

Factors Enhancing Learner-centered Teaching in Saudi EFL Classroom

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Abstract

The EFL literature in Saudi Arabia abounds in a wealth of research that examines different aspects of English language teaching (ELT), including, among other things, the evaluation of the syllabus (e.g. Al-Mohanna, 2010; Abdallah, 2007; Al-Hazmi, 2006), the diagnosis of learning problems (e.g. Khan, 2011; Ahmad, 2011) and the investigation of students and teachers' attitude towards a variety of classroom concerns (e.g. Nofaie, 2010). The annual KSAALT conferences have tremendously enriched the Saudi EFL research database by opening up new research directions that advocate learner empowerment as evidenced by the conferences' themes and sub-themes. Other things being equal, conference participants addressed such educational issues as autonomous learning, web-enhanced learning, learners' self-confidence, learning strategies, learner identity, etc. These research trends can be argued to emanate from and run parallel to learner-centered teaching that basically intends to make the students play an active role in the classroom. Although this approach to teaching stems from educational theories developed during the first part of the twentieth century such Vygotsky's constructivist theory, it has recently received strong support from the integration of the information and communication technology (ICT) in the classroom. Bearing these developments in mind, this presentation will attempt to explore three factors that are particularly assumed to enhance learner-centered teaching and, thus, learners' performance in the Saudi EFL classroom: ICT-oriented teaching, scaffolded teaching and the integration of learners' L₁ in the classroom.

About the presenter

El-Sadig Ezza teaches at Majma'ah University on secondment basis from the University of Khartoum, Sudan. He is also a member of editorial board of Majma'ah University Journal of Humanities and Administrative Sciences. He has recently become a member of KSSALT (not yet confirmed officillay).