigate, present, and assess their own understanding precisely. Within the student-centered learning framework, learners are given the opportunity to delve into the amount of information they will gain and utilize the skills they have developed before. Moreover, learners are provided with sufficient opportunities to showcase their thoughts and creations in the courses they receive, and to independently carry out their projects either alone, in pairs, or in groups (Naranjo, 2019). However, there are many methods, activities, and techniques in the students centered learning approach that teachers could use. The question is what are the best ones that are relatively more effective and do improve students' speaking skills.

1.1 Aim of the Study

This study aimed to investigate the effect of presentation as an applied activity in students centered approach (SCA) on university students' speaking skill. Furthermore, it also aimed to find whether SCA is an effective method to improve students' speaking skill or not. Therefore, the aim of this study is to answer the following question:

1. To what extent do the student-centered learning approach improve university students' speaking skill in EFL context? And how do students perceive the effectiveness of oral presentations in improving their speaking skills?

1.2 The Significance of the Study

This research has significance in the context of higher education in Kurdistan as it provides valuable insights on the implementation of the student-centered approach. Academics and curriculum designers will find out this study informative as it provides insights into the teaching English as a second language (TESL) and its beneficial influence on enhancing students' speaking skills. It enables professionals in education to make informed adjustments to curriculum design. Additionally, the findings of this research might be beneficial for educators as they will enhance their understanding of the significance of using a pedagogical approach that actively involves students in the learning process and considers their individual needs and interests, ultimately leading to academic success.

2. Literature review

The literature review section tackled a theoretical framework and previous studies corresponding with speaking skill, as well as the implementation of presentations as an activity in student-centered approach and the influence that it has on speaking skills.

2.1 Speaking Skill

Among the four skills—listening, speaking, reading, and writing—speaking appears to be the most significant skills. This is due to the fact that those who are able to communicate in a language are typically referred to as speakers of that language (Ur, 1996). Speaking, as defined by Bygate (1987), is the process of effectively communicating via speech and conversation. It entails concentrating on the subject, paying close attention, taking part both as a speaker and a listener, and offering ideas. Speaking is a vital component of learning a foreign language since it lets learners to assess their proficiency in English by demonstrating their ability to talk fluently and

accurately. Speaking refers to an oral communication activity that involves multiple people, with the participants taking on the position of the speaker and providing a straightaway response to what they saw or heard. Hughes (2011) says that to talk, you need to know how to use grammar rules, phonemic consistency, phrasing, and phrases like "responding to a complement" (p. 105). As long as there is at least one person to talk to and another person to listen to, there will be communication. Using one's usual voice to utter spoken language, understanding and being able to utilize a language, conveying oneself verbally, and creating communication are all components of speaking (Hornby, 1987).

2.2 Different Methods for Teaching speaking skill

A significant number of students consider learning a language to be equivalent to learning how to speak the language. This is because they consider being able to speak a language to be identical with understanding the language. According to Nunan (1991), being able to carry on a conversation in the language that is being learned is the factor that is used to determine whether or not a language learning endeavor was accomplished. Therefore, if language learners fail to learn how to talk or if they are not given any opportunities to speak in the classroom, it is possible that they might swiftly lose excitement in learning the language and become discouraged. This difficulty is exceptionally widespread in English as a Foreign Language (EFL) setting, due to foreign language students have not as many chances to speak English. Language learners in an English as a Foreign Language (EFL) environment are restricted to a limited number of speaking activities inside the confines of the classroom. Nevertheless, if the appropriate activities are taught in a productive way, engaging in oral communication inside the classroom might be truly enjoyable and fruitful. Furthermore, this may enhance the motivation of those who are learning a new language (Bahrani, Soltani 2012).

There are several classroom speaking activities that are used at present in SCA. One of them is acting through script. The activity promotes student engagement by encouraging them to perform scenes from plays or their course texts, sometimes documenting the outcome via recording. According to Harmer (2002), students who

often perform self-written dialogues are usually asked to come to the front of the class to do their performance.

For high level of students, discussion as an activity can be quite doable. One factor for unsuccessful discussions is students' hesitancy to express their opinions in front of the whole class, especially when they are unable to think of anything to say and lack confidence in their language skills. According to Hammer (2002), a lot of students experience severe exposure during discussions. Communicative games can be another activity. Games-based speaking exercises are often profitable for providing the younger student with vital practice. Games may include exercises that focus on practicing oral techniques, including explaining, forecasting simplifying things and seeking evaluations (McDonough & Shaw, 2003).

Debate is also an activity that can be taken into serious consideration while running speaking classes. A debate is a kind of open discussion in which several points of view are offered and debated against one another (Dale & Wolf, 2000).

Implementing oral presentations in the classroom is a reliable activity that enhances students' oral communication skills. An oral presentation is a formal method of communication that involves presenting information to a group via multiple steps. According to Salem (2019) using oral presentations during lectures allows students to comfortably communicate with others in their second language.

All of the aforementioned speaking activities serve to facilitate students' practice of oral communication within the classroom setting. Teachers should select suitable activities depending on the proficiency level of the learners. The teaching and learning process may be fun when the instructor provides suitable activities that align with the students' proficiency levels. In addition, the process of transferring knowledge and skills may be simply accomplished.

2.3. The Significance of Oral Presentation

Presentation is an approach applied for determining students' oral communication skills in the classroom. Jane King (2002) previously said that a presentation is a very successful approach of communication in the educational settings. Presentation

plays a crucial role in improving the ESL/EFL students' speaking skill in English communication.

Public speaking courses in the realm of education are often performed via classroom presentations. During the classroom presentation, learners must demonstrate their ability to formulate and articulate their ideas among their classmates. Kartimi (2005) believes that presentation refers to the skill of effectively using spoken language to convey ideas, intentions, thoughts, and emotions to others in order to ensure an unambiguous comprehension of the point of view.

The main point of what the speaker discusses and the way it is delivered, or the manner in which the presenter delivers the material, are the two components that commonly need to be taken into consideration when evaluating the performance of a presentation (Aminullah, Apriliaswati, & Arifin, 2015). In terms of oral communication skills, both of these features are representative of the learners. The rubric for evaluating oral communication skills has been developed by a widespread number of institutions in recent times.

2.4 Student Centered Approach

Over the last several years, there has been a growing interest in discovering the most effective methods of teaching students and fostering their learning (Sawyer, 2005). This interest has been fostered by the developments in cognitive and learning sciences. According to Slavich and Zimbardo (2012) quite a few education scholars and academics have endeavored to investigate the most effective methods by which students may learn, recall information, enhance their competencies, and develop distinctive tasks. This is done with the intention of enhancing both engagement and teaching practices.

The phrases 'student-centered-approach in teaching and learning' or 'student-centered instruction' are now widely used in the educational sectors to indicate a significant change away from teacher-centered education. A typical teacher-centered education focuses on teaching students what they need to know and giving them the information they need to meet the standards of their syllabi. The lessons are frequently focused on what is required by the syllabuses. In this perspective, students

are viewed to be passive recipients of knowledge who are consistently instructed on which subjects they must learn and do (Tang, 2023). Teachers possess the information, whereas the involvement of learners in acquiring knowledge is minor. The student-centered approach has been used to enhance student engagement and empowerment in the process of education, and it tends to prevail over the teacher-centered approach. The student-centered approach is rooted in the notion of constructivism, which posits that learners ascribe meaning to new material by connecting it to their existing knowledge. Student-centered-approach is a comprehensive concept that encompasses initiatives aimed at fostering active student engagement in the process of education, while also emphasizing the crucial part of instructors in designing and facilitating this mechanism (Hoidn, 2017). Student-centered learning is typically thought of in terms of how learners experience, work together, test, create, and take charge of their own learning in the educational setting (O'Neill & McMahon, 2005). As opposed to teacher-centered learning, this method transfers the focus of knowledge acquisition from instructors to learners. This means that students are responsible for obtaining and comprehending material, while instructors act like facilitators (Kang & Keinonen, 2018). A huge number of studies have been conducted in the previous decades on the implementation of student-centered approach and particularly its impact on enhancing students speaking skill. One of the studies which has been conducted by Mokhtaria (2017) in Algeria, it was found that most university teachers adopted certain components of SCA into their classes. They responded to the circumstances they were in and assumed various roles. As an example, they assumed the roles of a facilitator and guide to support and aid their learners' acquisition of knowledge and help them feel more comfortable and less constrained during the speaking session. The use of the SCL technique created an environment that enhanced learners' oral communication skills. This was achieved via team or pairing work and engaging in conversations with peers or instructors inside the classroom. The research indicated that the SCA enhanced learners' self-confidence, encouraged active participation, and equipped them with the necessary skills for daily communication. This was achieved by offering subject matter that were relevant to their own experiences and lifestyles. By the

application of this approach, students take responsibility of their own learning, actively designing their learning material and enthusiastically defining their learning routes.

2.5 Previous Studies

When oral presentations are combined with a student-centered approach, speaking skills are significantly improved. This technique promotes self-confidence, critical thinking, and successful communication by involving learners in full involvement and decision-making. Students embrace responsibility for their learning, resulting in increased motivation and passion for speaking activities (Villacís, 2018). Numerous studies have examined the usefulness of student-centered approach (SCA) and oral presentations in enhancing English as a Foreign Language (EFL) learners' speaking and communicating skills from various time periods and settings.

For example, Dekdouk (2013) conducted a study that specifically examined the impact of oral presentations on improving the communicative skills of 80 English as a Foreign Language (EFL) students at Ouargla University. The questionnaire findings indicated that oral presentations had a beneficial influence in enhancing the participants' skills in communicating. A study was carried out by Fadol (2013) at the Sudanese School in Riyadh (KSA), with the participation of thirty students who were in their third academic year. The study strives to identify the advantages of implementing student centered approach, aid students in enhancing their proficiency in spoken English, and examine the beneficial effects of SCA. The findings demonstrated that students enhanced their oral communication skills with more practice, using language center activities such as role-playing, stage plays, discussions, and competitions. Furthermore, other multimedia elements such as images, graphic designs, films, PowerPoint presentations, music, and songs were used to enhance student engagement and improve their speaking competence. In a study conducted by Fraioui (2016), the correlation between oral presenting technique and speaking competence was investigated among 60 English as a Foreign Language (EFL) students at Biskra University. After analyzing a questionnaire and an observation checklist, it came to light those oral presentations significantly enhanced each student's speaking

skills. According to Shimo's (2011) research, 94 Japanese students preferred simultaneous pair presentations for cooperative learning, which is in line with student-centered-approach and improves their speaking skills and creates an inviting atmosphere for the acquisition of languages and advancement in communication. Similarly, the impact of oral presentations and conversations on 44 Iranian EFL intermediate students was examined by Sotoudehnama & Hashamdar (2016). The findings demonstrated that students who participated in oral presentations did noticeable better than those who participated in open discussions. Most of the above studies delved into the application of different activities with little focus on presentation and its influence on boosting speaking skills. In the current study, there will be attempts to understand if the application of presentation as an activity in SCA has an impact on students speaking enhancement or not. Furthermore, it will be done as an experimental design.

3. Methodology

3.1 Research Design

The current study used an experimental design to examine how the student-centered approach is implemented via presentations, with a focus on speaking skills. As previously demonstrated by Martella, Nelson, Morgan, and Marchand-Martella (2013), experimental research looks at the cause-and-effect connection between variables. Moreover, Wallen and Fraenkel (2001) report that the control group is treated normally, whereas the experimental group receives a treatment.

3.2. Participants

Forty-eight students were chosen from the English department in the College of Education and Languages at Lebanese French University in Erbil, Kurdistan Region. Communicative English is a course delivered to students in English department to improve their speaking skills which has been chosen to be the subject of this study's experiment. The course is delivered to the third stage, in the academic year of 2023-2024. One of the researchers of the current study taught the classes and also conducted the experiment. The participants were already separated into two

comparable groups (group A and B), with each group consisting of 24 students. One of the groups became the experimental group which received presentation as the treatment and the other group became the control group and did not receive presentation. Moreover, both groups applied SCA and used group discussion, storytelling, and fishbowl activities as three activities for improving speaking skills inside the classroom.

3.3 Instrument

The instrument used for this study was experiment with having pretest and posttest. IELTS criteria for speaking skills was used for the pretest and posttest in the experiment. A pre-test was administered to assess the students' proficiency in speaking skills before the commencement of the experiment. The post-test is administered subsequent to the students receiving the distinct treatment. The student scores were reviewed by a rater after the tests. The rater of IELTS examined students' speech data using a scoring system just like IELTS. The examiner evaluated student's performance based on four aspects. The four main criteria for evaluating language proficiency are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation.

A popular achievement test that is designed to involve a specific content is standardized testing (e.g., standard-based assessments). It provides information about the academic knowledge or skills of the students tested (Phelps, 2007). The researchers employed a standardized speaking test (IELTS, 2022) as both a pre-test and a post-test in this study to evaluate the participants' proficiency in English speaking. The structure of examination comprises into three sections: an introduction and interview, an individual long run, and a two-way discussion. The first section of the examination consists of inquiries regarding the student's background, family, and interests. The second section involves the student discussing a specific subject. The third section is a question-and-answer session with the examiner regarding the subject matter of the second part (Appendix A).

3.4 Data Collection and Procedure

In order to ensure the comprehensiveness and clarity of the data in this study, a table is created to provide a detailed description of both the experiment group and the control group.

No	Experimental Group	Control Group
1.	The teacher administrated a pre-test to the students before the start of the experiment.	The teacher administered a pre-test to the students before the start of the experiment.
2.	The teacher gave a chance to the students to use presentation to present different topics.	The teacher did not give a chance to the students to use presentation to present different topics. On the contrary, the teacher was the only person who used presentations.
3.	While employing presentations by students, they could open group discussions and dive to long conversations between each other. The teacher was the facilitator here.	The instructor provided the students with explanations that were directly relevant to the topic. The students attentively received the information provided by the instructor and responded to the question addressed.
4.	Besides presentation, there was also activities such as, group discussion, storytelling, and fishbowl activity.	Apart from presentation, there was activities such as group discussion, storytelling, and fishbowl activity.
5.	The instructor assessed the students with a post-test at the end of the experiment.	The instructor assessed the students with a post-test at the end of the experiment.

3.5 Data Analysis

After collecting the data, Paired sample *t* test was run to analyze the data. The procedure of analyzing the data was as follows:

1. Paired sample *t* test was run to compare the average mean score of control group's pretest and posttest.

2. Then the test was also run to check whether there is statistical significance and whether control group's mean score of the posttest is higher than the mean score of the pretest.
3. Paired sample *t* test was also run to compare the average mean score of experimental group's pretest and posttest.
4. Finally, the test was also run to check whether there is statistical significance and whether experimental group's mean score of the posttest is higher than the mean score of the pretest.

4.Results and Discussion

On the one hand, control group only took group discussion and storytelling as two activities to improve speaking skills. On the other hand, experimental group besides taking discussion and storytelling activities, they also took presentation as an activity to improve speaking skills. Paired sample *t* test was run to see is there any difference in the proficiency of students' speaking skills in both groups before and after having these activities. The result of the current study showed that presentation do improve English language learners' speaking skills significantly. The comparison between control group's pretest and posttest revealed that there is no significant difference between the two tests. However, a significant difference was found between experimental group's pretest and posttest scores. The current study's finding is in line with Dekdouk (2013), Fraioui (2016), Shimo (2011), and Sotoudehnama and Hashamdar (2016) findings. These studies, in different contexts, also found that presentations improve students' speaking skills. More details and tables are discussed in the following passages.

First, to see the difference between pretest and posttest of control group, a paired sample *t* test was run. The result of the test showed that there is a difference in the mean score between pretest ($m=36.50$) to posttest ($m=39.79$) of control group. Table 1 presents the mean score of control group's pretest and posttest.

Table 1: Mean Score in Control Group

	Mean	N	Std. Deviation	Std. Error Mean
Control Group Before	36.50	24	13.668	2.790
Control Group After	39.79	24	12.455	2.542

Second, another test was conducted to evaluate the difference that is found in the mean score of control group’s pretest and posttest to see whether the difference is statistically significant or not. The result revealed that the difference is not statistically significant [$t(24) = -1.732$; $p > .05$]. Therefore, students in the control group improved their speaking skills but not significantly. Table 2 presents the paired samples t test for control group before and after applying discussion and storytelling activities.

Table 2: Paired Samples T Test for Pretest and Posttest in Control Group

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Control Group Before - Control Group After	-3.292	9.311	1.901	-7.223	.640	-1.732	23	.097

Sotoudehnama and Hashamdar (2016) found something similar to this finding. Their study compared discussion group and presentation group. Although the presentation group outperformed the discussion group significantly, the discussion group also improved before and after applying discussion activity.

Third, a third test was conducted to compare the mean score before and after applying presentation in experimental group. Interestingly, there was a difference in the mean score between the pretest and posttest of experimental group. Table 3 presents the mean score of Experimental group’s pretest and posttest.

Table 3: Mean Score in Experimental Group

	Mean	N	Std. Deviation	Std. Error Mean
Experimental Group Before	34.50	24	12.617	2.575
Experimental Group After	43.71	24	13.294	2.714

Finally, another paired samples *t* test was run to see if the difference that is found in the pretest and posttest is statistically significant or not. The result of the test revealed that it is statistically significant [$t(24) = -2.849$; $p = .009$]. As such, experimental group after applying presentation as an activity improved their level of speaking skills statistically significant. Table 4 presents the paired samples *t* test for experimental group before and after applying discussion, storytelling, and presentation activities.

Table 4: Paired Samples *T* Test for Pretest and

Posttest in Experimental Group

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Experimental Group before - Experimental Group after	-9.208	15.832	3.232	-15.893	-2.523	-2.849	23	.009

This is similar to what Sotoudehnama and Hashamdar (2016) found in their study. Their study found that “the experimental group (dealing with oral presentation) outperformed the comparison group (dealing with the free discussion) significantly” (p. 222). This finding matches with what Fraioui (2016) and Shimo's (2011) studies found. They also investigated presentation as an activity and concluded that it improves English language students’ speaking skills significantly.

5. Conclusion and Recommendation

The current study investigated presentation and its effect on improving students’ speaking skills in a student-centered approach. An experiment was designed, and a course (Communicative English) became part of the experiment. The experiment consisted of pretest and posttest in order to evaluate students’ speaking skills before and after receiving the treatment. The control group as part of their course used group discussion, storytelling, and fishbowl activities. However, the experimental group in addition to the mentioned activities they also used presentation. The result of the pretest and posttest showed that students in both groups, control and experimental groups, improved their speaking skills. Nevertheless, the improvement in control group was not statistically important. However, students’ speaking skills in experimental group improved statistically important. The conclusion to draw here is that student-centered approach generally allows students to practice speaking skills and improve but there are activities that help students to improve their speaking skills better than others such as presentation in comparison to group discussion, storytelling, and fishbowl.

This conclusion might be justified by the fact that students prepare well when they are asked to deliver a presentation. Delivering a presentation leaves no space for students to be passive and they are forced to be ready in front of the whole class in terms of their language as well as the knowledge they are about to share. Therefore, teachers might take this finding into consideration when they attempt to help students improve their speaking skills. Based on the result of the study, it is recommended that teachers use presentation as an activity in their classrooms to

improve their students' speaking skills significantly and help them communicate successfully in English language. Moreover, curriculum designers can also include materials that make it possible for teachers to ask their students to deliver presentations. Nevertheless, this study was restricted to only third year students and one semester in an academic year. Therefore, future studies can broaden the scope as well as the time period to evaluate presentation on a wider range of participants and longer periods of time. Future study can evaluate presentation's effect on first- and second-year students, too, because we know that third year students are more competent in their process of learning the language. Therefore, we also need to know whether this is a good activity for students with low efficiency in English language.

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Appendix A

The Speaking Test (IELTS, 2019)

Part 1: Introduction and interview

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview]

- What is the weather usually like in your hometown?
- What's your favorite weather?
- Do you like the weather in your hometown?
- Do you like wet weather?
- Do you prefer wet or dry weather?
- Do you like hot and dry weather?
- What do you do in hot weather?

Part 2: Individual long turn

Candidate Task Card

Describe something you own which is very important to you. You should say:

where you got it from,

how long you have had it,

what you use it for,

and explain why it is important to you.

You will have to talk about the topic for 1 to 2 minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

Rounding off questions

- Is it valuable in terms of money?
- Would it be easy to replace?



Part 3: Two-way discussion Let's consider first of all how people's values have changed.

- What are the types of items that confer status upon individuals in your country?
- Have there been any significant changes since the time of your parents?

Lastly, it is time to discuss the function of advertising.

- Do you believe that advertising has an impact on consumers' purchasing decisions?

بەیرەوکردنی رێچکەى بەناوەندکردنی قوتابى لە فیربووندا لەرێگەى پێشکەشکردنى زارەکییەو بە کارامەیی قسەکردن

پوختە:

رێبازی سەنتەرى خوێندکار بە شیوەیەکی گەورە وەک رێبازی گرنج لە فیرکردن و فیربوونی زمانى ئینگلیزیدا بەکارهێنراوە. جێبەجێکردنی هەندیک چالاکیی لە کاتی بەکارهێنانى ئەم رێگایەدا بە هەنگاوێکی سەرەتایی گرنج دادەنرێت. ئەمەش لەلایەن چەندین لیکۆلەر لیکۆلینەوێ لەسەر کراوە. بەلام ژمارەیهکی کەم لە لیکۆلینەوێکان هەن سەبارەت بەوێ کە چۆن پێشکەشکردن وەک چالاکیەک دەتوانیت توانای قسەکردنی خوێندکار لە رێبازی سەنتەرى خوێندکاردا باشتەر بکات. بۆیە ئەم توێژینەوێ ئامانجی لیکۆلینەوێ بوو لە بەکارهێنانى پێشکەشکردن وەک چالاکیەک لە باشتەرکردنی توانای قسەکردنی خوێندکار لە رێبازی خوێندکار-سەنتەریدا. بۆ ئەم مەبەستە دیزاینیکی تاقیکاری بەکارهێنراوەک ئامرازیکى سەرەکی. کۆی گشتی ٤٨ خوێندکار لە بەشی ئینگلیزی لە کۆلیژی پەروەردە و زمان لە زانکۆی لوینانی فەرەنسى لە شاری هەولێر لە هەریمی کوردستان هەلبژێردران. دواى تەواوکردنی ، تاقیکردنەوێ کۆکردنەوێ داتا، ئەنجامەکانی پێش تاقیکردنەوێ و دواى تاقیکردنەوێ دەریانخست کە پێشکەوتنی توانای قسەکردنی خوێندکار بە شیوەیەکی باش بەرەوپێش چوو. سەرەپای ئەوێش، لە پرووی ئامارییەوێ باشتربوونی گروپی کۆنترۆل هیندەى گروپی تاقیکاری گرنج نەبوو کە ئەو گروپەیه کە خوێندکاران پێشکەشکردنیان وەک چالاکیەک جێبەجێ کردووە. لێرەوێ، پێشکەشکردن وەک چالاکیەک دەتوانرێت بە شیوەیەکی بەرچاو پەیرەو بکریت بۆ باشتەرکردنی توانای قسەکردنی خوێندکار.

تنفيذ التعلم المتمركز حول الطالب من خلال العرض التقديمي لمهارات التحدث

الملخص:

لقد تم استخدام النهج الذي يركز على الطالب بشكل كبير باعتباره نهجاً مهماً في تدريس وتعلم اللغة الإنجليزية. يعتبر تطبيق أنشطة معينة أثناء استخدام هذا النهج بمثابة خطوة أساسية. وقد تم التحقيق في هذا من خلال العديد من الدراسات. ومع ذلك، هناك عدد محدود من الدراسات حول كيف يمكن للعرض التقديمي كنشاط أن يحسن مهارة التحدث لدى الطالب في النهج الذي يركز على الطالب. ولذلك هدفت هذه الدراسة إلى التحقق من مدى تطبيق العرض كنشاط في تحسين مهارة التحدث لدى الطلاب في المنهج المتمركز حول الطالب. وفي هذا الصدد، تم استخدام التصميم التجريبي مع وجود الاختبار القبلي والاختبار البعدي كأدوات رئيسية. وتم اختيار 48 طالباً من قسم اللغة الإنجليزية في كلية التربية واللغات في الجامعة اللبنانية الفرنسية في أربيل، إقليم كردستان. وبعد الانتهاء من عملية جمع البيانات، تم استخدام اختبار t للعينة المقترنة لتحليل البيانات. أظهرت نتائج الاختبار القبلي والاختبار البعدي أن التقدم في مهارة التحدث لدى الطلاب كان ملحوظاً للغاية. ومع ذلك، من الناحية الإحصائية، لم يكن التحسن في المجموعة الضابطة بنفس أهمية المجموعة التجريبية، وهي المجموعة التي نفذ فيها الطلاب العرض التقديمي كنشاط. وبالتالي، يمكن متابعة العرض التقديمي كنشاط بشكل كبير لتحسين مهارة التحدث لدى الطالب.