

# An Investigation into Teachers' Promotion of Student-Centered Learning in EFL Speaking Classes at Ethnic Minority Boarding High Schools in Gia Lai Province

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This research aims to explore EFL teachers' perceptions of applying student-centered learning (SCL) within English speaking classes offered at boarding high schools serving ethnic minority students in Gia Lai province. The main objective of this research is to gain a comprehensive understanding of how EFL teachers conceptualize, implement, and are influenced by SCL in their teaching practices. The study employed a qualitative approach, including questionnaires, observations, and interviews with eight EFL teachers. Results show that 100% teachers support SCL principles, such as promoting student autonomy and collaborative learning. However, challenges like varying students' English proficiency levels, limited teaching and learning resources, and constraints imposed by prevailing curriculum requirements hinder teachers' full SCL integration in classrooms. The findings emphasize the need for better support and resources from school leaders and staff, as well as the provision of professional development opportunities and curriculum guidance. The study not only provides insights into the multifaceted nature of SCL implementation but also contributes valuable insights to EFL teaching and learning in ethnic minority boarding high schools, stressing the importance of effective SCL implementation in EFL teaching context.

## Online Profile

## Biography

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