

ABSTRACT

I.D. No.: 5819510

Key Words: BELIEFS, TEACHER-CENTERED APPROACH, LEARNER-CENTERED APPROACH, ENGLISH AS A FOREIGN LANGUAGE, SECONDARY SCHOOL.

Name: XIANGQIN BAI

Thesis Title: 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

Thesis Advisor: DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

The aim of this study was to determine what were Grade 12 EFL teachers', and the Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in order to identify whether there was a significant difference between them, this study was conducted at one governmental senior secondary school in Shaan'xi Province, China. The study focused on 23 Grade 12 EFL teachers, 48 Grade 12 EFL intermediate-level students and 87 Grade 12 EFL advanced-level students of the second semester of academic year 2016-2017 from one governmental senior secondary school in Shaan'xi Province in China. The researcher used descriptive and inferential statistics to analyze the data. Among other things, the research findings presented here showed that teachers hold positive beliefs towards both teacher-centered approach and learner-centered approach as well as that; both intermediate-level students and advanced-level students hold

neutral beliefs towards teacher-centered approach and learner-centered approach, and positive beliefs towards teacher-centered approach and learner-centered approach. The results of the study also showed that there was a significant difference between Grade 12 teachers' beliefs and Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in EFL class at the target school in Shaan'xi Province, China, whereas there was no significant difference between Grade 12 EFL intermediate-level and advanced-level students' beliefs towards both teacher-centered approach and learner-centered approach in EFL. Based on these findings, the researchers gave some suggestions to students, teachers and future researchers.



Field of Study: Curriculum and Instruction

Student's signature.....

Graduate School of Human Sciences

Advisor's signature.....

Academic Year 2016