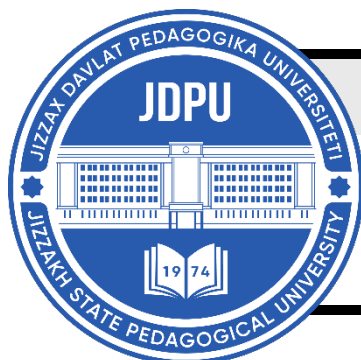


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**A LEARNER-CENTERED APPROACH TO IMPROVE THE
EFFECTIVENESS OF TEACHING ENGLISH***Dinora Jamshid qizi Oblaqulova**Student**Uzbekistan State World Languages University**Tashkent, Uzbekistan**E mail: dinaraoblakulova49@gmail.com***ABOUT ARTICLE**

Key words: learner-centered approach, teaching methods, classroom activities, teacher's role, teacher-centered approach, English as a second language, learning competency.

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Abstract: This article deals with the importance of the learner-centered approach to help teachers in the process of teaching ESL students. In the article, the history of this approach is highlighted with the evidences from reliable sources. Furthermore, a wide variety of activities, which can be employed in this approach in the English classroom, are suggested for teachers to implement in the process of teaching and to enhance the efficiency in the class. Also, this paper explains the main roles of the teachers in this teaching method and illustrates the given information with valid examples. In order to support the given information, some experiment results are analyzed and reasonable conclusions are made.

INTRODUCTION

The importance of various teaching methods in teaching English as the second language is highlighted in many methodological books and articles. The prominent one among them is the employment of the learner-centered approach in English classrooms. This approach is being recognized as the most appropriate way of teaching ESL students. According to Nunan (1990), the learner-centered approach is about seeing the language acquisition as a process of acquiring skills rather than a body of language [1]. It means that learner-centered approach is about changing the focus from teacher to student by which active learning among ESL students can be encouraged. It concentrates on developing knowledge more by this type of approach where the teacher helps students as a facilitator instead of controlling them. The major

beneficial part is that language learners will have an opportunity to learn about their strong points and weak points. The reason why is that if this approach is implemented effectively in the classroom, language learning can be supported which can lead to positive results. Also, a learner-centered approach makes the teacher to permit the students to opt the lesson topics according to their interests to make the environment more engaging. Being independent in choosing and decision-making allows ESL students to learn the particular theme with a greater enthusiasm. Having said this, although a learner-centered approach is employed in several field of second language teaching, the traditional teacher-centered styles is also being dominant at many institutional places the world over [2]. According to Liu (2006), many educational schools and universities are still using a teacher-centered methods in the process of teaching the second language [2]. This paper mainly focuses on the significance of the learner-centered approach in boosting language competency among ESL students and suggests a wide range of approved activities for the English classroom that can be used in collaboration with this method of teaching.

MATERIALS AND METHODS

In this scientific article, the data from various methodological books and scientific articles is taken to prove the reliability and to support given discussions. The significant source has been “Learner-Centred Curriculum” by David Nunan in 1990. This book provided a great deal of valuable information about a learner-centered approach and gave clear definitions to this approach. It has been helpful in discovering the association of variety of activities in the classroom, namely working groups collaboratively, but the distinctive part is the role of the teacher who will not be in the center of attention. The additional resource is “A Paradigm Shift of Learner-Centered Teaching Style” by Liu R., Qiao X., and Liu Y. in 2006. This source has been practical for gathering data in terms of different teaching methods and it mainly focuses on the move towards a learner-centered approach. It is also worth noting that “Learner-centered Principles and Practices” by McCumbs in 2004 was its significance in terms of emphasizing the role of motivation in the learner-centered approach. It tries to focus on answering questions of what and how much can be learned by the students’ motivation. He described motivation to get knowledge in a clear way stating that emotional states, personal interests, definite goals and styles of thinking can have a profound impact on motivation. The connection between these two concepts is highly illustrated thanks to this resource. “Language Learning Strategies” by Rebecca Oxford, 1990, is indispensable to describe the success of teaching by highlighting more responsibility that students take when they feel independent. Additionally, “English for Specific

Purposes: A Learning-Centered Approach” by Hutchinson, T. and Waters, A. (1987) has been also useful in analyzing a learner-centered approach’s benefits in an English classroom.

The analysis of the significance of the learner-centered approach in the enhancement of ESL students’ language competency can be studied with a wide scale of methods, such as descriptive, comparing-contrasting, analyzing the results of particular experiments and questionnaires and reaching clear conclusions with a detailed analysis. Initially, the descriptive method is implemented by accurate definitions and descriptions of this mentioned teaching method between studied information that is essential to learn more about its origins, benefits and its use in academic situations. After which, comparing-contrasting is employed. As a main source of the data, two experiment results’ analysis are provided in this paper to prove the efficiency of the learner-centered approach. One is from the departments of French, English and Translation at Algerian Universities where 128 teachers in second language were randomly chosen for the questionnaires [3]. The other one was also about the concept of learner-centered approach that took place in the Department of English at University of Bisha, Saudi Arabia [4]. In the study, all teachers of English with their students in the department participated. These experiments’ results are helpful in identifying the awareness of the concept of learner-centered approach among subjects and evaluation of its efficacy in an academic environment. This paper is analyzed by making relevant comparisons and explanations. In this article, the presented data is clarified based on observing the final results of studies and making accurate conclusions.

RESULT AND DISCUSSION

It is evident that the concept of the learner-centered approach is not new [5]. It had actually been discovered long centuries ago. The concept of learner-centered approach emerged from the necessity to reform the traditional educational environment, since pupils regularly experienced passivity and disinterest. This idea was associated with the notion of disturbing the natural process of a learning. Essentially, this perspective suggests that learning occurs when the student is prepared. Instead of considering students to be dependent on teachers fully in terms of learning, they ought to be viewed as to assume responsibility in the process of acquiring knowledge. It means that the main focus can be altered from teaching to learning, thereby transferring authority from the teacher to the students [6].

With the accurate analysis of two research results, it can be learned a great deal. The first one was related to a descriptive exploratory study that took place with second language teachers whose number was up to 128 at Algerian Universities, from the departments of French, English and Translation. Their native language was Arabic, however they were teachers of English and French as second languages [3]. In general, the data from the mentioned study demonstrated

that almost all groups of participants with varying figures recognized this teaching methods' upsides for ELS students. A prime example was the integration that was about developing for skill of the second language: reading, writing, speaking, listening. Overall picture of the survey was positive. The second experiment's results had a quite different picture.

The subjects were the teachers and students of English language at the college of Sciences and Arts, University of Bisha, Saudi Arabia [4]. The questionnaire was employed to assess the teachers' awareness of the notion of learner-centered approach. It was observed that most teachers, who participated, were unaware of this teaching method. Overall, when teachers do not understand this approach clearly, they also cannot take advantage of it. The final conclusion from this study is that the use of the learner-centered approach should be encouraged in the classroom by overcoming difficulties and implementing it in daily second language lessons.

In employing the learner-centered approach, the role of various activities is crucial. There are a wide range of activities that can be collaborated:

1. Encouraging collaboration through group work, it can be done through dividing the students into small groups and they are guided to work together rather than a delivering a monologue without any interactions. Teamwork encourages thinking, decision making, speaking, listening and also writing that is absolutely necessary for every ESL student.

2. Making students to work with computers or technological devices to create their own work, such as projects that should include their own ideas. It allows them to work individually and developing ideas with the use of English language.

3. Performing speeches with presentations where learners can express their opinions and deliver them to their peers. It not only enhances their communicational and verbal skills in English, but also make them to overcome fear related to speaking.

4. Organizing debates to engage learners deeply with a topic which fosters understanding and informed perspectives. This is another advantage for making the English lesson interactive.

5. The engaging educational games ought to be employed to create a lively and student-centered atmosphere, such as

6. Using role-play in an English classroom is another efficient tool in this approach to enhance their skill of engaging in every day conversations in this language. The students will be in the center focus and teacher serves as a facilitator.

It is clear that this teaching method in collaboration with classroom activities can enable students to enhance their language competency better.



Principles of learner-centered instruction

Parrish, B. 2019 [8].

In terms of this approach's application, Weimer (2013) describes 5 main components to practice in the classroom: 1. Power balance: the focus should be on students, not on the teacher. 2. Content function: active thinking ought to be encouraged than memorizing constantly. 3. The teacher's role: should be as a facilitator who helps in learning than managing the whole classroom. 4. The learning responsibility: independence in the class is highly supported. 5. Assessing: the main aim should not be related to grades, but ought to be more about working on mistakes with detailed feedback [9].

CONCLUSION

This article is mainly about the importance of the learner-centered approach, its impact on teaching English language for ESL students. Initially, the origin of this approach is discussed as well as the accurate data related to it is provided. This paper also mainly focused on the types of activities that can be employed in this teaching method. Each classroom activity is explained with definitions and clear examples in sequential stages for the improvement of language

competency. Moreover, the main advantages of this approach for in the teaching process is thoroughly analyzed. The role of teachers in encouraging students as supervisor is illustrated in combination with viable examples. Importantly, the observation and analysis of two experiments' results demonstrated an accurate information about this teaching method. According to some reliable sources, the difficulties of teaching can be addressed through the use of learner-centered approach.

It can be concluded that, the learner-centered approach to teaching is becoming popular in second language methodology, and it is suggested that more teachers ought to implement it in teaching the second language. It is evident that this teaching method can be an effective alternative in English classroom. The learner-centered approach makes the students to acquire the second language by themselves instead of relying heavily on their teachers.

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