THE EFFECT OF USING LEARNER-CENTERED APPROACH (LCA) ON IMPROVING SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE:
A CASE STUDY OF SOME SECONDARY SCHOOLS IN KHARTOUM LOCALITY

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ABSTRACT: *This paper investigates the effect of using learner-centered approach (LCA) on improving secondary school students' performance in English Language at some schools in Khartoum Locality. The objectives of this study are to analyze, identify and assess this method of teaching. The writer uses two questionnaires addressed to students at secondary schools in Khartoum Locality (150 male and female students) and (50 teachers of English language .The data was statistically analyzed by the SPSS program. The findings of the study indicate that teachers agree that classroom activities lead to a growth in self-awareness and in understanding of others. Furthermore, they hold positive attitude towards implementing group work which encourages students to participate effectively. The overall trend is that both students and teachers generally feel positive about student-centered learning. The study provides some recommendations to tackle the problems of implementing this method. These are concerned with training teachers to implement this approach and to deal with the problems that may arise.*

KEYWORDS: learner-centered, pair work, participation

INTRODUCTION

This study illustrates the wide use of Learner-centered approach (LCA) in teaching and learning, and the terms have been associated with it. For example, Taylor (2000) described it as flexible learning, and according to Burnard (1999), it is an experimental learning. It describes the shift in power from the expert teacher to the student learner, driven by a need for a change in the traditional environment. L.C.A. allows students to actively participate in discovery learning processes from an autonomous viewpoint. Students consume the entire class time constructing a new understanding of the material being learned without being passive, but rather proactive. A variety of hands-on activities are administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a student-centered classroom. With the use

of valuable learning skills, students are capable of achieving life-long learning goals, which can further enhance student motivation in the classroom.

L.C.A. gives students the opportunity to gauge their learning. Therefore, learning becomes an incentive. Because learning can be seen as a form of personal growth, students are encouraged to utilize self-regulation practices in order to reflect on his or her work. For that reason, learning can also be constructive in the sense that the student is in full control of his or her learning. Such emphasis on learning has enabled students to take a self-directed alternative to learning. In the teacher-centered classroom, teachers are the primary source for knowledge. Therefore, the focus of learning is to gain information as it is proctored to the student. Also, rote learning or memorization of teacher notes or lectures was the norm a few decades ago. On the other hand, student-centered classrooms are now the norm where active learning is strongly encouraged. Students are now researching material pertinent to the success of their academia and knowledge production is seen as a standard because of their effective and vital roles both for teachers and learners as well as syllabus designers who are interested in educational process.

Questions of the Study

This study addresses the following questions:

1-What is the effect of applying (LCA) on the performance of secondary school students in English language?

2-Why there should be a shift from teacher-centered to student-centered classroom?

3-What attitude do English language teachers, supervisors and school administrators hold about adopting group work in classes?

4- What are the problems that might hinder teachers from applying (LCA)?

Significance of the Study:

The importance of this study stems from the fact that it investigates the attitudes of English language teachers towards the use of the learner-centered approach in enhancing English language teaching. It also comes from understanding the role that this approach can really play in developing the educational process in general and improving English language teaching in particular. This research will be of great use to those who are involved in educational process.

It will benefit the teachers, as it suggests ideas which can help them to facilitate and enhance their teaching performance in classrooms and to provide some new ideas about modern teaching methods. It will help syllabus designers to think about the ideas to pick what is useful and design activities in their textbooks to suit this method of teaching. Moreover, language supervisors need to make some efforts and to follow up

the application of the learner-centered approach inside the classroom. They have to remind and encourage teachers about the importance of this approach.

Peer Work:

Tell me and I forget. Show me and I remember. Involve me and I understand. (Chinese proverb)

Doyle (2008:107) mentions that the teacher's job is to help students develop the basic skills and confidence to teach their peers. Although students have watched teachers for thousands of hours, they have little familiarity with the planning and delivery processes of teaching. If teaching others is to be a meaningful learning experience, teachers must do an effective job of teaching their students how to teach.

When teachers ask their students to teach, they set them in a learning situation that requires doing the teaching thoroughly and understands the knowledge or skill set being taught. As students teach one another, they promote deep learning. Moreover, allowing students to teach each other is that they try to study well and consider all the assigned or chosen topic. Doyle (2008:108) believes that having students teach encourages independent learning and the willingness, ability, and confidence to accept increased responsibility for their own learning.

Doyle (2008:108) observes that having students teach one another is that the students will gain an increased appreciation of the effort and skills required for effective teaching. They will have to confront issues such as how to get students participate in learning and what examples, stories, or analogies will best connect their topic to the background of their peers. Students should prepare the topic they are asked to teach well to help them learn. Finally, when students teach their peers, it will have a positive effect of improving their public speaking skills. They will be obliged to communicate the material to their peers in a clear, concise, and meaningful manner. Students will be in front of their peers in a public environment that motivates the kind of professional setting many of them will experience in their future professions. Communication is one of the most important career and lifelong learning skills for our students to develop. Peer correction is another possibility how to correct mistakes in pair work If students can get used to correcting each other in a positive way, this can be very helpful during pair and group work If the students aren't sure what is correct, they can make a note of their difficulty, carry on with the exercise, and ask the teacher later. There is a question what happens if the partner doesn't notice a mistake and the students continue with their work. I agree with Edge(1989:42) when he claims that at this stage of learning, it is much more important that the students get lots of practice in the language than that everything is absolutely correct.

According to Edge (1989:43) in fluency activities, no need for the learners to interrupt each other. They should concentrate on what their partner is saying. Occasionally, however, it is useful to have someone concentrating on how things are said. In addition to the teacher walking round the class and making notes, it is possible to turn some of the students into observers.

The researcher couldn't agree with Doyle more that when students stand in front of their peers to teach and present their assignments, they will gain confidence, motivation to participate effectively and have a great and considerable improvement in their speaking skills. This will give them an opportunity to deepen their understanding and help prepare them for delivering the lesson.

Benefits of Pair Work:

Watcyn-Jones (2002:9) indicates that teachers have to explain the advantages of pair work to students and encourage them to take full advantages by participating as much as they can and use English all the time. When students participate effectively, this will lead to more fluency and students will feel more confident. The researcher is in agreement with Harmer's view (1995:206) when he shows that pair work seems to be a good idea because it immediately increases the amount of student practice. Harmer (1995:206) uses an example of imaginary class of forty students. Similar example was also mentioned by Lewis and Hill. If we have forty students in class we can immediately see that at any one time (in an oral pair work exercise) twenty students are talking instead of one. Pair work allows the students to use language (depending of course on the task set by the teacher) and also encourages student co-operation which is itself important for the atmosphere of the class and for the motivation it gives to learning with others.

The researcher believes that there are some obvious advantages of using pair work. First, in large classes it gives more time and opportunity for students to participate. This might lead to cooperative learning as they can learn from each other. Using pair work allows student to learn from each other by seeing and doing. Finally, pair work gives students a degree of privacy and allows them to try things out that they might not attempt in the more public forum of a class discussion or a teacher-fronted activity. When students speak with a partner only one other person can hear their mistakes (and, of course, the teacher can hear them if he or she is monitoring). This help gives shy and reserved students more confidence in their ability to use the language.

According to Watcyn-Jones (2002:9) the advantages of pair work are summarized in the points below:

•Pair work gives everyone a chance to speak in non-threatening environment, i.e. with a fellow-student rather than in front of the teacher and the whole class. Students will learn from one another in a natural way that approximates more to the world outside and gets away from someone of the constraints of the classroom. •Pair-work activities are students-centered rather than teacher centered. Once an activity has been explained (and perhaps demonstrated), the students work independently of the teacher and at their own pace. This means the students really have an opportunity to see how well they can communicate in English. Byrne (1989:31) adds that. "It teaches them how to lead and be led by someone other than the teacher."

•The language produced during pair work is generally more natural and authentic than in teacher-led sessions. It is also more personalized and, subsequently, more

memorable for the students. Byrne (1989:31) says that students can face and talk directly to one another, so it is much closer to the way we use language outside the classroom.

•Pair work activities encourage co-operation between students since, in order to complete a task successfully, they have to work together and help create a very positive learning atmosphere in class – one where they genuinely want to work with others. It also normally leads to students being less afraid of making mistakes. In addition, most students grow in confidence as they discover that they can complete a task successfully without constant help from the teacher.

•Many pair work activities (especially of the ice-breaker type) lead to greater personalization and students begin to express their own personalities in a more natural and less inhibited way. This again contributes to creating a better learning atmosphere in class plus a positive group feeling. Byrne (1989:31) adds that pair work allows students to mix with everyone in group.

•Many pair work activities are a lot more fun to do than more traditional exercises Students who enjoy what they are doing are more likely to learn than those who find the work boring.

•Pair work is dynamic and active. Learning cannot really take place unless the students are actively involved in the process. Pair work keeps them active which increases their ability and desire to learn. Byrne (1989:31) believes that pair work provides some variety during the lesson.

•Finally, PW Watcyn-Jones (2002:9) states that pair work gives teachers a break from being the center of attention, from having to 'perform', be dynamic, interesting, and so on. Instead, the teacher can stand back, listen more actively and think up strategies for helping the students increase their knowledge and confidence.

•It allows you to monitor, move around the class and really listen to the language they are producing. It takes the spotlight off you and puts it onto the students. •Byrne (1989:31 notes that pair work gives students a sense of achievement when reaching a team goal.

•It allows you to monitor, move around the class and really listen to the language they are producing.

Previous Related Studies:

Scientific research in the field of human sciences is a continuous series of continuous studies to complement each other and allow for subsequent research. In this part, the researcher deals with some previous studies that have been obtained and are related to the subject of the study, indicating differences between them and this study. These include:

A study conducted by Dr. Khayrazad Kari Jabbour (2013) from Lebanese university, in the study he explained that the typical Lebanese classroom is teacher centered, whereby the teacher is respected and is considered to be the bearer of all information. The title of the study is "Issues that Restrain Teachers from Adapting Student-centered Instruction in Lebanese School". He states that student-centered teaching methods are not in the Lebanese teacher expectations and the usual teacher-student relationships in that learner are not expected to assume responsibility for their educational development by taking a center-stage role in their own learning process. H aims to highlight the issues that prevent teachers from adopting a student-centered teaching method. In his research study, the following research questions and hypothesis were addressed:

Guiding Research Question:

What are the self-reported teachers' perceptions on the factors that inhibit teachers from adopting a student-centered teaching approach?

Hypothesis:

There is relationship between not adopting a student-centered teaching approach and:

School Facilities and Resources

Inadequate library resources

Inadequate lab equipment

Inadequate technology resources

Class Size

Standard Curriculum and Standard Tests

School Leadership

V. Staff Professional Development

The instrument in this study was a paper survey that was used to gather data from 100 teachers from 10 schools ranging from middle to secondary schools selected from various areas in Lebanon. Participants completed a 10 minute surveys. The schools chosen for this study were located in urban areas with diverse populations, representing an array of ethnicities and socioeconomic levels. The teachers from all schools were treated as a single group; therefore no distinction was made among the schools. This study was conducted in a manner that protected the confidentiality of the participants. The instrument used in this study was a questionnaire administered in paper and pencil form. Survey items were developed based on an extensive literature review as well as querying participants using an exploratory questionnaire. The study gathered quantitative data to answer the research questions. The survey results were compared

and tested in order to evaluate the reason for not adapting student centered instruction in the Lebanese schools. The survey results confirmed that lack of professional development training is a factor that inhibiting teachers from adopting a student-centered teaching approach.

 The study concluded that the traditional Lebanese classroom is teacher centered; where learners are passive participants, with the teacher laying down the path of learning for them. This study described an investigation of factors that hinder teachers' opportunity to use learner-centered teaching approach. The findings from the study are: First, several of these factors are linked to School Facilities and Resources include lack of basic school facilities such as electricity, Labs, Library. Second, lack of school resources to support learning such as technology equipment including (computers, LCDs, internet….).Third, the overcrowded classrooms lead to high pupil to teacher ratio minimizes possibilities of individual attention to the pupils. Fourth, the heavy standard curriculum and schedule that the teacher should follow within short time in order to meet the standard examinations. Fifth, School policy and the unsupportive school principal. Finally: lack of staff professional development. Due to these issues, schools in Lebanon require the adaptation of traditional lecture approach of education, through which physical, human and financial resources can be controlled, also helps to control resources and on the other end requires limited human expertise and time. The researcher agrees with some points and disagrees with the others. For example, one of the study conclusions is that lack of staff professional development hinders applying student-centered reaching. The researcher agrees that it is important to train the staff and at the same time lack of training is not a reason to move to lecturing classes. As for the lack of school resources which support learning such as technology equipment including (computers, LCDs, internet….), the research believes that teachers can tackle this problem by using books and sheets contain activities suit group work. The study states that overcrowded classroom inhibits implementing LCA. On the contrary, the researcher thinks it helps teachers can break down their classrooms into smaller and easily managed groups.

Amy L. Verst (2010) sought in a study to answer the following questions: do learner-centered teaching practices, as defined by Weimer (2002), capture the teaching-learning behaviors of outstanding teachers as identified by students? In addition, do the teaching-learning behaviors of outstanding faculty vary by academic unit? These are unexplored questions in the literature on learner-centered teaching. The title of the study is "Outstanding Teachers and Learner-Centered Teaching Practices at a Private Liberal Arts Institution". The questions that guide this study are:

1. To what extent are Weimer's (2002) learner-centered changes to teaching practice typically used by individuals who have been identified by students to be outstanding teachers?

2. To what extent do Weimer's (2002) learner-centered changes to teaching practice apply across academic units?

3. What beliefs about teaching and learning, about professors and students are prevalent in the interview responses of those identified by students as outstanding teachers?

Research findings are bifurcated between learner-centered teaching practices and time honored, traditional, teacher-centered teaching practices. Furthermore, the thrust to implement learner-centered teaching practice changes may place added pressure on the professors which is struggling to meet the current role responsibilities of teaching, scholarship as well as manage the increasing variables caused by the demands of increased enrollments, diverse students' bodies, varied learning styles, and advances in educational technology. However, without investigating what teaching methods are being used in the post-secondary classes by outstanding teachers, such an educational change may overlook the possibility that other, more traditional teaching practices continue to result in positive learning outcomes. The purpose of this study was to investigate the teaching behaviors; instructional methods; professors' views of teaching and learning and students; and beliefs about learner-centered teaching practices as defined by Weimer (2002). In addition, this study explored the influence of pressures that professors face in and out of the classroom as well as the phenomenon of academic capitalism. The researcher could not agree more with the findings of the study. However. There was no bias to one of the two methods the student-centered or the teacher-centered.

THE METHODOLOGY

The aim of the study is to diagnose and analyze the problems of applying learner-centered approach at secondary schools. In this research, the researcher is trying to reveal the attitudes of students and teachers towards group work through a questionnaire. Teachers' questionnaire will be distributed to fifty secondary school teachers of English language, and teachers' interview will be distributed to ten expert teachers. Students' questionnaire will be distributed to 151 students, who are learning English language at secondary schools in Khartoum Locality.

In this research, the researcher uses the descriptive analytical method through applying questionnaire in order to describe the situation and analyze it from the point of view of the teachers and students. Eventually, recommendations based on the findings will be made.

Table (1)

No.	Statements	Strongly agree	Agree	not sure	disagree	Strongly disagree
1-	Classroom activities lead to a growth in self-awareness and in the understanding of others.					
2-	The teacher needs to exert less effort in group work classes.					
3-	Rotating group leaders encourages all students to participate effectively.					
4-	Good lessons preparation is an essential element in the learning process.					
5-	Competition makes students enthusiastic for group work.					
6-	Making groups requires longer time to prepare.					
7-	In group work, it is easy to distribute roles.					
8-	Working together helps students feel psychologically comfortable and secure.					
9-	Group work always makes assessment realistic.					
10-	Active learners dominate the task in group work.					
11-	Working in groups doesn't affect class discipline.					
12-	Group work allows teachers to monitor, move around the class and really listen to the language they are producing.					

Table (2): The frequency distribution of teachers' attitude towards the effect of applying group and pair work on improving Secondary School Students' Performance in English Language:

Statement		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree	Total
Classroom activities lead to a growth in self-awareness and in the understanding of others.	Count	33	17	0	0	0	**50**
	Percentage	66.0%	34.0%	0.0%	0.0%	0.0%	**100.0%**
The teacher needs to exert less effort in group work classes.	Count	2	11	1	17	19	**50**
	Percentage	4.0%	22.0%	2.0%	34.0%	38.0%	**100.0%**
Rotating group leaders encourages all students to participate effectively.	Count	40	9	0	1	0	**50**
	Percentage	80.0%	18.0%	0.0%	2.0%	0.0%	**100.0%**
Good lessons preparation is an essential element in the learning process.	Count	44	6	0	0	0	**50**
	Percentage	88.0%	12.0%	0.0%	0.0%	0.0%	**100.0%**
Competition makes students enthusiastic for group work.	Count	38	12	0	0	0	**50**
	Percentage	76.0%	24.0%	0.0%	0.0%	0.0%	**100.0%**
Making groups requires longer time to prepare.	Count	2	10	3	28	7	**50**
	Percentage	4.0%	20.0%	6.0%	56.0%	14.0%	**100.0%**
In group work, it is easy to distribute roles.	Count	15	35	0	0	0	**50**
	Percentage	30.0%	70.0%	0.0%	0.0%	0.0%	**100.0%**
Working together helps students feel psychologically comfortable and secure.	Count	46	3	1	0	0	**50**
	Percentage	92.0%	6.0%	2.0%	0.0%	0.0%	**100.0%**
Group work always makes assessment realistic.	Count	3	36	8	1	2	**50**
	Percentage	6.0%	72.0%	16.0%	2.0%	4.0%	**100.0%**
Active learners dominate the task in group work.	Count	2	4	5	6	33	**50**
	Percentage	4.0%	8.0%	10.0%	12.0%	66.0%	**100.0%**
Working in groups doesn't affect class discipline.	Count	16	27	1	3	3	**50**
	Percentage	32.0%	54.0%	2.0%	6.0%	6.0%	**100.0%**
Group work allows teachers to monitor, move around the class and really listen to the language they are producing.	Count	32	15	3	0	0	**50**
	Percentage	64.0%	30.0%	6.0%	0.0%	0.0%	**100.0%**

Table (2) shows that, all (100%) of participants agree or strongly agree that classroom activities lead to a growth in self-awareness and in the understanding of others, good lessons preparation is an essential element in the learning process, competition makes students enthusiastic for group work, and in group work, it is easy to distribute roles, since the majority of participants agree or strongly agree that rotating group leaders

encourages all students to participate effectively (98%), working together help students feel psychologically comfortable and secure (98%) and it doesn't affect class discipline (86%), and group work allows teachers to monitor, move around the class and really listen to the language they are producing (94%), while most of them disagree or strongly disagree that the teacher needs to exert less effort in group work classes (72%), making groups requires longer time to prepare (70%) or active learners dominate the task in group work (78%).

Table (3): Means, standard deviations and Chi-square test for of teachers' attitude towards the effect of applying group and pair work:

Statement	Mean	S.D.	Decision	Chi-square test		Significance
				D.F.	P- value	
Classroom activities lead to a growth in self-awareness and in the understanding of others.	1.34	0.479	Strongly agree	1	0.024	Sig.
The teacher needs to exert less effort in group work classes.	3.80	1.278	Disagree	4	0.000	Sig.
Rotating group leaders encourages all students to participate effectively.	1.24	0.555	Strongly agree	2	0.000	Sig.
Good lessons preparation is an essential element in the learning process.	1.12	0.328	Strongly agree	1	0.000	Sig.
Competition makes students enthusiastic for group work.	1.24	0.431	Strongly agree	1	0.000	Sig.
Making groups requires longer time to prepare.	3.56	1.091	Disagree	4	0.000	Sig.
In group work, it is easy to distribute roles.	1.70	0.463	Strongly agree	1	0.005	Sig.
Working together help students feel psychologically comfortable and secure.	1.10	0.364	Strongly agree	2	0.000	Sig.
Group work always makes assessment realistic.	2.26	0.777	Agree	4	0.000	Sig.
Active learners dominate the task in group work.	4.28	1.179	Disagree	4	0.000	Sig.
Working in groups doesn't affect class discipline.	2.00	1.069	Agree	4	0.000	Sig.
Group work allows teachers to monitor, move around the class and really listen to the language they are producing.	1.42	0.609	Strongly agree	2	0.000	Sig.

Notes from table (3) above the teachers strongly agree that classroom activities lead to a growth in self-awareness and in the understanding of others, rotating group leaders encourages all students to participate effectively, good lessons preparation is an essential element in the learning process, competition makes students enthusiastic for group work, and in group work, it is easy to distribute roles, it helps students feel

psychologically comfortable and secure and allows teachers to monitor, move around the class and really listen to the language they are producing, while they agree that group work always makes assessment realistic and doesn't affect class discipline, whereas they disagree that teacher needs to exert less effort in group work classes, making groups requires longer time to prepare, and active learners dominate the task in group work.

All standard deviations (S.D) were about (1) which indicate the homogeneity of participants' attitudes towards all statements, the probability values (P-values) for all statements are less than 0.05, indicating statistical significance of the effect of applying group and pair work on improving Secondary School Students' Performance in English Language.

The results of this study revealed that all of the teachers agreed that classroom activities lead to a growth in self-awareness and in the understanding of others. In addition to that, they agree that good lessons preparation is an essential element in the learning process. In contrast, 72% of the teachers disagree that they need to exert less effort in group work classes. It can be understood that almost all of the teachers agreed that rotating group leaders encourages all students to participate effectively. The results showed that competition makes students enthusiastic for group work. About 70% of the respondents disagreed that making groups requires longer time to prepare. The results also showed that 100 % of the respondents agreed that it is easy to distribute roles in group work. A great number of the respondents, about 98% agreed that working together helps students feel psychologically comfortable and secure, whereas 88% of the respondents disagreed that active learners dominate the task in group work. As for the teachers and their role in monitoring, moving around the class and really listening to the language the students are producing, it was 98% of them who agreed.

Through the study, the researcher has come out with the following conclusions:
The findings agrees with literature review about working together when Watcyn-Jones (2002:9) states that the advantages of pair work are summarized in the points below:
•Pair work gives everyone a chance to speak in non-threatening environment.
•Pair-work activities are students-centered rather than teacher centered. the teacher."
 •The language produced during pair work is generally more natural and authentic than in teacher-led sessions.
•Pair work activities encourage co-operation between students since, in order to complete a task successfully, they have to work together and help create a very positive learning atmosphere in class
•Many pair work activities are a lot more fun to do than more traditional exercises.
•Pair work is dynamic and active. Learning cannot really take place unless the students are actively involved in the process.
•Finally, PW Watcyn-Jones (2002:9) states that pair work gives teachers a break from being the center of attention, from having to 'perform', be dynamic, interesting, and so on. Instead, the teacher can stand back, listen more actively and think up strategies for helping the students increase their knowledge and confidence.
•It allows you to monitor, move around the class and really listen to the language they are producing.

The Findings of the Study:

This study tried to investigate the effect of using learner-centered approach (LCA) on improving secondary school students' performance in English Language at secondary schools and universities in Sudan

In investigating the problem of the research, the following questions were raised:

1-What is the effect of applying (LCA) on the performance of secondary school students in English language?

2-Why there should be a shift from teacher-centered to student-centered classroom?

3-What attitude do English language teachers, supervisors and school administrators hold about adopting group work in classes?

4- What are the problems that might hinder teachers from applying (LCA)?

In searching for answers to the above questions the following hypotheses have been made:

A- Using (LCA) improves the students' performance greatly.

B- (LCA) can contribute in developing the school environment, reinforcing the students' performance.

C- English language teachers, headmasters and supervisors in Sudan do not hold positive attitudes towards the student-centered learning approach.

D- Big classes, lack of teachers' training and the type of curriculum might obstruct the implementation of applying LCA.

The above hypotheses have been verified in terms of the following findings:

1-   Teachers agree that classroom activities lead to a growth in self-awareness and in the understanding of others.

2- Teachers hold positive attitude towards rotating group leaders which encourages all students to participate effectively.

3- Teachers believe that competition makes students enthusiastic for group work.

4- Teachers agree that working together helps students feel psychologically comfortable and secure..

5- The overall trend is that both, students and teachers generally feel positive about student-centered learning. However, there are certain areas where more research is needed with respect to gauging students' attitudes about the social aspects of group work.

 Recommendations:

Based on the research conclusions, the researcher finds it important to recommend the following:

1- This study focused on some schools in Khartoum Locality, further studies for future research could have more schools from Khartoum State to have a large number of subjects.

2- The study concerns secondary school students, further research should be concerned with students at primary schools, too.

3- Teachers have to encourage students to work in groups and pairs by making competitions between the groups.

4- Government of the Sudan should train teachers to implement this approach and to deal with the problems that may arise.

Problems are such as:

How to deal with crowded classrooms in terms of keeping track of all the students.

Having the students talk softly and still hearing one another.

Being near from all the students to overhear them while walking around.

Dealing with small classrooms by avoiding being part of the groups as students in small classes try to be teacher-dependent.

How to deal with mixed-ability classes by changing the seating plan every now and then so that factors can share ideas. Moreover, when and how to switching from a method to another to meet different personalities, different ages, and different learning styles.

Suggestions for Further Studies:

According to the research conclusions, researchers in the future should select a larger population and sample size in order to get accurate findings. Further studies on the same topic should explore more factors that could make the implementation of the L.C.A. an important issue so as to obtain a more comprehensive understanding of its effect on improving English Language performance at the secondary schools in Sudan. Moreover, researchers are required to conduct more studies on gauging students' attitudes about the social aspects of group work. For further studies, other factors which have not been covered in this study can be identified to see how they lead to the improvement of the students' performance.

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