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THE IMPACTS OF HIDDEN CURRICULUM ON STUDENTS' AND TEACHERS' ATTITUDES TOWARDS STUDENT-CENTERED LEARNING IN THE ENGLISH LANGUAGE DEGREE COURSE: A STUDY AT THE UNIVERSITY OF MEDEA

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in English (Linguistics)

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Academic Year: 2020/2021

DECLARATION

We, hereby, declare that this dissertation, entitled "The Impacts of Hidden Curriculum on Students' and Teachers' attitudes towards Student-Centered Learning in the English Language Degree Course: A Study at University of Medea"has been undertaken by us for the requirements for a master'sdegree in English (Linguistics) under the supervision of Dr. AsmaMelouah. We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the references list.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Signed: Meriem Bouzerai and Yasmine Cherai

Date: 12/7/2021

Dedication

To the candles of my life to my everything

To my beloved parents,

whose love always strengthens my will, to the ones who raised me to be the person I am today.

To the flowers of my life, to my magnificent role models,

To my dear sisters and my wonderful nephews.

You have always been a source of inspiration and everything beautiful in my life and for that I am truly thankful.

To my beloved ones who have made this journey worth walking…

To all with warm regards,

Yasmine

Dedication

« Success does not lie in results but in efforts »

I dedicate this work.

To my source of inspiration, love, and guidance, My Father.

To my source of light, wisdom, and patience, My Mother

Special thanks to my family members. My beloved Sisters and brothers

For their endless support, advice, and encouragement

With grateful thanks to the research' participants, for sharing their knowledge in helping in accomplishing this work

To all close friends…

To readers

Meriem

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All the praise goes to Allah for His generous blessings, without which we would not have completed this work.

Furthermore, greetings and praying may always be conveyed to our prophet Muhammad who has guided mankind to the world of knowledge and wisdom.

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We owe our deep appreciation to our family, friends and beloved ones.

ABSTRACT

Student-Centered Learning (henceforth SCL) contributes in rising high quality education by shifting focus from traditional methods to new approaches. The school curriculum in general and the hidden curriculum in particular is one of the main important aspects of today's education, as it plays a central role in any educational system and it influences the establishment of any educational approach. This type of curriculum has emerged to raise the issue of some learned principles, norms, and values that are not part of the official curriculum, in a way that teachers' and students' methods and strategies in dealing with it are still vague and need to be clarified. For this reason, this study is conducted to reveal the attitudes, and perceptions of both poles of education, teachers and students, towards the student-centered approach and the impact of the hidden curriculum in implementing this method. A qualitative research method was used in the current study by adopting the grounded theory in the research process. Therefore, an online structured interview was conducted with teachers and students of English in the Department of Foreign Languages at the University of Medea. The results of the study revealed that for a successful implementation of Student-Centered Learning, a good understanding and acceptability is to be developed in students' minds in order to be able to change their traditionally passive mindsets towards an active learning orientation, and for teachers to develop a democratic temperament facilitating in redesigning their teaching and methodological skills through the use of the hidden curriculum. The result of data analysis concludes that there is a significant effect of hidden curriculum on the Student-Centered Learning approach, without which the Student-Centered Learning approach cannot be well established, since student-centered learning calls for individuals to be independent and the hidden curriculum has an immense influence on students' character building. This study resulted in acknowledging the importance of the hidden curriculum, and the significance of its impacts on implementing the student-centered approach and improving students' autonomy.

Keywords: Student-Centered Learning, hidden curriculum, attitudes, teaching & learning, EFL.

ملخص

تساهم منهجية التعليم المتمحور حول الطالب في تطوير التعليم وهذا من خلال التحول من أساليب التعليم التقليدية الى مناهج جديدة. ان المناهج الدراسية بشكل عام, والمناهج الدراسية الخفية على وجه الخصوص هي أحد جوانب التعليم الرئيسية, لأنها تلعب دورا مهما في أي نظام تعليمي, كما أن لها تأثير في تنفيذ أي منهج تعليمي. تبنى هذه الدراسة على منهجية التعليم المتمحور حول الطالب و هذا من أجل اثبات ما هو مطروح للسؤال.

ظهر هذا النوع من المناهج للإشارة الى بعض المبادئ والقيم التي يتلقاها الطلاب والتي لا تعتبر جزءا من المناهج الرسمية, بطريقة لا تزال أساليب واستراتيجيات الأساتذة والطلاب في التعامل معه مبهمة وتحتاج الى توضيح.

ولهذا, قد أجريت هذه الدراسة للكشف عن مواقف وأفكار كم من قطبي التعليم والمتمثلان في الأساتذة والطلاب اتجاه منهجية التعليم المتمحور حول الطالب, وتأثير المنهج الخفي في تطبيق المنهجية الأخيرة. حيث تهدف أيضا الى الكشف عن العقبات والتحديات التي يواجهها اليوم كل من الأستاذ والطالب.

من أجل هذا, تم اجراء مقابلة منظمة عبر الأنترنيت مع ثلة من أساتذة وطلاب اللغة الانجليزية,وهذا باستلامهم لاستبيان من أجل جمع البيانات اللازمة للإجابة عن أسئلة البحث. أظهرت النتائج الأخيرة أنه من أجل التطبيق الناجح لمنهجية التعلم المتمحور حول الطالب, يجب تطوير الفهم الجيد في أذهان الطلاب حول هذه المنهجية, والاتجاه الى تغيير عقلياتهم السلبية التقليدية نحو توجيه تعليمي نشط. وتطوير الأساتذة لمزاج ديمقراطي يسهل في اعادة بناء مهاراتهم التدريسية والمنهجية من بالاعتماد على المنهج الخفي. أظهرت نتيجة تحليل البيانات وجود تأثير كبير للمنهج الخفي على منهجية التعلم المتمحور حول الطالب, ولا يمكن لهذه المنهجية أن تطبق جيدا لولا المنهج الخفي, لأن منهجية التعلم المتمحور حول الطالب تدعو الى استقلالية الأفراد, في حين للمنهج الخفي تأثير قوي في بناء شخصية الطلاب. توصلت هذه الدراسة في الأخير الى الاعتراف بأهمية المنهج الخفي وأثره في تحسين منهجية التعلم المتمحور حول الطالب واستقلالية الطالب.

الكلمات المفتاحية : المنهج المتمحور حول الطالب ، المنهج الخفي ، المواقف ، التعلم والتدريس ، اللغة الإنجليزية كلغة أجنبية

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LIST OF ABBREVIATIONS

CBA: Competency-Based Approach

HC: Hidden Curriculum.

LMD: License, Master, Doctorate

SCL: Student-Centered Learning.

ST: Students' Attitude

TA: Teachers' Attitude

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

1. Background of the Study

The twenty first century, the era of creativity, challenges, wisdom, and global awareness; seeks to provide the world with new version of education that is no longer focusing on information delivery but on knowledge generation. It is really important to note that in the current century teaching and learning are not 'one size that fits all' approach, this era has become more about developing skills than just absorbing information, and what becomes increasingly clear in education is that the more complex the world becomes, the more creative and active we need to be to meet its challenges.

Education empowers individuals and nations to become impact makers by carefully planting knowledge, ability, skill and attitude that will help fully engage themselves in the process of learning and teaching. The latter is the most important activity for students and teachers in the school as it helps learners develop their cognitive as well as behavioral skills by serving as a backbone in the nations' developmental process. Today twenty first century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice the century's skills, creativity, critical thinking, communication, and collaboration. These four themes should be included in all curriculum mapping and strategic planning and they should be part of every lesson because teachers and students are going to deal with challenges that didnot exist in the past years. Education is a life long journey full of barriers and obstacles for that reason; it requires a strong supportive underpinning which is the Curriculum. The curriculum is one of the most crucial components

of an educational system. It is one of the tools to achieve educational goals and at the same time as a guide in the implementation of teaching at all types and levels of education.

The curriculum in simple words is the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program, this academic paper is planned, organized, and designed by the government or the educational institution which intends to develop student's physical and mental competencies. A brief answer is hard to give as curriculum can be both written and unwritten. Actually, it is what the school intends to teach, that might include social behaviors and content and thinking skills. It is a course of study that makes learners acquire specific knowledge and skills since it is regarded as a 'roadmap' or 'guideline' of any given discipline. Both educators' philosophy of teaching as well as of the educational institution play as two of the principles upon which a curriculum is based. Many instructors deemed the curriculum as the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course.

The curriculum is actually divided into two types, the formal curriculum (explicit), which consists of the courses, lessons and learning activities that students participate in, as well as the knowledge and skills that educators intentionally teach to students. The former curriculum is sometimes defined as the explicit curriculum in which it is a written document or an educational menu that outlines the topics intended that students learn in a certain course and time. Moreover, the hidden curriculum refers to the unwritten, unofficial, and unintended values, attitudes and perspectives that students learn at schools.

The hidden curriculum is an unplanned and unintended educational process, which means it is not included in the official curriculum. It refers to how a teacher uses it as a tool and method to increase student knowledge beyond the planned main material, such as manners, attitudes, characters, and how to create students' critical thinking to deal with problems in real life. Therefore, this curriculum has a hidden message encouraging students to see the world critically. The former seems to have a negative connotation, but hidden curriculums could be both positive and negative, it is difficult to plan it, but it is incredibly necessary for teachers to be aware of its impacts, and importance in their teaching process.

The current century demands students to have specific skills as well as attitudes in order to enhance their intellectual fortunes in the future. However, what this century really needs in practice is a bit vague. Revising curricula to include these skills calls for a must to implement an appropriate approach that will meet the various needs of students and the high expectations of teachers. Student-centered learning (henceforth SCL) is a rich steppingstone through which the learning process is carried out since it fosters independent and autonomous learning by shifting focus from the teachers to students. In the twenty first century, educators and curriculum designers recognize the fact that students need a broad range of skills such as communication, collaboration, and problem-solving in order to enhance their intellectual fortunes in the future. Moreover, when learners find their lessons related to their everyday lives, they will find the learning process more meaningful since the topics are relevant and closed to their lives, demands, and preferences.

SCL is a term commonly used by an educator which usually refers to the concept that students are the center of the learning process. Many researchers believe that SCL has several beneficial impacts not only on students but teachers as well since it fosters the idea that

learning is a secret mission that everyone should reflect on. SCL is a concept created within the field of educational pedagogy and has been an area of concern in many fields. The former tends to disfavor the traditional teacher-led form of learning and encourages more flexible learning methods which should be available for students. Traditional learning is deemed as conventional learning which tends to consider students as passive receptors of information that do not actively participate in the learning process. On the other hand, SCL allows students to shape their own learning paths and draw their own footprints towards success.

In short, the curriculum is a multi-layered subject that can have a powerful influence on the professional development of students. It encourages the advent of a perfect steppingstone through which the area of concern is shifted from the teacher to the students and it enables students to put all their focus on their knowledge as it aims to develop autonomous and independent learning.

This research is an attempt to investigate the role of the hidden curriculum in facilitating and establishing the principles of the SCL approach as well as identifying teachers' and students' attitudes towards the hidden curriculum. The hidden curriculum is one of the current issues in the educational system, especially in the curriculum field. Therefore, understanding its concepts, factors and effects become a priority for both teachers and students in establishing and facilitating the principles of the student centered approach.

2. The statement of the problem

SCL approach is a system of instruction that creates a system of collaboration, independence, achievements as well as communication between students-students, and teachers-students. In fact, researchers have proved the effectiveness of this model as it

efficiently promotes autonomous learning and lifelong learning by allowing students to set goals, be active members in society and be flexible in adapting to different situations in the work place. Actually, many researchers felt the need to shift focus of instruction from the traditional approaches to teaching, where the teacher is regarded as being the provider of knowledge, to a new approach in which the learner is the center of focus and of all activities. This change of instruction has always been raised and welcomed as a response to the excessive emphasis on the old aspects of teaching. Even though the SCL approach has become a buzz concept and a new way to education in the last few years, yet its implementation needs improvement and support.

Although the assumptions of the hidden curriculum are not formally communicated, established or conveyed, they have a great impact on the learner's way of thinking, speaking, and even behaving in or outside the school. Teachers use the hidden curriculum to talk about things, norms, and attitudes that are fully convinced about since they influence their students by selecting and organizing the content which is designed according to their previous knowledge, thoughts, interests, and experience on the purpose of chaining and restricting them in a certain level thorough teaching them some certain skills. Through the hidden curriculum, teachers can impact their students' behaviors, beliefs, experiences, skills as well as knowledge and play a crucial role in developing different educational practices. Many researchers have claimed that there are a lot of teachers who use the hidden curriculum through their behaviors, ways as well as thoughts without being aware that their attitudes are being perfectly fostered and adopted by their students. On that basis, educators' traditional practices led learners to be passively reliant and dependent to their teachers' efforts and expectations. In addition, many

researchers have questioned the role of the hidden curriculum in facilitating and establishing the principles of the SCL approach.

3. Research Questions

This study is an attempt to investigate EFL teachers' and students' attitudes towards the SCL approach taking into account the impacts of the hidden curriculum. It seeks to inform the following three questions:

1. What are EFL teachers' attitudes towards the SCL approach?
2. What are EFL students' attitudes towards the SCL approach?
3. What impacts does the hidden curriculum have on SCL implementation?

4. Purpose of the Study

This research seeks to identify the attitudes of both teachers and students towards the student-centered learning approach together with the influence of the hidden curriculum's various aspects on the implementation as well as the establishment of this learning and teaching approach. Moreover, this research is an attempt to reveal the insights that educators have on the hidden curriculum that are shaping their positions and stands on their performance, reinforcement as well as application of the SCL approach.

5. Significance of the study

The main concern of this study is to provide educators with more clarifications concerning the impacts of the hidden curriculum and its major contributions to the SCL approachto teaching and learning. Besides, this study seeks to provide educators with appropriate information concerning this approach in regards to the hidden curriculum; also it attempts to contribute to knowledge and the educational process in general, practically by

providing further information and suggestions. It is hoped that the results of this study will help to contribute and enrich the literature regarding the teachers' and students' attitudes concerning the SCL approach in relation to the hidden curriculum.

6. Terminology

Student-Centered Learning (SCL) is also known as flexible learning, independent learning, open/distance learning, participative learning, or self-managed learning. It refers to a variety of educational programs, approaches as well as experiences that emphasizes on the student's needs, skills, abilities, interests, and learning styles, with the teacher acting as a facilitator of learning.

Curriculum is a course of study that enables learners acquire specific knowledge and skills. It is concerned with what schools attempt to teach as it consists of the 'roadmap' or 'guideline' of any given discipline.

Hidden curriculum consists of two words, hidden and curriculum. Hidden comes from the word hide (Idi, 2011). Meanwhile, curriculum is several subjects and learning experiences that students must pass to complete their educational tasks. In general, the hidden curriculum means a curriculum that is not listed in the written curriculum but determines educational success.

Attitude helps to understand human behavior as well as complex mental state involving beliefs and feelings (Anastasi, 1957). Itis a tendency to react in a certain way towards a designed class of stimuli. Besides, it is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (ibid).

Students' attitudes are a manner of acting, feeling, and thinking through which students can show their disposition, opinions, and judgment, it means the student will react naturally with their process of feeling, thinking, and behave when they are put into learning situation Baker (2009).

Classroom Management is any technique that teachers use to facilitate instruction and to make sure that students are learning most effectively in a smooth classroom environment.

7. Format of the Thesis

The current thesis includes four chapters to help organize, and best describe the study. Chapter one is a review of the existing literature, examining previous research and the connection to this study. Where insights on teaching and learning, curriculum, hidden curriculum, as well as student-centered learning approach will be revealed.

The methods used to carry out the study are discussed in chapter two. Research design, sampling strategies, the participants and context of study are all described. Whereas, chapter three discusses the final results and provides a full interpretation and discussion of the findings. Chapter four seeks to show the pedagogical implications of the study as it presents the summary of the study, recommendation, limitations as well as suggestions for further research.

CHAPTER ONE

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CHAPTER ONE

Literature Review

1.1. Introduction

Throughout this chapter, some light will be shed on the different aspects that are regarded as the foundation as well as the steppingstone of this research. Initially, teaching and learning theories will be demonstrated as a guiding path to the topic to be discussed. Next, curriculum and hidden curriculum will be fully highlighted so that to clarify their significance in education. Furthermore, the student-centered learning approach and the LMD system will be examined as it represents the core and background through which the current study was conducted.

1.2. Teaching and learning

Teaching and learning are aspects of the curriculum that have different ways, principles as well as forms. On the one hand, learning is defined as a process of gaining and using new knowledge to demonstrate a change that might relate to the performance of a skill, the demonstration of understanding and/or a change in behavior and attitudes. It is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (Ambrose et al, 2010, p.3)

The starting point of learning is that the effort itself can lead to success while preferring challenging assignments and self-assessment, with the emphasis on improving the learner's ability (Watkins, 2010). The learning approach is anchored in the philosophical concept and the didactic method of teaching and learning strategies. This manifests the learning objectives and their orientation which include furthering knowledge, repetition and

reconstruction, application, understanding, observation from a different perspective and shaping thought (Dart, 2000).

1.2.1. Learning Attitudes

Learning attitudes are important aspects for developing and improving the educational processes. They are closely related to teachers' strategies for coping with challenges in their daily professional life by shaping students' learning environment and influence their motivation and achievement.

An attitude to learning is the way we assess and monitor students' approaches to their studies. It is an important concept to understand human behavior. It is defined as a complex mental state that involves beliefs and feelings. Anastasi (1957) defines attitude as tendency to react in a certain way towards a designed class of stimuli. Attitude has been defined as a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. People's attitudes towards their profession have an effect on their performance. This case is also valid for the profession of teaching. According to Bradley (1995), inadequate funds of schools, lack of parent and community support, and insufficient salaries are examples of those factors. Marchant (1992) added the role of experience to the factors influencing teachers' attitudes for their profession. Dodeen et al. (2003) found that female teachers have more positive attitude than male teachers. Moreover, many researchers believed that attitude and expectation of society in general and of the family of the learner in particular affect how learning is viewed and how teaching is organized.

1.2.2. Teaching Attitudes

Teaching is about using various approaches and activities to help learners gain the skills and understanding they need for a particular reason e.g. to gain a qualification or to perform a particular job role. It is an active process in which one person shares information with others to inform, educate, and develop the learners' knowledge, skills, and awareness.

The attitude of teachers comes to the fore as they reflect upon the language that they use in teaching. Consciously or unconsciously, their attitudes play a crucial role in language's "growth or decay, restoration or destruction" (Baker 1988). Their attitudes, too, as part of their cultural orientation, influence heavily their younger students (Shameen2004). There has been a general agreement that the attitude of teachers towards teaching is significantly correlated with teaching success. In general, it may be concluded that there are indications that teacher's attitudes have a positive relation with success in teaching. Researchers identified many factors and situations that influence the development of attitudes are: type of schooling, the parental attitudes, and the attitude of friends, teachers, and siblings. The negative attitude of teachers has been documented in many studies (Houck 1992; Lobosco & Newman 1992; Allred, Brullle& Shank 1990). Another important factor is attitude or belief towards the subject. Callahan and Clark (1988) indicate that one can facilitate development of attitude by providing a conductive atmosphere and models. Development of understanding may enhance the development of attitudes just as value clarification, role playing, and discussion of dilemmas may enhance the development of values and morals. Teachers can have general attitudes towards students. According to Brophy (1974), general attitudes stem from the teacher's personality and definition of his role as a teacher and many attitudes are the results of deliberately planned education and religious training and influences and propaganda. Person-oriented teachers are likely to enjoy their contacts with students and to hold generally

favorable attitudes towards them. In contrast, introvert and withdrawn teachers may prefer to minimize social contacts with students and more likely to develop neutral or relatively negative attitudes towards them. Teachers' attitudes can affect teacher-student interaction. That is, once a teacher forms a particular attitude towards an individual student, the teacher is likely to begin to treat this student in an individualized way. Thus, attitudes have the potential for affecting students' achievements, success as well as understanding. Effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students (Gourneau, 2005).

Many researchers (such as Frank, 1990; Fulton, 1989; Goodlad, 1990; Handler, 1993) state the axiom that teachers usually teach in the way they were taught. This compelling statement highlights the importance of reviewing and analyzing students' prior educational experiences for insight into the effective and ineffective attitudes and actions of teachers. The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students, and this belief will serve as the central focus of this paper. By examining prior educational experiences, teachers can discuss what they should or should not do with a class of students. The five frequently discussed attitudes and actions include: a genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating the students' creativity.

1.2.3.Teacher's Role

The teacher is considered as the heart of the curriculum as she determines the actual learning experiences that are implied in classrooms. As being the designer of the curriculum,

he has to decide what students should learn like: knowledge, skills and attitudes that they need to perform a specific job. Generally, the role of the teacher can be categorized into: traditional role (teacher centered) and modern role -facilitator (student centered).

Teachers were required to educate every student in the same exact way and were not held responsible when many failed to learn. They were expected to teach using the same methods as past generations, and any deviation from traditional practices was discouraged by supervisors or prohibited by myriad education laws and regulations. Thus, many teachers simply stood in front of the class and delivered the same lessons year after year, growing gray and weary of not being allowed to change what they were doing.

There has been a change from the traditional role to the modern role in the present context. The learning process is developed when the teacher bases his knowledge on the previous experience of the student. However, individual's learning differs and each individual learns at his or her own pace.

Teachers hold the key to the curriculum process. Using a wide variety of techniques, they encourage learning by delivering content in creative and impactful ways and writing and designing it through lesson plans so as to meet the needs of students. Many researchers believed that the curriculum is represented in content, but when it is contextualized, it comes alive for students. The role of teachers in the curriculum process is to help students develop an engaged relationship with the content, and build a strong connection so as to create a full understanding and acceptance of it. Many researchers believed that active learning will increase the focus and retention of the curriculum, resulting in an exciting learning environment. They design lessons that include simulations, experiments, case studies and activities to deliver curriculum.

Assessment helps teachers and students to see how well the students are progressing, so that they can attend to any weaknesses. It sets a standard, so that society is given people who are competent to practice. Assessment must be carefully planned so that it supports the learning we want to see- we know that students learn what they believe they need to pass the exams, and leave out the rest.

1.2.4.Students' Role

In education, there is currently an emphasis on students becoming more engaged in the learning process (Carini et al, 2006). Students are the clients and the customers for whom the curriculum is designed to. Many researchers have set some qualifications for students to adopt so as to facilitate the learning process. They should be flexible and tentative in embracing change and innovation for their professional development.

During the curriculum process, teachers consider how they can incorporate student choice into classroom learning. Teachers can help students connect content to an individualized plan that reflects a career interest. Teachers use the curriculum process to plan and coordinate student choice options. Students, through experience from their own education, are able to give advice on student resources and facilities and are in a favorable position to judge other aspects of curricula, such as the balance and relevance of course content and assessment.

1.2.5.Objectives

The curriculum has to meet the teaching requirements by providing support for developing knowledge and skills, encouraging exchange and sharing of teaching experiences, encouraging innovative teaching, enhancing learning supports and improving learning performance through creating a leaner-centered learning environment with more learning

opportunities, shaping the high quality learning atmosphere among learners, and promoting their learning motivation. The curriculum is required to reach the development of teachers' and students' self-awareness, expression and communication that create a spirit of reflectiveness, integrative thinking and behavior, as well as personal balance and harmony.

Teaching and learning objectives should describe what students should know or be able to do at the end of the course that they could not do before. They are brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place.

1.3. Curriculum

1.3.1. The definition of curriculum

The curriculum is a set of teaching plans that teachers use as guidelines in teaching and learning activities in schools to achieve educational goals. With the curriculum, an educator can set strategies in learning and can evaluate the teaching development program. Habiburrahim (2018) stated that curriculum is a way of delineating the theory, goals, teaching and learning materials, approach to teaching and learning, and assessment of a particular educational program. According to Nasution (2003), the curriculum is a way to prepare children to participate as productive members of their society. In the curriculum, individual components are statements about goals and objectives, selection and organization of materials and content of lessons, forms, and teaching and learning activities and evaluation of learning outcomes.

1.3.2. Principles of the Curriculum

In the development process of the curriculum, there a number of principles which are regarded as the foundation of teaching and learning process. Hernawan, Susilana, Julaeha, and Sanjaya (2002) put forward five principles in curriculum development, namely:

1.3.2.1. The Principle of Relevance

Internally, the curriculum has relevance among curriculum components (objectives, materials, strategies, organization, and evaluation). While externally, these components have relevance to the demands of science and technology (epistemological relevance), the potential of students (psychological relevance), and the development needs of society (sociological relevance).

1.3.2.2. The Principle of Flexibility

In curriculum development, the results are flexible in their implementation, allowing adjustments to occur based on situations and conditions of place and time that are always developing, and students' ability and background.

1.3.2.3.The Principle of Continuity

There is continuity in the curriculum, both vertically and horizontally. The curriculum's learning experiences must pay attention to sustainability, both at the classroom level and between education levels and types of work.

1.3.2.4. The Principle of Efficiency and Effectiveness

It strives for curriculum development so as to utilize time, cost, and other available and adequate resources for the development of curriculum. Besides, the designed activities should be intended to achieve efficiency as well as effectiveness of curriculum in order to meet the expectations and needs of both teachers and students.

1.3.3. Curriculum and Syllabus

Curriculum and syllabus are two main concepts or components of any educational program, these two elements cover the knowledge, skills, and competencies that are passed on from one generation of to another. The general idea behind curriculum and syllabus is to establish the relationship between professors and students defining both sides' rights and duties, the two terms sound similar. However, in practice, each one of them is characterized by its specific form and content.

1.3.3.1. Differences between Curriculum and Syllabus

Curriculum is the guideline and the academic content covered by the educational system; it contains teaching methods, lessons, activities, projects, assessment, etc., while the syllabus is about the subject to be taught in details. Curriculum is created by the government, state, or the educational institution. However, the syllabus is made by teachers/professors. Curriculum is wider and it lasts till the course ends. Unlike the syllabus, which is narrow and has a fixed term (one year). Moreover, curriculum is not available for students, only if it is asked for. But the syllabus is available to students through their teachers.All teachers share the same curriculum. However, the syllabus may vary from one teacher to the other.

1.3.3.2. Similarities between Curriculum and Syllabus

First, both documents are necessary in any educational program, and both contributes in the organization of the learning process. Next, both are taught and imparted to students. Besides, both curriculum and syllabus are organized in terms of concepts, techniques, and duration.

1.4. Hidden Curriculum

1.4.1. Definition of Hidden Curriculum

Several studies spotlighted the issues of curricula, including the hidden curriculum and its major effects on education. A side from the straightforwardly visible curriculum, there is the hidden curriculum; the word "hidden" comes from English, namely "hide". In contrast "curriculum" comes from Latin, which originally had the meaning a running course, or racecourse, especially a 'chariot racecourse' and also in French "*courir*" means "to run", then the term is used for several 'Courses' or subjects that must be taken to achieve a degree or diploma (Nasution, 2003). In other words, it is a set of beliefs, norms, and values students acquire. It's about the behaviors of teachers, textbooks, school rules and it may extend across governmental and political interests.

Today the hidden curriculum is considered to be a new topic for researchers to work on. Alsubaie (2015) notified that the notion of hidden curriculum is deemed as the unintended, unwritten and implicit values, procedures, norms, lessons, perspectives, skills, beliefs, behaviors as well as practices that exist in the educational settings that may not be part of the intended course of study. The former also determined that it begins early in a child's education through learning from an early age how to make decisions as well as opinions about his/ her surroundings. In which there are many aspects that are responsible for shaping students perspectives on dealing with different matters like: gender, morals, social classes as well as practices. It is concerned with academic aspects that have a great influence on educational practices and outcomes. It is the regarded as the unstated promotion and enforcement of certain behavioral patterns, professional standards and social beliefs while navigating a learning environment (Miller & Seller, 1990). Jerald (2006) determined that the hidden curriculum is an implicit curriculum that expresses and presents attitudes, knowledge and behaviors which are communicated without a direct intention either through words or actions.

Horn (2003) believed that it includes all of the unrecognized and sometimes unintended knowledge, values and beliefs that are part of the learning process in schools as well as classrooms. Longstreet and Shane (1993) referred to hidden curriculum as "the kinds of learning students derive from the very nature and organizational design of the public school, as well as from the behaviors and attributes of teachers and administrators" (p.46). Seddon (1983) articulated that hidden curriculum involves “the learning of attitudes, norms, beliefs, values, and assumptions often expressed as rules, rituals and regulations"(p.3). Many other researchers believed that it refers to knowledge gained in educational settings usually with a negative connotation where schools strive for equal intellectual development.

The hidden curriculum will be navigable for students from well-resourced, educated people who possess cultural capital, in other words they are well-acquainted to all the dominant practices for that reason the idea of educating students according to their class as well as social status. According to Eisner(1995), schools are teaching three lesson-plans simultaneously including explicit curriculum(formal or written) hidden curriculum (implicit) and ineffective or invalid curriculum. Many researchers who are specialized in the field of education, sociology, and curricular conceptualism have contributed to the study of the curriculum by presenting different aspects and perspectives on the hidden curriculum that some of them are going to be explored in this chapter. All researchers have different points of view about the hidden curriculum, but they all agree that the hidden curriculum is a real phenomenon, and that it is prevalent in every school system. According to Jackson (1968) the hidden curriculum is only part of a huge system and we can only understand it through the context or the school setting, it is sometimes visible but most of the time obscure. The formal curriculum that is always shaped in written words enable parents to know what sort of

knowledge or information their children are earning but the implicit or the hidden curriculum is still for them vague. Grind(1997) pointed at the need to think about what our students are really learning because what they are learning is often very different from what we expect. That may lead to ask more questions on the nature and the main perspectives that supply us with extra fuel for a better understanding to curriculum and offer new possibilities for hidden curriculum study.

1.4.2. Perspectives on Hidden Curriculum

Several educational perspectives have been articulated and developed over the past twenty five years, to draw more clarifications to the issue of hidden curriculum, in which they convey curriculum's picture and progression.

1.4.2.1. The Functionalist Perspective

This perspective is based on the problematic of how schools played their part in maintaining social order and stability. Skelton (1997) believed that schools are vehicles through which students learn the social norms, values, and skills they require to function and contribute to the existing society.

1.4.2.2. The Liberal Perspective

It viewed the hidden curriculum in a very different way to functionalist, it considered it to be those taken for granted assumptions and practices of school life which have been created by actions that occur within the school, take on an appearance of accepted normality through their daily production and reproduction. They were concerned with the streaming practices of schools as a form of a learning organization, in which it prepares the appropriate steppingstones for effective and efficient learning. Woods (1979) developed a number of

modes of student adaptation to teachers' attempt to exert control over the classroom which he calls: conformity, ritualism, colonization, intransigence and rebellion.

1.4.2.3.The Critical Perspective

The main concept of the critical perspective is the controlling effects of social forces on students and teachers in schools. It concentrated on a particular form of social inequality, and sought to address the following: "How does the process of schooling function to reproduce and sustain the relation of dominance, exploitation, and inequality between classes" (Giroux, 1983, p.56). The critical theorists considered every educational activity as an endeavor to gain control over groups, those in the position of authority impose their knowledge, education, curriculum and teaching practices upon those groups. It insisted on the significance of the relation between schools, and it believed that school programs are designed in the favor of the dominant class through knowledge inclusion and exclusion as well as constantly reproduces the existing relations of social class and power (Apple, 2004; Lynch, 1989). Apple believed that critical theory is important due to the emergence of emotional, cognitive and political inequalities. Apple (1979) believed that education has an important role in constructing the social reproduction of knowledge As Apple(1979) stated that schools need to be flexible and must not ignore the importance of social changes. In which schools are institutions where learners become critical thinkers who are willing to bring change into society and schools provide learners with the required social skills and turn them into active members of the community because the way students think or feel is easily to be influenced by the people surrounding them (from teachers to bus drivers) along with all events that happens to them and what they may have been exposed to in the media.

1.4.2.4. The Post-Modern Perspective

As one of the latest perspectives on curriculum, we present the postmodern perspective. Although many studies have been conducted on this view, this latter philosophical school of thought is in its early infancy and is still too new to define. This perspective offered a new vision and describes a set of curriculum concepts, for instance, Doll (1993) has his own vision that is derived from a postmodern perspective. He believed that "there does exist a fascinating, imaginative realm where no one owns the truth and everyone has the right to be understood". These existed realities must be interpreted not only are discovered using different approaches from multiple perspectives. Postmodernism will result from new ways of thinking and different perspectives of learning indicating the rapid progression of the world.

The hidden curriculum has a major influence on the professional development of students as it prepares the perfect ground or environment for SCL.

1.5. Student-Centered Learning

1.5.1. The Definition of Students -Centered learning

Student-centered learning (SCL) approach is a method of teaching in which the focus of instruction is shifted from the teacher to the students and it enables students to put all their focus on their knowledge to develop learner autonomy and independence. SCL is defined most simply as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest (Rogers, 1983).

1.5.2. Research on Student-Centered Learning

Stuart (1997) believes that every learner benefits from effective instruction, no matter how diverse their learning needs. Barr&Tagg (1995) assumed that there has been increasing emphasis in recent years on moving away from traditional teaching toward student-centered

learning. This paradigm shift has encouraged moving power from the instructor to the learner, treating the learner as a co-creator in the teaching and learning process.

Rogers (1983) assumed that student-centered learning is an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest. Additionally, McCombs &Whistler (1997) determined that learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge. McCombs & Whistler (1997) believe that instructors who deliver student-centered instruction include the learner in decisions about how and what they learn and how that learning is assessed, and they respect and accommodate individual differences in learners' backgrounds, interests, abilities, and experiences.

Weimer (2002) determined that the role of the instructor in student-centered classrooms is to encourage learners to do more discovery learning and to learn from each other; the instructor focuses on constructing authentic, real-life tasks that motivate learner involvement and participation. McCombs & Whistler (1997) determined that the student-centered classroom facilitates learning by increasing motivation and effort and making it more interesting to learn. The student-centered model requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, they have different abilities and talents, their feelings of efficacy may vary, and they may be in different stages of development. In this model, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior knowledge and experience. The learning environment supports positive interactions among learners and provides a supportive space in which the leaner feels

appreciated, acknowledged, respected, and validated. Rather than trying to “fix” the learner, the learner has the power to master his or her world through the natural process of learning.

Additionally, Cannon (2000) believes that the learning environment has learner responsibility and activity at its heart, in contrast to the emphasis on instructor control and the coverage of academic content found in much conventional, didactic teaching. Similarly, McCombs &Whistler (1997) determined that learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge. They also (1997) believed that instructors who deliver student-centered instruction include the learner in decisions about how and what they learn and how that learning is assessed, and they respect and accommodate individual differences in learners’ backgrounds, interests, abilities, and experiences.

1.5.3. Classroom Management in a Student-Centered Environment

As said before, the twenty-first century calls for a shift to student-centered approaches that place student at the center of the learning experience, in a way that learners will be provided with a classroom that supports exploration, motivation, and being authentically engaged in meaningful learning experiences. Classroom management is an essential component to the classroom learning environment, according to Wong, Wont, Rogers , and Brooks (2012) "classroom management refers to all the things that a teacher does to organize students space, time, and materials so that student learning can take place" (p.61). that leads us to say that student centered learning is a community as it is defined by Garret (2008) " a shared leadership, community building, and a balance between the needs of the teachers and students" (p.38), which requires a unique management techniques that provide the necessary

academic, as well as social and emotional supports. For instance, in student-centered classrooms, the curriculum is no longer dictated by the next chapter in a scripted teacher's manual, but is dictated by student interests, also student-centered classroom management is well constructed only if there are strong positive relationships between the teacher and student as well as students and their peers, for instance having a mutual respect for each other is essential, in addition to that classroom expectations must be established, both ideas and opinions of teachers and students should meet especially in the beginning of the year. Student-centered classroom can be successful when each individual teacher and student know their contributions are needed in order for the whole classroom community to flourish.

1.6. The LMD System

The LMD system is a degree system of Algerian higher education, adopted as an attempt to apply identical systems of the most developed countries and as a step towards globalization. The Algerian educational reform at the level of higher education which is the cornerstone of any genuine development drive adopted the LMD (License, Master, and Doctorate) system in 2004. The system has proved its efficiency and contribution in the development of the European countries. Its implementation was the result of research that was conducted by a large number of teachers of higher education coming from 10 universities having a debate that lasted one whole year, to come up with the final decision which is making this enterprise succeed for the sake of a wellbeing future of the Algerian university. This step permits a real re-foundation of the inadequate programs to the development of the world in general and Algeria in particular.

After passing the baccalaureate examination, the student can enroll in a training course that leads to the license degree. The license (L1, L2, and L3) is held over six semesters

validated by 180 credits. There are two types of licenses: 1) An academic license leading to the preparation of a Master, and 2) a professional degree, with more specialized specialties and whose objective is to enter the workforce.

The validation of knowledge of an LMD semester is organized at the end of it. Semi-animalization motivates the student more because he/she produces regular work and is able to evaluate the result of his/her work more quickly. The semestrialisation is not only to cut the year in two, the goal is to better structure the lessons in the semester. The academic year includes two semesters corresponding to 30 credits each. The year thus totals 60 credits. The validation of a semester implies the definitive acquisition of 30 credits. However, a student who has not validated a semester will be authorized, under certain conditions, to register in the following semester. In addition, a reorientation is possible in the end of the year or at the end of the year.

Upon completion of six semesters of course study, students can pursue a master's degree which is held over four semesters, at the rate of 30 credits per semester. To obtain it, the student must add 120 additional credits to the license. The Master's degree has two orientations: 1) A professional Master's degree which gives a qualification allowing the entry to the workforce, and 2) An academic Master's degree which aims at a continuation of studies towards the research. This differentiation is made according to the training offer of the university institution. It can be done in the first year (M1) or in the second year (M2).

In Brief, the LMD system is based on an organization of training in semesters and teaching. The courses are organized in teaching units articulated with each other in coherence with the objectives of the training.

1.6.1. Aims of LMD

The aims of the LMD are as follows:

- To allow diplomas to be compared and become equivalent at European level.
- To develop the professionalization of higher education while preserving the general interest of teaching and to strengthen the learning of transverse skills such as fluency in foreign modern languages and computer skills (Sarnou, 2012)

1.6.2. The LMD System and Curriculum Design

The pillar of any educational work is the curriculum, through which the right knowledge, skills and competencies of modern education and the needs of the community are transmitted. The success of an educational system depends on the process which is followed by experts in building the curriculum. According to our knowledge, this is a dearth of research concerning the LMD system and curriculum design, however; it is agreed upon that the LMD system calls for designing a curriculum that goes hand in hand with the local needs and modern scientific development. This means that curriculum should provide the university with the proper pedagogical and didactic means in order to meet the society's expectations, and provide the educational institutions with clear guidelines in order to better meet the needs of the students in their studies and future jobs.

1.6.3. The LMD System and Student-Centered Learning

Traditional educational approaches are generally teacher-centered; however, the LMD system concentrates on developing a learner-centered focus. It views learning as an individual experience and each learner has individual learning styles and are motivated by their own unique values and circumstances. Indeed, learners bring to the learning situation their own

personal experiences and world views with the help of the teacher who is supposed to create a suitable environment which helps learners build their own knowledge. This results in creating autonomous learners, inquisitive and curious thinkers who question, investigate and analyze. Therefore, SCL can be considered as one way of doing that as its principles and the purpose of the LMD system are similar to the extent that they both contribute in the development of the twenty-first century education that will turn students into competitors in the world of work and social life.

1.7. Conclusion

This chapter was dedicated to the exploration of major aspects of the targeted subject that were thoroughly presented and established. The former was initiated by providing some definitions and views as well as theories on different aspects, including teaching and learning, curriculum, and hidden curriculum. In addition, this chapter focused on the major aspects of student-centered learning as being a widely adopted approach as it facilitates the learning process and paves the way to the establishment of the hidden curriculum. Besides, it represents the major steppingstones through which this study was conducted. Finally, the aim of this chapter was to explore some of the insights of previous studies on the targeted subject so as to provide a clear path for this study in following and upholding the educational practices.

CHAPTER TWO

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Research Methods and Procedures

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CHAPTER TWO

Research Methods and Procedures

2.1. Introduction

Research methodology is a straight-line to be followed by researchers to conduct their research, as it helps the researcher to collect, analyze, and interpret data so that to answer the research questions (Creswell, 2012). The research design, sample (population), and instruments are the primary components of this section as it shows and presents a clear description of the research methods and procedures employed in this study, including discussion of the methods used to complete and analyze the obtained data to achieve the purpose of this study.

2.2.Research Design

A qualitative research method is used for this study, because qualitative methods are especially useful in discovering the meaning that people give to events that they experience (Merriam,1998). The qualitative research methods used in this study are described below and included the sampling, data collection methods and data analysis procedures.

The former is used to gain an understanding of underlying attitudes and stands as it provides more clarifications as well as insights concerning the impacts of the hidden curriculum and its major contributions to the SCL model of teaching and learning. Specifically, grounded theory is suitable to achieve the research objectives as it describes the different aspects of the student-centered learning since it is used to discover the meaning of this approach and the impacts of hidden curriculum in the application of the SCL approach.

Grounded theory has a considerable role in providing guidelines for conducting the current qualitative study as it is used to discover or build theory from the obtained data and it grants educators with appropriate information concerning students-centered learning with regards to hidden curriculum. In this research, data are gathered from primary data sources, online open-ended interviews, through which teachers' and students' attitudes towards the SCL approach, and their understanding of hidden curriculum will be explored and investigated so as to come up with explicit findings concerning the current issue.

2.3. Research Participants and Context

The present qualitative research seeks to investigate the attitudes of both teachers and students in their natural setting, i.e. the university.

2.3.1. Sampling Strategies

The sampling strategy that is used in this research is purposive and selective sampling which are techniques we opted for in our qualitative research to recruit participants who will provide us with detailed and in-depth information about the issue under exploration, in which insights into the impacts of hidden curriculum on SCL will be revealed.

The population of this study includes: EFL Teachers and students from the three years of the licence degree (L1, L2, L3) and the Master's degree (M1, and M2) in the department of foreign languages (English section). Seven teachers and ten students (males and females) will be online interviewed and provided with various set of questions to examine their attitudes and beliefs on the topic with all having the willingness to participate voluntarily in the study. The variety of the selected students from L1 to M2 is due to the different experiences they had inside and outside classrooms during years in college.

2.3.1.1.Teachers' and Student' Profiles

a. Teachers' Demographics

There is a variety in teachers' background including teachers' age, gender and teaching experience and educational background. Interviewing teachers with varied backgrounds helps to collect different kinds of data, which reflects their different methods of teaching, experience, and attitudes.

Table 2.1. Demographic Characteristics of Teachers

Teachers	Pseudonym	Age	Gender	Subject Taught	Educational Background
T1	Mohamed	35	Male	Teacher of Linguistics	Masters' degree
T2	Ahmed	40	Male	Teacher of Didactics	Masters' degree
T3	Sarah	29	Female	Teacher of Writing	Masters' degree
T4	Omar	30	Male	Teacher of Literature	Masters' degree
T5	Mary	36	Female	Teacher of Linguistics	Masters' degree
T6	Lilya	24	Female	Teacher of Civilization	Masters' degree
T7	Lana	25	Female	Teacher of Writing	Masters' degree

b. Students' Demographics

There is a variety in students' background, in terms of their age, gender, and which class he/she belongs to in order to gather different kinds of answers, according to each one's style of learning, and way of thinking.

Table 2.2. Demographic Characteristic of Students

Students	Pseudonym	Age	Gender	Class
S1	Amel	19	Female	L1
S2	Mohamed	20	Male	L2
S3	Dounia	23	Female	L3
S4	Djawad	20	Male	L1
S5	Sarah	21	Female	L3
S6	Touba	22	Female	L2
S7	Anes	24	Male	M2
S8	Aymen	23	Male	M1
S9	Radjaa	24	Female	M1
S10	Mirna	26	Female	M2

2.3.2. Research Setting

The study was conducted at the University of Medea, a higher education institution located in Medea. This university offers courses and programs leading to officially recognized higher education degrees in several areas of study, one of which is foreign languages learning and teaching. One of the languages is the English language, our domain of study that is newly adapted to foreign languages specialty by the University of Medea, which makes it a fertile land to conduct studies on.

2.4. Data Collection Methods and Procedures

2.4.1. Teachers' Interview

Teachers are the first category of our research participants; they were online interviewed to answer closed and open-ended questions. The aim of the teachers' interview is

to identify teachers' attitudes towards SCL taking into account the impacts of hidden curriculum on its application, understanding as well as establishment.

2.4.2. Students' Interview

Students are the second category of our research participants. Similar to teachers' interview, students' interview includes both open-ended and closed question so as investigate their attitudes towards SCL taking into account the impacts of hidden curriculum on its application as well as reinforcement.

2.4.3. Administration of the Interview

Structured interviewing is our method of collecting data by asking informants a set of closed and open-ended questions with follow up questions to probe when necessary, so that participants will be able to elicit more detailed responses. The choice of conducting the interview online is due to some difficulties that we have been through that are mentioned in the limitations section. Online interviews can be challenging for researchers because all the visual and non-verbal cues (facial expressions, gestures, body language) which can help to contextualize the interview in a face-to-face scenario are lost. The participants received an invitation to participate in the study, and a link directing them to the online interview created in Google Forms.

2.5. Data analysis Methods and Procedures

In this qualitative research, data was gathered by the use of a structured online interview. Grounded theory and Constant Comparative Analysis were used to analyze the data generated through interviews, so as to investigate and explore the views, as well as the

attitudes of both teachers and students towards the SCL approach taking into consideration the impacts of hidden curriculum on its application.

2.5.1. Grounded Theory Analysis

Grounded theory is a research method concerned with generating new theories in which data collection and analysis are undertaken simultaneously. Grounded theory refers to a set of systematic inductive methods that aims at developing new theories, for that it has considerable significance since it provides guidelines for conducting qualitative research.It was originally introduced by sociologists Glaser and Strauss(1967) and it is used in education and related fields. Grounded theory is not limited to qualitative studies only; it can be applied to many areas of research. Grounded theory methodology uses the most commonly used data collection methods: interviewing participants with open ended questions;participants observation; study of artifacts and texts (Strauss & Glaser,1967).

2.5.2. Stages of Grounded Theory Analysis

There are three stages of data analysis in grounded theory (Strauss & Corbin, 1990):

- **Open Coding**

This involves line by line coding where concepts and key phrases are identified and highlighted and moved into subcategories, then categories. This breaks the data down into conceptual components and the researcher can start to theorize or reflect on what he is reading and understanding—making sense of the data. Data from each participant will be ‘constantly compared’ for similarities.

- **Axial Coding**

At this stage relationships are identified between the categories, and connections identified.

- **Selective Coding**

This involves identifying the core category and methodically relating it to other categories. The relationships must be authenticated and categories refined. Categories are then integrated together and a grounded theory identified.

2.5.3. Constant Comparative Analysis

Constant comparison is a method in grounded theory analysis that involves comparing elements present in one data source, by identifying its main similarities, differences, and relationships, the purpose of the constant comparative method is not only to reveal categories but also to express the diversity of experiences among them.

This process commences with the first data generated or collected. Incidents are identified in the data and coded. The initial stage of analysis compares a certain incident to another in each code. Initial codes are then compared to other codes. Codes are then collapsed into categories using different types of reasoning like Inductive, deductive and inductive reasoning. Besides, in the current research, analytical notes are encouraged in which they are notes to the researcher to explain thought patterns in relation to the data analysis. Final theory is usually generated from the integration of many analytical notes (khan, 2014).

2.6. Ethical consideration

Ensuring the ethical standards is the heart of any good research. In this sense, we have made sure that the standards of conducting an academic research are fully respected as well as the rights of all participants in this work to be protected.

2.6.1. Validity and Reliability

The findings of this research study are valid, trustworthy and reliable since they have been analyzed using academic methods of research. The concept of validity can be regarded as one of the highly important elements in the research process due to its major effects in its acceptance. The former was highlighted using the following elements that were identified by Maxwell (1992).

2.6.1.1. Descriptive Validity

In this study, descriptive validity was promoted through the use of participants' feedback in attempting to address misinterpretations or lack of clarity.

2.6.1.2. Interpretive Validity

It was also upheld by using direct quotations (from transcripts) where possible.

2.6.1.3. Theoretical Validity

It is how well a theoretical explanation fits the data, which was increased through peer review. I discussed my interpretations and conclusions with my peers (colleagues, and Masters students as well as teachers) as a process to clarify and sharpen the theoretical implications of my research, and to refine the analytical value of the selected theoretical framework.

As researchers, we sought to avoid any element that can hinder the reliability of the research process, including subjectivity and bias. The latter is a major threat to validity as claimed by Johnson & Christensen (2008) due to the influence of personal perspectives on the

process of interpretation. As researchers, subjectivity was an important consideration that was totally avoided in the work process. In addition, the path of this study was governed as well as restricted to some specific procedures and methods of an academic research. Interview is a tool that was used to conduct this study in which it was transparently conducted so as to maintain the integrity of this research. Also, in interpreting the structured interview data we used the different stages of grounded theory in order to end up with clear insights on the targeted subject. Besides, teachers' and students' interview were fully and objectively investigated so as to determine the impacts of hidden curriculum in the establishment of the SCL approach.

2.6.2. Participants Rights

The researchers obtained permission to carry out this investigation from the participants, in which several steps were taken to protect their anonymity and identity. The answers of the questions (and study results) did not contain any mention of their names, and any identifying information from the interview were removed. the participants of this study were reassured about their privacy, in which no third party will have access to the answers and all names were translated into ID codes (and pseudonyms) and all data collected, were labeled with the identity codes rather than their names. The information provided was used anonymously and for research purposes only. Besides, participants were informed about the purpose of the study and they were also provided with full explanation about the content of the interview and their role in this research. Very importantly, and to maintain the privacy and anonymity of participants, they were not asked to mention their names when answering the online interview.

2.7.Conclusion

This chapter has illustrated the methodological framework of this research that begins with an introduction then describes the research design employed in this study. Population and sample study are also mentioned before discussing the methods used to conduct this research. To achieve the objective behind the current investigation, it is opted for online interviews for teachers and students as a tool of gathering data. This method was considered as a useful instrument for conducting this study along with a grounded theory which is chosen and supported to handle data collection and analysis. Grounded theory has a major role in providing guidelines for conducting the current qualitative study as it is used to discover or build theory from the obtained data and it grants educators with appropriate information concerning students-centered learning with regards to hidden curriculum. The concept of validity can be regarded as one of the highly important elements in this research process due to its major effects in maintaining credibility, integrity and trustworthiness. Finally, participants' right was provided and respected so as to maintain students' and teachers' privacy and accuracy.

In the coming chapter, the collected data are analyzed and the results and discussions are displayed.

CHAPTER THREE

CHAPTER THREE

Presentation of the Results and Discussion of the Findings

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CHAPTER THREE

Presentation of the Results and Discussion of Findings

3.1. Introduction

In this chapter, a full analysis and discussion of the results that emerged from the teachers' and students' interviews will be presented so as to determine the impacts of hidden curriculum in facilitating the SCL approach.

As explained in the previous chapter, the results obtained from the teacher' and students' structured interviews will be analyzed using the different stages of grounded theory in order to reach clear insights on the targeted subject. Careful analysis of the emerging data allowed for several findings to emerge in the form fo themes.

3.2. Analysis of Teachers' Interview Results

3.2.1. Interpretation of the Findings

Teachers were given a set of open-ended and closed questions in the form of a structured interview to identify their attitudes towards the discussed topic. As discussed in chapter three, grounded theory guided data collection and analysis. Using steps of grounded theory and comparative analysis, interpretation of the results of teachers' interview generated the following themes:

3.2.1.1 The Significance of Following a Teaching Philosophy in Upgrading the Educational Program

All teachers emphasized the need of being guided by an efficient philosophy that is based on some agreed upon learning and teaching concepts. However, they differed in their perspectives towards the concept of philosophy of teaching, where Lana lucidly expressed this idea:

> "The philosophy that I personally believe in when I teach students of different stages is to create a specific relationship between the teacher and the students, to help learners like and enjoy the framework, though my methodology in teaching is mainly based on motivation and humor".

It is claimed that teaching using an entertaining and humorous way can create a strong bond between teachers and students and greatly establish the foundation of the student-centered approach. The mentioned activities promote a classroom environment where positive traits are rewarded and honored. The students are more encouraged to increase their self-motivation, class attendance, divergent thinking, and interests in learning and to reduce the amount of anxiety and stress in dealing with difficult material. However, others have shown their strong advocacy towards using various methodologies including, CBA, as well as Thinking and Psychological Based Approach among others so as to approach students' capacities as well as mindsets. This approach was directly presented by Sara who stated: "I usually go for Competency-Based Learning, but i also use Cooperative Learning and Thinking-Based Learning, I take the part of being a guide ". The opted methods promote several opportunities to students by helping them interact with their teachers so as to improve their interests, skills, abilities as well as perspectives.

3.2.1.2. The Importance of a Well-Structured Classroom Guideline in Supporting Efficient Teaching and Learning Practices

The majority of teachers approved on following classroom structure through certain ways, including maintaining strict students' behavioral aspects, settings

courses' objectives, as well as encouraging strong interaction between student-student and teacher- student. However, the difference lies in the diversity of teachers' insights towards the most suitable classroom structure, and their rich procedures in upholding a successful classroom management. Sara admitted the use of procedures in the process of managing the classroom structure:

> "The structure of my classroom management is based on encouraging positive indoors attitude, assert impartial interactions with students, engaging in appropriate levels of cooperative behavior, and set clear learning goals. Managing classroom instruction is based on the internal system of the institute that is basically built on some universal classroom management strategies, as being the model ideal behavior (teachers demonstrate the behavior they want to receive; polite language, hidden cell phones, raise concerns about one another's statements in a respectful manner, asking students to help in building the class expectations, promoting growth mindset by allowing students to work ahead and deliver short presentations to share take-away points, improving academic and behavioral performance via praising students for jobs well done"

There is an evident emphasis on some universal procedures in maintaining a successful classroom structure that are provided by the institute's internal system. In which the teacher greatly incorporates the student's cooperation in the process of learning by using various activities as well as assignments that highly encourage the implementation of the SCL approach. However, Lilya expressed another aspect of maintaining an efficient classroom structure: "I try to control my classroom by giving strict rules from the beginning of the session". It can be said that the teacher greatly emphasizes only supporting a classroom management that is based on a disciplined as well as rigorous behavior in keeping a persistent and efficacious relationship between the teacher and students.

3.2.1.3. Teachers' Effort in Using Different Teaching Abilities, Thoughts, Ideas as well as Norms in Shaping Students' Perspectives Regarding the Real World

There is a clear focus in linking the taught lessons with the real world as a major obstacle in the lesson planning process. However, teachers' answers differed in presenting the hurdles that may influence their lesson plan. Lilya expressed this concept as the following:" I teach a module that doesn't go hand in hand with the real world but I use some personal experiences if needed". The teacher highlights a major obstacle that almost all teachers suffer from, which is linking the module to the actual life. The former attempts to eliminate a gab that is the result of the space between the educational programs and real life. This affects the realization of lessons and the effectiveness of activities that oblige teachers to incorporate their personal experiences, attitudes and perspectives in the lesson planning process.

While, another teacher showed another challenge that teachers face in the process of lesson design: "What affects my lesson planning is the unexpected questions from the students". Mary claimed that unexpected questions might affect the teacher's comprehension of the lesson or image in being unable to answer the student, which shows how skillful and vigilant a teacher should be in the process of lesson planning in drawing a comprehensible link between the needs of the real world and the lessons being taught.

3.2.1.4. Teachers' Attitudes towards the Curriculum and its Major Hidden Aspects Paving the Way to the Emergence of the Hidden Curriculum

The teachers interviewed provided a clear definition of what a curriculum is, where they identified their strong stands towards its demands as well as requirements. Mary defined it as: "a planned, purposeful, progressive and systematic process in order to create positive improvements in the educational system." The

previous statement on the curriculum determines that it is an organized guide for teachers that helps drawing the path for the journey of learning and teaching. Besides, teachers' approved on the absence of certain ideologies, ideas as well as perspectives in the official curriculum yet they pinpointed to their indirect presence in different educational settings used consciously and unconsciously by teachers. As Sara presented in the following statement: "Yes, there are many ideologies and aspects that should be taught in classroom, however, they depend on social backgrounds. The hidden curriculum can be defined as the teacher's personal ideology of sharing data about the language being taught, and the techniques used to convey the message in that language. Yes, it is related to SCL " There is a positive attitude towards the different norms and aspects of the curriculum where it is intentionally and consciously taught in the classroom in different various situations. In addition, there seemed to have an inclusive awareness and insight towards the hidden curriculum and its major aspects, norms, as well as perspectives. However; most of the time, it is unconsciously used in different educational practices where the teacher approved on its influence in shaping the establishment of the SCL approach.

3.2.1.5. Teachers' Insights towards the SCL Approach and its Major Usage in the Educational Process

Teachers approved on the domination of the SCL approach in the educational settings as it is a method of teaching in which the focus of instruction is shifted from the teacher to students where their needs, insights, as well as interests are put at the center of learning. Lana presented a clear insight on the SCL concept:

> "SCL is a new approach used by teachers, in which the student becomes able to give personal opinion or comments about the information he receives, thus,

> the main focus of the teacher is to improve his students' skills of having the power to decision-Making concerning the learning process. Yes, I often provide this approach in my classes, since students will have access to achieve certain level of founding feedback. For example: when I intend to do a workshop together in class, that motivates them to learn new things, and makes them enjoy the moments with each other at the same time, at the end of the workshop I ask them to provide me with their own feedback, whether they are positive or negative".

The teacher's opinion towards the SCL approach is quite clear where there is a thorough emphasis on its importance in making students autonomous, independent and active, developing their learning activities, participating more actively in discussions, designing their own learning projects, as well as contributing to the design of their own course of study. However, another teacher presented a different statement in regards to the SCL approach: " It is when students are independent and active learners rather than being passive ones. In addition, it is when the teacher is only a guide and the learners should rely on themselves. I don't use it alot due to the excessive dependence of students on teachers." Despite the teacher's expression of the current approach yet the former does not rely on it since students are heavily reliant on what their teachers provide to them in terms of knowledge, skills, as well as proficiencies.

3.2.1.6. Teachers' Attitudes towards the Definition of Today's Students Regarding Their Intellectual Growth and Employment

All teachers agreed upon the characteristics of the notion student where the latter is regarded as being an active, independent and efficient knowledge receiver that seeks knowledge in a particular educational setting. Lana put forward the definition of the term student which was referred to as the following:

> "In my view, a student is the second main component of the learning process, that has to receive the input, and he will be tested about it at the end of each stage. The role of the student inside the class is to receive knowledge and understand the important points of the lesson. The twenty-first century learners in Algeria are not really stuck to their studies; they are passive listeners, lazy pupils, and indifferent, due to the disadvantages of technology and the inappropriate educational system. Unfortunately, students have a gloomy image about their future after college in our society, and most of them are not studying for intellectual growth but for getting employed".

The teacher considered the student as an important pole whose role in the leaning process is undeniable. Where it is clearly expressed that the twenty first century students are being reliant, lazy, indifferent as well as empty boxes that need to be filled with knowledge by referring these results to various reasons including technology. The former approved on the lack of intellectual growth in the objectives of today's students. However, Mohammed and Omar showed a positive attitude towards the twenty-first century students stating that: "The majority study to get a job and guarantee their future, but there are some students who care about intellectual growth". The teacher claimed that despite the fact that many students study to get employed yet there are some others who do seek knowledge for its own sake and consider the intellectual growth as a major aim in their professional careers by strongly developing their productivity, creativity, and willingness towards improvement.

3.2.1.7. Teachers' reliance on various learning references by choosing either their instructors' previous methods of teaching or creating methods of their own

Teachers agreed on the importance of having a reference in the process of teaching in making it more efficient and effective. Where they have approved on the

importance of reaching students' interests through the use of specific ways to obtain the targeted objective. The concept is presented by Lana as follow:

> "Personally, my reference of teaching is my father's experiences in the field, books, internet, and advice of my teachers. In teaching, I sometimes depend on my favorite teacher's ways, methods, and techniques, in addition to personal touches. In other words, I explain the main ideas and rules as I received them, and supplying them with updated examples."

There is an advocacy towards different reliable teaching sources used by the teacher that can be effectively used in the teaching process. In which the instructor presented the effects of previous teachers' ways, methods as well as techniques in the used teaching approach. Where the adoption of different elements from various sources prepared a version that is considered as the product of many people, ideas, procedures, perspectives, as well as norms. However, some teachers differed in their attitudes towards the suitable ways to reach students' comprehension. This idea is best described as follow: "I created my own way through teaching in different places and getting to know new strategies and methods of teaching". The teacher showed that the used teaching approaches are created through engaging in different sources and incorporating them in their experiences.

3.2.1.8. Teachers' opinions on the lessons' objectives and their role in promoting second language learning

Many teachers shared the concept of simplifying and clarifying the lessons' objectives along with reaching the desirable knowledge, skills as well as attitudes through the use of several ways in fulfilling the targeted aim. This concept is described by Lana as follow: "My lesson's objectives are to convey the intended message from the lesson, with achieving them by the end of the session. And I

usually do extra personal efforts to promote a second language learning based on such teaching objectives".

There is a positive insight held by the teacher towards the various ways their objectives are sought by the end of the course by reaching students' comprehension and meeting the requirements of efficient second learning. While, other teachers showed another aspect which is described below: "My objectives are to make student grasp the meaning of lesson ,learn new thing, develop a skill , being active ,participate , feel comfortable to treat the problems that lead him or her not to do well in exam or test ,practice more because practice makes perfect. Sometimes, I do achieve some of them and others I don't. Yes, my lessons promote second language learning".

The teacher expressed many used methods in establishing a thorough understanding and realization of the lesson. However, the teacher showed a kind of hesitation in reaching the desirable objectives despite the sought extra personal efforts.

3.2.2. Discussion of Teachers' Interview Findings

Critical theory serves as the framework of this study and the background from which this research was conducted. Apple believed that education has an important role in constructing the social reproduction of knowledge. The hidden curriculum encourages teachers to design lessons that make them develop some skills, traits, knowledge, perspectives as well as norms, but in fact today's schools do not fully elevate learners to the needs of the twenty century.

The critical theorists deem every educational activity as an attempt to gain control over groups, those in the position of authority impose their knowledge, education, beliefs, ideologies, curriculum and teaching practices upon those groups. And in this case, teachers have shown their strong advocacy towards the unconscious use of the hidden curriculum that is imparted through messages, skills, perspectives, attitudes as well as beliefs that are transmitted within the taught lesson. This theory insisted on the significance of the relation between schools, and it believed that school programs are designed in the favor of the dominant class through knowledge inclusion and exclusion as well as constantly reproduces the existing relations of social class and power (Apple, 2004; Lynch, 1989). Apple (1979) stated that schools need to encourage positive attitudes as well as traits and plant them in the students. These institutions are the place where learners become critical thinkers, autonomous, independent, and reflective on their studies, future and everything that surrounds them. Besides, they are willing to bring change into society and these schools provide the learners with the required social skills and turn them into active members of the community because the way students think or feel is easily to be influenced by the people surrounding them along with all events that happens to them and what they may have been exposed to in the media.

For that, the hidden curriculum can be both positive and negative as it can be used to students' advantage by showing them how to achieve and be successful as they move through the educational system. Actually many teachers are quietly aware of their own individual hidden curriculum that is based on their particular personality and teaching style, and that they can make a difference in the lives of their students.

Many times it is incorporated into the taught curriculum and teachers and students are not even aware that it is functioning in all aspects of the educational system where it often determines how students feel about many controversial issues. Moreover, in the process of learning, messages are not communicated through the explicit curriculum; rather, they are part of the hidden curriculum. Schools tend to send messages to those who participate in them, and often these messages are unintentional where they are conveyed in various ways, and educators must understand how these messages impact the student population.

Apple believed that there should be a deconstruction to the curriculum for a better understanding to the hidden values that are imparted to students. By examining the curriculum in this way, each teacher brings her or his unique personality traits, interests, talents, and previous educational influence to bear on classroom practice. Teachers need more autonomy to practice their own particular teaching style as an art form. If teachers are allowed some freedom in teaching, they are able to enrich the learning experiences in efficient manners.

There should be a great awareness that it promotes to a classroom environment that can project values and messages intentionally or unintentionally to students. Actually, the hidden curriculum impacts all areas of the school system; thus it is necessary to study it in depth. In which, the former impacts the Students-Centered leaning approach in many different ways. The hidden curriculum facilitates learning by increasing motivation and effort and making the learning environment more interesting to learn in by supporting positive interactions among learners and providing a supportive space in which the leaner feels appreciated, acknowledged,

respected, and validated as well as by recognizing that learners in any classroom learn at different rates with different styles.

From the explanation above, it can be concluded that the term hidden curriculum refers to everything that can influence the ongoing teaching and education processes. The former has a strong ability in impacting the establishment of the SCL approach which may increase or encourage or even weaken the efforts to achieve educational goals.

3.3. Analysis of Students' Interview Results

3.3.1. Interpretation of the Findings

Students were given a set of open-ended and closed questions in the form of a structured interview to identify their attitudes towards the discussed topic. Analysis of the results of students' interviews generated the following themes.

3.3.1.1. Teachers ' responsibility in creating the suitable environment and atmosphere for an efficient learning

The teacher plays a very important role in establishing the appropriate, supportive, positive learning environment for his/her students, he/she is considered to be responsible for either making his/her students motivated and energetic or discouraged and bored. This is what the majority of students agreed upon, for instance Sarah (S1) states:

> "I believe that creativity is what teaching really about since the teacher is in charge for creating the suitable environment for his students so as not only to learn but to enjoy and love the material being taught...today's education is quite different from the traditional one and this is due to the needs, and skills that this century demands from our students."

Sarah admitted that there is a need for a change with regards to the use of some teaching and learning materials. The reason is to cope with the rapid change brought by twenty-first century education. Making some changes inside the classroom, asking questions, involving students in different activities, using games, energizers, and warm-up activities are all students' most suggested solutions to minimize boredom and frustration and maximize the level of motivation and achievement. Hence, it is imperative that the teacher continuously upgrades his/her knowledge and methodology in order to enhance the quality of teaching.

3.3.1.2. Over-emphasis on the SCL Approach in the Educational Programs, Yet its Full Implication Has not Seen Day Light

Student-centered learning is an approach to education, it aims at putting the student at the core of the learning process, and engaging him/her in his/her own success. This definition is presented by the majority of students, in which it demonstrates students full awareness about this method of teaching and learning. Lina (S2) stated that "it is a method of learning that shifts concern from the teacher to the student". In addition, Touba (S3) believed that the SCL approach: "is based on the student as the center of learning. He should be an essential part in lesson planning, activities and evaluation". Similarly, Mohamed(S4) describes the SCL approach as a way of learning that makes students' needs and interests at the center of learning. Most of the students agreed that SCL is the most dominant approach in the twenty-first century, in which it puts the students' needs, abilities as well as development at the center of the learning process. In the light of this, Amel (S6) claimed that "there is a lack in using this method due to several reasons", which

shows a clear students' vision that simplifies the lack of the application and implementation of this approach in the educational settings. Other students pointed out that the Algerian educational system is not encouraging this kind of approaches and this is causing the failure of its implementation.

3.3.1.3. The application of the student-centered approach in the educational process and the major obstacles that can hinder its establishment

The SLC approach is a well-known method of teaching and learning among all students due to the buzz it makes all over the world, Sarah (S1) says "we usually hear the notion of autonomous learning that has dominated the world now". Another student, Dounia, states that"Nowadays, the idea of independent learning is spreading among students". Although this approach is well recognized and is highly recommended in the educational practices, it is still absent and hindered by many obstacles, one of which is teacher's total authority in classrooms. S1 Sarah mentioned: "When it comes to its application things are quite different because the whole educational system encourages teachers' supremacy that is going to lead our students to unpleasant directions for that students heavily depend on their teachers in almost everything". Another student Lina clarifies: "Today's students are heavily relying on their teachers' efforts, and they do not show much potential in their studies". Another barrier to SCL establishment is the lack of teachers' knowledge about learner-centered instruction. According to Donia the teacher "still does not know how to manage classrooms 'structure using student-centered strategies". It has been concluded that today's classrooms are characterized by teacher-centered

environments, which is not effective to meet students' needs, and it does not encourage a student-centered approach application.

3.3.1.4. The different ways to maintaining classroom instruction in teaching and learning

Classroom management is linked to teachers' and students' behavior, most students have rated discipline as the one of the most effective element in promoting effective classroom management, Donia explained that "it's all about students' discipline, for example teachers must give responsibility to students for their actions which may promotes active learning and make a lot of contributions in the classroom". She added that"teachers should focus on is that teachers should encourage their students to ask and give their opinions about class requirements, subjects, routines, and other matters". In a way to show focus on teachers' responsibility in maintaining classroom structure. What is attracting most in students' answers is that teachers and students should have a strong positive relationship in order to reach mutual confidence. This is evident in Walid's statement which shows that "teachers can build their classroom instruction and management by enhancing their relationship with their students in terms of maintaining a good communication that is based on acceptance as well as freedom of expression". In the same vein, Mohammed said that"Teachers can manage their classroom instruction when building a good relationship with their students, when students trust their teacher by making more efforts to follow the rules". According to some students, classroom management can be well maintained through the use of student-centered instructions. Lina suggested that teachers organize their classrooms in different ways according to several motives. Some manage their students by using many activities and provide them with the suitable ground that makes them

understood and engaged in the lesson. While, others rely on approaching their students' level so as to understand their ways of thinking and mindsets. So behaviors may vary from one teacher to another ,and from one classroom to the other, what matters most is that teachers do not only control but they help every student reach the highest possible level of classroom achievements.

3.3.1.5. Teachers' aspirations towards being a classroom facilitator and the struggle to be fully applied in an educational setting

In student-centered classrooms, teachers' role should be facilitating lessons to reach students' comprehension and make them more autonomous and independents, but unfortunately , today's teachers are classroom controllers, they are in charge of everything. Walid stated:

> "I think he plays the role of a classroom controller since we have always been acquainted to this traditional role in our careers, and others believed that all the efforts that teachers do lead them to sustain their traditional role as classroom controller, so the role of a facilitator hasn't taken the floor yet."

Another student, Lina claimed that the teacher in her classroom has never been a facilitator or a guide only; he is always a controller in a way that he prepares lessons, creates activities, and evaluates. Similarly, Sarah explained that "the teacher is still cherishing his traditional role in taking control of his classroom". Very few students viewed the teachers' role as a facilitator since they have experienced it inside their classrooms. Mohamed said that teachers are facilitator due to what he has noticed in his classroom without enough illustrations. Teachers should play the role of both dresses of a facilitator and a session controller. Anes suggested that the teacher can be both a facilitator and a controller since he has to switch

between different roles, where sometimes it is a must to be a guide and in others it is necessary to control things. Amel also claimed that teachers can be both because she thought it is hard for teachers to separate between being a facilitator and instructor. In student-centered learning, the teacher is still the classroom authority figure but functions as more of a coach or facilitator as students embrace a more active and collaborative role in their own learning.

3.3.1.6. Lack of practicality in today's lessons in assisting students in drawing a link between the learnt subjects and the demands of the professional life

The students' professional life after graduation is an important period, because it's time to apply and practice, however education that is entirely lacking in practice and in the opportunity to practice one's knowledge. The lack of practicality in today's lessons makes many students suffer from drawing a clear connection between the theoretical and the practical aspects of the lesson.As Sarah said:" Unfortunately, the courses taught in the courses don't assist students in finding jobs because we are taught only the theoretical aspects of lessons to be surprised later on in discovering that everything we have learnt can't be used in the practical life". Anes is another student who is finding difficulties in dealing with his professional life requirements; he said that he doesn't see a clear link between what he's studied and the demands of today's jobs. Students have shown the importance of practicality in applying for jobs. Some referred it to the incompetency of teachers, other to the inefficiency of the courses and the educational system in general. One must be aware of what their knowledge can provide to this world, for this reason it is best to prepare and seek out ways to apply the knowledge through practice.

3.3.1.7. Absence of intellectual growth in students' objectives lead to the difficulty in linking the studied lessons to the jobs' demands

Education is not only about teaching what the official curriculum dictates, students in a learner-centered environment need to know about different life aspects, beliefs, and new ideologies so that to be able to cope with their personal, social, and future lives. Students should learn manners, how to be critical thinkers, future leaders, and good social influencers to meet not only their jobs demands but also their personal and professional life and without these concepts in learning, student-centered will not be well established. Sarah stated that "The picture of students after college is supposed to be a character that represents a lot of things such as knowledge, manners, creativity and critical thinking" some other students stated that the reason behind the absence of the intellectual growth in today's students objectives is due to the way they were raised. Anes claimed that "most of students study only to get a job because they have been raised with this way of thinking unfortunately". Others confirmed the inadequacy of the educational systems and politics that governs students' minds and achievements. As it was proclaimed by some students, such as Touba, "there is a hidden thing dictated by the government of our country that is controlling the achievements of the students and letting him down instead of encouraging him up". Lina indicates that this kind of students' irrationality is due to many reasons, including the study circumstances and the educational system in general that made them think this way.

3.3.1.8. Students' attitudes towards team working and its role in establishing and fostering various opinions and perspectives, one of which is student-centered learning

Most students emphasized the importance of team working in maintaining effective learning. Sara and Lina agreed on the fact that working collaboratively is an essential activity that helps students in developing their skills, attitudes and knowledge.

Group working can make study more efficient and fun", however there are always some working conditions that are highly recommended by students, for example: Sarah stated "I like working in groups but under some certain circumstances, like they are opened and accept others' opinions". Djawad declared : "I do like working in groups as it has a special flavor especially with open minded members who would like to share knowledge and do not badly judge others". Although the majority of students agreed on the advantages that they can get from working in groups since they believe that it enables them to pool their ideas and see problems from different perspectives, it gives them the chance to learn from each other by helping open up to new ideas that they haven't known before and exchange thoughts as well as perspectives and dealing with people with different mentalities and views. However, there are few students who prefer working alone so that their opinions and concepts cannot be interrupted as Mohammed declared:" I prefer working alone so as to make the work perfect and not to be affected by the differences of students". They believed it is unnecessary since they perform good results while working alone.

Working collaboratively is not a skill that we develop on the basis of what the official curriculum impose but it is something that we learn through teachers' behaviors and students' different principles.

3.3.2. Discussion of Students' Interview Findings

On the basis of fully understanding the connotations, characteristics, and functions of hidden curriculum, there would be no doubt that the hidden curriculum is an important factor and a resource following the whole process of teaching and

learning. Jianming believed that “hidden curriculum has become a hot issue in curriculum theory research and has made a qualitative leap in curriculum research" (2000). In this research, students have shown their full awareness towards two types of courses they were dealing with, explicit courses and implicit courses, they have suggested a kind of unconscious learning process that they have been through, in which they have acquired some complex knowledge through some psychological values, ideas, and experiences. The way learners are encouraged to be active, independents, how to develop their potential, and improve their learning skills such as creativity and critical thinking is represented as Implicit Learning which is referred to as the hidden curriculum. On the other side, one educational approach is SCL that puts the student at the center of the learning path and seeks to develop his own skills, capacities, and competencies. This notion leads us to draw a link between what is called the hidden curriculum or the hidden education and SCL as they share some targeted potentials in improving student’s personality and way of thinking so that to help students to establish a positive world outlook, outlook on life and values . Robert, an American psychologist, confirmed through experiments that people can also obtain rules that can only be obtained in explicit education under unconscious conditions. People can use two learning modes to learn some complicated tasks. The other is implicit learning mode, that is, teachers are only "indoctrinates" of knowledge or "language experts" and "directors" of teaching activities, which are intermediaries, helpers, promoters, supervisors and collaborators of students' learning, organizing classroom activities as a link and bridge between the legitimated knowledge and individual student construction. Our research participants believed

that a good teacher-student relationship plays a positive role in promoting students' learning and stated that in the course activities at the teacher level, teachers will consciously or unconsciously integrate their own life experience and social experience into the classroom activities according to their own knowledge system and their own ability to understand and comprehend. Jerald (2006) noted that when teachers are aware of the importance and influence of hidden curriculum, they will always review their personal attitudes with their students in the classroom. Moreover, teachers may use the hidden curriculum in their teaching as strategy or method to send specific message to student through these approaches, such as cooperative learning. So, if teachers do not utilize this kind of curriculum by right way or effectively, they will have issue in the hidden curriculum. They may also send negatively entrenched and social beliefs and ideas to students rather than using the hidden curriculum to make school place to social change.

Indeed, schools have to recognize the importance of hidden curriculum with its advantages and disadvantage, so they work to improve students' behavior and believe through hidden curriculum. Schools should use the hidden curriculum as a basic curriculum in schools to avoid issues of it if it is used without awareness.

3.4. Conclusion

This chapter was devoted to the description of the research design, participants and setting, as well as data analysis method so as to determine the impacts of the hidden curriculum on the implementation of the SCL approach.

Based on the findings, it can be concluded that the hidden curriculum has a significant influence on the SCL model. And without the former the SCL model will not be thoroughly

established as it demands the implementation of some specific skills, norms as well as attitudes that perfectly complete this approach. Hidden curriculum is one of several ways to impact the learning process where it is not programmatically formulated in the formal curriculum yet its existence is influential in building students' competency. Therefore, educators who work with curriculum development should be aware of this type of curriculum when they design and develop the curriculum. Sometimes, teachers positively use hidden curriculum without awareness through their behaviors and methods of teaching in the classroom. However, some teachers purposely use the hidden curriculum because they are aware of this kind of curriculum and its major influences and results.

For that, teachers have to encourage their learners to learn, create, and improve through the hidden curriculum to provide them with opportunities so as to gain new skills, thoughts, experiences, and knowledge. As such, the relationship between a teacher and students must be harmonious, so that the goal of creating a right attitude in students is effectively achieved without any obstacles, or in other words to facilitate and maintain the establishment of the SCL approach in the educational process.

CHAPTER FOUR

CHAPTER FOUR

Pedagogical Implications and Recommendation

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CHAPTER FOUR

Pedagogical Implications and Recommendations

4.1. Introduction

This chapter summarizes the findings from previous chapters in order to answer the research questions stated in the general introduction. It presents next pedagogical implications, where several significant views about teachers' and students' attitudes towards SCL and the impacts of hidden curriculum on SCL implementation is considered. In addition, it presents suggestions for further research in the relevant field, and some recommendations for a better implementation of SCL in the field of English language teaching and learning in the context of Algerian higher education.

4.2. Summary of Findings

This study sought to answer the following research questions:

1. What are EFL teachers' attitudes towards the student-centered learning approach?
2. What are EFL students' attitudes towards the student-centered learning approach?
3. What impacts does HC have on the implementation of student-centered learning?

Final results revealed that teachers and students are fully aware of the student-centered learning and what may enhance or hinder its establishment. At one hand, teachers confess that the student is the core factor and actor in any educational system, and all instructions should turn around the student and his/her needs. They believed that to educate a student means to sort out the student's hidden abilities.

That is, the student should be seen as an individual with inherent, intrinsic, innate, and natural capabilities to be shown and improved. They assert that teaching should be based on the student as an individual who is believed to possess some prerequisites; he/she is able to do, able to achieve, able to think, able to change, and hence, autonomous, and that's what the LMD reform comes to ensure and to make changes in terms of the student's development at all levels.

Learners, as research participants, define their universities as the higher educational setting, where their views and real identities will be established. They believe that all should turn around them; the content, the teaching methods to be adopted, the materials to be used and the respect of their learning needs and styles as well as their being a complete valuable individual who can be autonomous. Despite the fact that they all believe in so, learners are still found spoon-fed and unable to take leadership of their own learning due to many factors.

At the other hand, the research' results on the hidden curriculum demonstrate that there is a strong agreement of research informants on being influenced by their behaviors toward one another, either in a student-student relationship or a student-teacher interaction, it may extend even to the classroom structure and the study environment which can affect the establishment of any teaching and learning method. This is referred to as hidden curriculum, which includes hidden elements that are not explicitly written in formal guidelines but are taken into consideration and are consciously or unconsciously taught. Teachers should be aware of the hidden curriculum in order to positively contribute in maintaining a good student-centered

learning structure, an environment that supports students building strong characters as the learner-centered model demands.

4.3. Pedagogical Implications

This section represents some pedagogical implications for teaching and learning in relation to learner-centered approach in regards to the impacts of the hidden curriculum on its establishment.SCL encompasses methods of teaching that requires learners to actively construct their own knowledge where the primary goal of teachers is to coach and facilitate students' learning and comprehension of the subject. However, some teachers still have an authoritative role in the classroom by inducing some ideologies, ideas, thoughts as well as perspectives within the taught lessons which may hinder the implementation and the establishment of the learner-centered approach. On that basis, it is critically important for teachers and students to consider and reflect on the following key factors.

4.3.1. Implications for Teaching

Teachers are expected to understand better the hidden curriculum and be more creative, efficient as well as active in facilitating the implementation of the hidden curriculum. Initially, the student-centered learning does not mean that teachers are not involved since they know the destination of where students should end up. They allow students the freedom to design the map of their learning process by offering support, guidance, and encouragement as needed along the way.

Teachers have to provide structure while allowing students to take the lead as much as possible by recognizing and accommodating different learning styles and

needs, bringing students into the decision-making process, considering their joy a priority as well as encouraging them to share their thoughts so as to perfectly master independence, teamwork, collaboration, presentation, critical thinking, creativity, and technology skills. Teachers have to understand the influence of the hidden curriculum on the formation of students' characters, behaviors as well as mindsets by making the learning goals, materials and expectations clear and evident. On that basis, student should be involved directly in the educational process by enabling them to interact with one another, allowing them to express their opinions freely, and elevating their confidence, responsibility, as well as autonomy. Unfortunately, developing a student-centered learning environment is not always easy, especially if the experience frames learning in a more traditional way. But implementing and practicing a student-centered learning environment is different form its theoretical aspects. Teachers are expected to understand better the hidden curriculum by helping students accommodate and uncover its several aspects through understanding its different insights, ideologies as well as perspectives and be more creative, efficient and active in making students enthusiastic in participating in the learning process. For that, teachers have to make their learning objectives clear and direct and ensure that they are sought by the end of courses so as to avoid any misunderstandings.

The former should regard teaching as a partnership process and students as active, self-dependent participants by selecting effective learning techniques to help students link between the theoretical aspects of the lesson and the real life. On that basis, the curriculum should be loosely structured with great emphasis on teachers'

awareness of the different aspects of the hidden curriculum as it highly influences the implementation of the SCL approach.

4.3.2. Implications for Learning

Learners play a crucial and active role in education as they involve and interact with teachers, participate in classroom discussions, and act in a receptive manner. With changing times, the role of learners in education has changed because learners were viewed as empty boxes that should be filled with knowledge and the latter will be evaluated in tests and exams. However, with the launch and emergence of the student-centered approach, learners were given a new role in the educational process, by placing them at the center of focus and of all activities. Students should be given the skills they need to succeed not only in their learning process but in life in general by helping them grow the confidence to practice the century's skills, creativity, critical thinking, communication, and collaboration. A school is the second home of students where they spend a significant portion of their lives. On that basis, the educational environment is required to ensure that the students get access to excellent education. The latter should be incorporated and represented in their skills, behaviors, thoughts, beliefs as well as mindsets. Besides, learners are expected to attend classes on time and regularly, be prepared for classes, participate in classroom activities, contribute to discussions and group activities, develop positive attitudes as well as be cooperative and considerate.

These mentioned aspects are considered to be part of the hidden curriculum taught by educators as they are indirectly implemented and fostered. Finally, students' role should not be taken lightly due to their higher importance in the educational process.

4.3.3. Classroom Environment

Student-centered learning environment is one where the focus of instruction is shifted from the teacher to the student, by aiming at developing students who are autonomous and independent by placing the responsibility of learning in their hands. Many proponents of student-centered learning would argue that it is one of the most effective ways to help students develop the skills required for independent problem-solving and lifelong learning. In the more traditional teacher-centered learning environment, the teacher is the center of the learning experience and takes the active role of teaching, while students assume a more passive or receptive role. In contrast, in the student-centered learning environment, the interests of students' take a focal stage in deciding which ways to provide to their learning experiences. In the student-centered classroom, students take a more active role in the educational experience by turning their classroom into a community that aims at eliminating the practices of the traditional classroom where the teacher speaks and student listens. In a student-centered classroom, the focus of instruction is shifted from the teacher to students.

For that, students speak, the teacher listens, interjects and facilitates conversation when needed. Teachers use the hidden curriculum which is represented in the taught lessons through norms, thoughts, attitudes, perspectives as well as skills that are consciously or unconsciously transmitted and planted in the minds of students. Moreover, creating a student-centered classroom requires collaboration by placing learners at the center of their own learning environment and allowing them to be involved in deciding why, what, and how their learning experience will take shape.

On that basis, providing students the opportunity to lead in the classroom is a great way to develop a student-centered learning environment that fosters engagement, growth and empowers students to take ownership of the learning experience. So, they should create a classroom environment where positive values such as work ethic, leadership, personal responsibility, empathy as well as team work are rewarded and honored.

4.4. Recommendations for the Implementation of SCL in the context of English Language Learning in Higher Education

This qualitative research was conducted in the department of foreign languages at the University of Medea, so as to provide teachers and students with insights on the hidden curriculum and its inevitable impacts on the implementation of the student-centered learning. Student-centered learning is a rich steppingstone through which the learning process is carried out since it encourages independent and autonomous learning by shifting focus from teachers to students.

It is highly recommended to disfavor the traditional teacher-led form of learning and encourage more flexible learning methods which should be available for all students. The Traditional learning is deemed as conventional learning which tends to consider students as passive receptors of information that do not actively participate in the learning process. On the other hand, the SCL allows students to shape their own learning paths and draw their own footprints towards success. Besides, this shift that places student at the center of the learning experience is very demanded and welcomed in the learning process as learners will be provided with a

classroom that supports exploration, motivation, and authentically engagement in meaningful learning experiences.

In addition, classroom expectations must be established, both ideas and opinions of teachers and students should meet especially in the beginning of the year. Student-centered classroom can be successful when each individual teacher and student know their contributions are needed in order for the whole classroom community to flourish. Also, clarifying the lesson's objectives are strongly promoted at the beginning of courses so that to avoid any unwilling expectation that may negatively affect the way lessons are conveyed to students.

On that basis, teachers have to encourage their learners learn, create, and improve through the hidden curriculum to provide them with opportunities so as to gain new skills, thoughts, experiences, and knowledge. As such, the relationship between a teacher and students must be harmonious, so that the goal of creating a right attitude in students is effectively achieved without any obstacles, or in other words to facilitate and maintain the establishment of the SCL approach in the educational process. The lessons to be prepared should meet, if not all, some of the real world aspects since there is a lack of practicality in today's educational courses. Actually, many teachers are quietly aware of their own individual hidden curriculum that is based on their particular personality as well as teaching style, and that they can make a difference in the lives of their students. Many times it is incorporated into the taught curriculum and teachers and students are not even aware that it is functioning in all aspects of the educational system where it often determines how students feel about many controversial issues. Moreover, teachers have to be

knowledgeable enough about the hidden curriculum as it greatly influences students' mindsets. It is highly encouraged to study and examine it in depth and its several impacts on the establishment of SCL. As it facilitates learning by increasing motivation and effort as well as making the learning environment more interesting to learn in by supporting positive interactions among learners and providing a supportive space in which the leaner feels appreciated, acknowledged, respected, and validated.

One can deduce that there is a strong relation between student-centered learning and hidden curriculum, the latter interferes in establishing the student-centered approach, as it helps in building students' characters, encouraging cooperative and collaborative working, enhancing student-student and teacher-student relationships, as well as it reinforces the lessons of the formal curriculum. For that, there should be a clear awareness and knowledge about the hidden curriculum and it major impacts on the implementation of the SCL approach.

4.5. Limitations of the Study

As with every attempt into research, the current research contains a number of limitations which need much consideration when undertaking future studies. These include the length of the research, sample size, as well as instrumentation. Initially, this study was conducted with a small sample size since the nature of the grounded theory did not allow for a great number of students. Additionally, another limitation was that there were many additional factors that could affect this research, including time, Covid 19, the lack of data and materials. This study was conducted with two students from each level (1st year Licence to Master two) where the

findings are not generalized, but could be useful in establishing frameworks for future research and generating theory. Besides, in keeping with the nature of qualitative research in universities, there was some unevenness to the number of participants as it characterized by the use of only a one research tool, which is the online interview, for that the need for other research tools is recommended for future studies. For that, one semester of instruction might be limited and not enough time to guarantee the massive impacts of the hidden curriculum on the implementation of SCL. Finally, this research was limited to the participants' perception towards the hidden curriculum as it represents a novel concept though it was regularly used by teachers in the learning process. In spite of these limitations, this research is an attempt to provide some insights for teachers and students about the Impacts of the hidden curriculum on the implementation of the SCL approach as being a modern issue that educators should pay attention to.

4.6. Suggestions for Further Research

Based on final results, we would like to propose some suggestions that hopefully will be very useful to improve the student-centered learning approach in teaching and learning as well as further studies to be conducted concerning the effects of hidden curriculum and the way it affects students and its interference in establishing any educational approach.

As many conducted research. First, time does not always allow researchers to deepen their studies in the field matter, which may forbid them from discussing some major points that could lead to different directions of the study. For instance, instead of devoting only one semester for conducting a research, it would be better to permit

students to go for a longer time period to be able to capture more data and involvements through the whole research process, from initial design to final results, which means they start their research' projects at the beginning of the year in order to avoid any disturbing unexpected factor and reach better results.

Second, student-centered learning is a well-known method of teaching and learning, but when it comes to its application, we may find some hidden obstacles that hinder teachers as well as students for better leadership in learning and teaching and also for self-improvement, for instance, it is suggested that hidden curriculum is used by government to dictate what should be done and what is not supposed to be done,in this way, we may deduce that hidden curriculum is negatively used to influence the field of education. That is to say, politics is an important factor through which education is controlled. This angle should be highlighted in other researches in order to prove the latter claim.

Third, in this particular study, hidden curriculum is only tackled as one way of affecting education; however, it is a serious issue that may extend to other fields. That's why, it shouldn't be hidden anymore. We would like to have further studies on the probability of hidden curriculum to be taught in middle schools and high schools in the same way the official curriculum is, so that to avoid the clash between the expectations of individuals and their real world.

Finally, it is important to note that many teachers are aware of the ways in which their words and actions influence and are perceived by their students. Starting from this point, Future research could look at the educational opportunities provided

for students based on gender, as well as the outcomes for boys and girls. It might be also beneficial for future research to look athow students are directly affected socially and emotionally by the actions of teachers.

4.7. Conclusion

This final chapter presents a brief summary of the research findings concerning teachers' and students' attitudes towards student-centered learning, as well as the impact of the hidden curriculum on its implementation. It also provides some pedagogical implications for both teachers and learners, besides to a set of recommendations and limitations. Finally, some suggestions are proposed to improve the implementation of the student-centered learning approach in teaching and learning as well as further studies to be conducted on the effects of hidden curriculum on student-centered learning.

GENERAL CONCLUSION

GENERAL CONCLUSION

Hidden curriculum is an important issue in the educational field, as it has the potential to impact teachers, students, different teaching and learning approaches, and even change lives. Many scholars assert that the hidden curriculum is an integral part of any educational system, and it is present in all educational forms. It can support or hinder the implementation process of the learning and teaching methodologies directly and indirectly, for instance, student-centered learning approach, an educational program that is widely used in our schools today, the way it is implemented can be enhanced or hampered through many hidden practices, one of which is the implicit or hidden curriculum.

Hence, the present work was designed to explore the attitudes of teachers and learners towards the student-centered approach and major effects of the hidden curriculum in establishing such approach, it tended to shed light on the obstacles that may face teachers in dealing with students with various styles of learning and different comprehension capacities, and the challenges that may obstruct students in their learning process. In other words, how can hidden curriculum enhance or hinder the student-centered learning approach.

This work consisted of four chapters. The first chapter was devoted for the literature review which provided an overview of the student-centered learning approach and the hidden curriculum in addition to most researchers' and scholars contributions to the field of study, as it defined the key concepts of the research.

The second chapter dealt with the research methodology, research design, population, sampling, data collection techniques, and data analyses procedures, to end with some pedagogical implications and recommendations. The third chapter represents the final research results and a full discussion of the findings.

The findings reveal that hidden curriculum plays an important role in shaping the student-centered learning approach. Therefore, teachers and students should be fully aware of its factors and characteristics. When teachers are aware of the importance and influence of hidden curriculum, they can use it as a strategy or method to teaching, through which teachers consciously or unconsciously send messages to students and establish their own teaching approaches. In addition, the results demonstrated the effectiveness of hidden curriculum when using it in the appropriate way in enhancing student-centered learning, in which teachers can develop their students' skills through teaching them attitudes, knowledge, and behaviors that are not part of the regular curriculum such as student's character building, however they are manifested by teachers' words and actions , that is to say, educators who work with curriculum development should be aware of this type of curriculum when they design and develop the curriculum, so as the classroom structure management

Hence, on the basis of the results, the research questions were answered, and some pedagogical implications and recommendations have been set on respect to the research topic.

To make a long story short, if the hidden curriculum is used by teachers in the appropriate way, student-centered learning approach will be effectively established and vice versa. The significance of hidden curriculum should be taken into consideration because it has a strong and effective influence on students' learning process and future achievements.

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APPENDICES

APPENDIX ONE

Participants' Consent Letter

Dear participants,

This interview is an attempt to collect the data needed for the sake of accomplishing a master dissertation in which we are exploring" the teachers' and students' attitudes towards student-centered learning approach taking into consideration the impacts of the Hidden Curriculum and its major contributions to the implementation and establishment of this teaching and learning process". Participating in this online interview aims at exploring the beliefs of SCL so as to improve the teaching and learning process of higher education in Algeria. For that, several steps will be taken to protect your anonymity and identity. The answers of the questions don't contain any mention of your name, and any identifying information from the interview will be removed.

The participants of this study don't have to worry about their privacy, in which no third party will have access to the answers and names will be translated into ID codes and all data collected will be labeled with the ID codes rather than your names.

We kindly ask you to answer the questions below, and you are free in your answers. Please, be sure that the information you provide will be used anonymously and for research purposes only. We truly appreciate and value your efforts.

APPENDIX TWO

Teachers' Interview Guide

1.What is your philosophy and methodology of teaching?
2.How is your classroom management structure? How do you handle or manage your classroom?
3. How do you plan your lessons? What do you know about lessons planning design?
4. What may affect your lessons planning process? And do you connect your lessons to the real world?
5. In your opinion, what is a Curriculum?
6. Do you think that there are some things, aspects, ideologies and beliefs that are not part of the curriculum but they are taught?
7. As a teacher, in your view, what is a student? How do you see student's role inside the classroom? How do you describe 21st century learners
8. Do you encourage/incorporate collaborative working and project based learning?
9.What do you suggest to keep your students engaged and motivated?
Can provide some examples?
10. What is SCL in your view? Do you use it in your teaching practices? Provide examples.
11. In your view, to what degree do courses assist students in finding a job/training position after graduating?
12.Howdo you see your role as a teacher?
13. What are the objectives of your lesson? And do you achieve them by the end of the lesson? Do your teaching objectives promote second language learning?
14.How do you see autonomous learning?
15. What is the image or character of students after college? Do they study to get a job or for intellectual growth?
16. What is your reference of teaching?
17.In teaching, do you use the way you were taught, or have you created your own way? Does your way meet the needs of students?

APPENDIX THREE

Students' Interview Guide

1.How do you see the role of today's teachers? Provide examples.
2. How creative a teacher can be if his students don't understand, or they are bored, inattentive, or unmotivated?
3. Do you think today's students are autonomous and independent or they are reliant and dependent on their teachers?
4. Do teachers have a one common way to deal with students, or they have a different way with each student on the basis that they have different learning styles and perspectives?
5. How do teachers manager classroom instruction ?
6. Is your teacher's role as a facilitator or session controller ?
7. Do you benefit from the lessons taught in your real world ? Do you really feel the spirit of intellectual growth ?
8. How do you define students- centered learning? Do you think it is applied in schools and Universities? How?
9. Do you think that the lesson objectives are sought by the end of the session ? If not why?
10. In your view, to what degree do courses assist students in finding a job/training position after graduating?
11. What is the image or character of students after college ? Do they study just to get a job or for intellectual growth?
12. What is your reference of learning?
13. When what you study is difficult, do you try to solve it alone or you turn to teacher for help?
14. Do you think that the devoted time to study in school is enough to assimilate all information?
15. Do you like working in groups? Why?
16. Do you make your own study plan or you stick to your teacher's syllabus?
17. What intellectual traits do teachers like in their students'? Do they seek to nurture them? If they do, then how?