EFFECTIVENESS OF LEARNERS CENTERED APPROACH IN SUBJECT OF ENGLISH AT SECONDARY LEVEL

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Abstract:
Students centered approach of learning plays a pivotal role in teaching learning process at secondary level. It is an important way of learners’ engagement and utilization of learners’ talents in a systematic way. That is why keeping in view the immense global importance of learners centered approach of teaching English language; the present study was designed to find out the effectiveness of learner-centered approach in teaching of English language at secondary level. Major objectives of the study were: To determine the effectiveness of learner-centered approach in teaching of English at secondary level. To compare learner-centered approach and traditional method of teaching English at secondary level. To compare the learning competencies/abilities of the students taught through learner-centered approach and traditional method of teaching English at secondary level. Similarly, the study was guided by the null hypothesis. Therefore, in order to achieve the main objectives of the study the researcher conducted experimental study at Oxford Model School District Bannu Khyber Pakhtunkhwa and took a sample of sixty (60) students randomly. First of all, the researcher administered pre-test and then wrote the marks of the students in descending order, and thus through this way all the odd numbers were included in control group and all the even numbers were included into experimental group. After the successful and careful division of students into two equal groups the researcher himself taught both groups himself, the experimental group was taught English through student-centered method and on the other side, the control group was taught though traditional method for complete four weeks. When the researcher successfully administered the post-test, then the test scores both pre-test and post-test were statistically analyzed in order to find out the significance. The researcher used inferential statistics for data analysis like Mean, Standard deviation, t-test, and coefficient of variance for the purpose of clear and reliable and clear result of the said study.

Key words: Learners centered versus teacher centered approach, English language. learning, secondary level Learners

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Introduction

Learners’ centered approach is also known as students centered learning in which focus is given to learners/ students as compare to teacher. Thus, the center of concentration is leaners that is why different type of activities are given to leaners to engage the leaners and to highlight hidden talents of leaners and then facilitate leaners according to the needs and requirements of leaners. In this type of learning students’ interest is on priority that is why students also get interest in this type of learning. It is basically totally opposite to teacher centered approach because in teacher centered education students totally focus on teacher while in learner centered it is contrary focus is given to leaners. Students share their knowledge and experiences to each and work both in groups and individually with collaboration which may not be neglected but rather mention it because it encourages learners to greater extent. It is also clear from previous research studies that in learner- centered education there are different interactive strategies in which learners are engaged to develop their abilities and skills according to the new trends. Students are working together, they complete various assignments, tasks, which not only encourage them but also help them to promote in them the decision making ability, problem solving, team work, and presentation skills which are not only important I may say that it is the need of time. Blumberg (2008) described that traditional way of learning was that of teacher active delivery of contents and learners were busy in receptive process to contents learning but now in 21st century the situations are quit change and focus is given to learners, because in this way of learning learners are actively engage in teaching learning activities. Simasiku (2011) also highlighted the main difference between learners centered approach and teacher centered which is that learner centered education is basically focused on learners’ active participation instead of passive listeners. It is not like traditional methods of teaching like lecture method or other traditional methods used in our education system. It is the need of time to improve learners skills and competencies in light of modern approach of learning because it is necessary that education should highlight the hidden potentials of learners and encourage them to participate actively in teaching learning process, to learn team work, individual work, co-operation with other friend and fellows in various assignments assigned to them (Rodgers and Richards, 1992). Thus, in light of the above researchers views it has been clear that learners centered approach is basically that approach in which special focus is given to different type of activities like demonstrations, presentations, problem solving, assignments (MOE, 1992). It is clear in light of previous research studies that language is basically skill not knowledge that is why practical activities are essential for its learning because Pham
(2005) also mentioned that language is skills and for skill learning or for improvement of any skill like language we need acquisition, practice of various activities and language skills like listening, speaking, reading and writing. Similarly, the importance of learners' centered education is not only needed in Pakistan but in other countries also focus is given to learner centered approaches i.e. The usage of learner centered activities in sub Saharan countries is not effectively implemented despite the governments documenting policies compelling teachers to use the approach, Eli (2013). Guthrie 2011, Tabulawa (1998) Mtika 2012), Brian & Chiphiko (2014) and Simasiku (2012) have all seen the need for African countries to change teaching and learning approaches with caution and not with donor funding.

Review of Literature:

In learner centered teaching students learning process develops and it is important because it encourages learners to participate and reflect what they are going to learn. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop. In this approach the learners’ skills and talents are noted and directed them according to their skills. Students are engaged in various activities like problem solving, various competencies, in the supervision of teacher and students are encouraged to do according to the given instructions in proper way and to complete their tasks properly. Learner-centered teaching includes explicit skill instruction. Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses—all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren’t that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content. Irfan (2016) stated that in traditional methods of teaching teacher role is active the learners role is passive, teacher teaches according to his personal way of teaching, making curriculum and use method of teaching which the teacher consider suitable according to the situations, but on the other side in learner centered teaching, teacher keeps in mind the role of leaners during the teaching learning process and provide them opportunities of participation, demonstration, activities, which reflects their learning competencies.

Weimer (2000) has clearly described that how learners are encouraged in learned centered teaching method. In student-centered learning method more preference is given to students and their role which they perform during the teaching learning process instead of how teacher teach. That is why this method is more beneficial for leaners as compare to traditional styles of teaching because teacher tries his level
best to utilize the talents of learners and engage them in various activities which develop their talents. Duckworth (2009) stated that in student-centered learning students are very careful about their learning and they take responsibility. They try to do as they are directed to do that is why students’ role is active but on the other hand in teacher centered learning student’s educational growth is not like the students-centered learning. Similarly, Whistler (2007) stated that in higher education teacher centered method of teaching is replaced with student-centered learning because this method is more suitable than teacher centered. Student-centered learning enables learners to participate in various activities, make the learners autonomous, and other most important point is that in student-centered learning students have their own experiences about various things and prepare them for practical life. This method is basically the reflection of constructivist philosophy of teaching (Brown, 2008).

Henry (2005) has described the value and significance of writing and said that writing is necessary for our cultural accomplishment. Now if we come to student-centered learning then we may come to this conclusion that the writing skill of learners may easily be increased through student-centered method of teaching of teaching because in this method students are provided several opportunities to do practice of writing. Thus through this way they may learn writing and may note their limitations (Irfan et al, 2016). Cornelius & Gordon (2008) stated that in student-centered learning the needs of learners are accommodated and students are facilitated in a very flexible manner in order to develop their skills and competences in a systematic manner and promote their learning in a suitable environment. Thus, in light of the above detail it may not be wrong to say that through this way learners get more and more, and learning takes place through practical participation. Similarly, those teachers who are interested integrate web-based learning activities into courses then they may have access to various commercial courses management, and thus through this way they may get help from it (Deroma & Nida, 2004). Teaching-learning process should be active. The participation of teacher as well as learners should be active specially students should be encouraged to participate in teaching learning process, student should ask questions, give answers, present his views freely and without any hesitation. In the past teacher was autonomous and was considered the superior one; the role of the learner in teaching learning process was passive and was not given a due importance. But in the present scenario the concept has been changed and now in recent years learner’s role is active in teaching learning process. At lower stage the concept of learner’s participation was encouraged but now at higher education clearly indicates the active role of learners in teaching learning process. Now at university level special attention has been
given to multimedia presentation, group discussion and practical participation of students in various co-curricular activities for the progress of the students’ academic achievement. Teaching is a double way process and communication takes place in teaching learning process. In teaching there is an effective communication between teacher and learner. In effective communication we should be careful about the three aspects of communication i.e. a person who provides information, the second point is that the message / information that is to be passed and the receiver. It is now necessary in this present technological age that learners should be aware of technology use and to have the ability of problem solving and able to use appropriate information on suitable situations according to the need of time (Pinto & Sales, 2008). Teaching is an important profession in which teacher tries his level best to utilize his/her services for the best interest of learners and make learners active learners rather than passive learners (Irfan et al., 2016). Similarly, Davis (1997) also described the importance of student-centered method in a very clear manner that the selection or design of teaching method should not be limited to subject matter but it should must be noted that the learners will learn. It means that in designing or selection of teaching method the learners may not be neglected but their role must be noted because teaching is basically for the medication of leaners behavior. In theory, learner-centered assessment is formative in nature (Andrade, et. al., 2012). In order to improve the process of formative assessment it is necessary for learners also to become active and take part actively in all the given activities assigned to them during the assessment process, if the learners role is active and according to the given instruction its result will be better (Heritage, 2007).

There is quit difference in teacher centered education and learner centered education. As Weimer (2002) described that in learner centered education teacher focus on learners to participate in various activities designed for learners or text. In this method students are not just considered as empty vessels but rather they are considered as active learners who gain knowledge and present what they have learned. Baxter and Gray (2001) also stated that learners should be no longer as passive observer and passive listeners but rather they should be given model or direction so that they may utilize their own potentials to learn and to share knowledge what they already have with them because they actually learn by doing. The role of teacher should be just a facilitator not a good presenter or teacher role is facilitation and guidance while the learners will basically learn by doing active participation in various activities (Tärnvik, 2007). Similarly, the other example is that of learning activities to engage students in various activities like peer work, or peer learning to share and gain instead of only passive listeners, and to use only that materials which they have received or provided to them for reading or for study (Oldenburg, 2005).
Effectiveness of Learners Centered Approach in Subject of English at Secondary Level

Objectives of the study

The following are the main objectives of the study.
1. To determine the effectiveness of learners centered approach in teaching of English language learning at secondary level.
2. To compare learners centered approach with traditional method of teaching English at secondary level.
3. To compare the learning competencies/abilities of the students taught through learners centered approach with traditional method of teaching English at secondary level.

Hypothesis of the study

The study was guided by the following null hypothesis.
Ho1: The first null hypothesis shows that there is no difference between the mean Scores of experimental and control groups on pre-test.
Ho2: The second null hypothesis shows that there is no difference between the mean Scores of experimental and control groups on post-test.
Ho3: The third one is that there is no significant difference between the mean scores of the academic Achievement of students who were taught English thro at secondary level.

Delimitation of the study

The study was delimited to male students of Oxford Model School District Bannu, Khyber Pakhtunkhwa.

Research method

The researcher was basically interested to highlight the effectiveness of leaner centered education in subject of English language at secondary level that is why the researcher conducted experimental study in this regard and selected 60 students from the school and divided these students in two equal halves for the purpose of experimental treatment regarding leaner centered education. The researcher conducted pre-test before treatment and then post-test after complete treatment and then compare scores of both pre-test test and post in order to find out the significant difference between experimental group and control groups.

Data analysis

The data was successfully analyzed by using Mean, Standard Deviation, t-test, co-efficient of variance, and correlation had been used in order to measure the effectiveness of learners centered approach in teaching of English language at primary level.
Graph No.4.1
Mean and Standard Deviation of Experimental and Control groups on Pre-test

![Graph showing mean and standard deviation](image)

Table No 4.1
Mean and Standard Deviation of Experimental and Control groups on Pre-test

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>37.67</td>
<td>8.40</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>37.46</td>
<td>8.36</td>
</tr>
</tbody>
</table>

The above table mean score of experimental group is 37.67 and control group mean score is 37.46. Similarly, the standard deviation of experimental group is 8.40 and control group is 8.36. Thus in light of pre-test score before proper treatment level of learners were same and there was no significance difference.

Graph No.4.2
Mean and Standard Deviation of both Experimental and Control groups on Post test

![Graph showing mean and standard deviation](image)
Table No 4.2
Mean and Standard Deviation of both Experimental and Control groups on Post-test

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>50.66</td>
<td>4.994</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>33.20</td>
<td>7.70</td>
</tr>
</tbody>
</table>

Table No.4.2 mean scores of experimental groups in post-test are 50.66 and f control group are 33.20 the Standard Deviation of experimental group is 4.994 and control group is 7.70. Thus in light of post-test score after proper treatment there was significance difference which clearly indicates the importance of learners centered approach in English language teaching learning process because in this method or approach of teaching learning process learners are actively engage in their work which is important for them during their teaching learning process.

Graph No.4.3
Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.

Table No 4.3
Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value calculated</th>
<th>probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>37.67</td>
<td>8.40</td>
<td>0.32</td>
<td>0.05</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>37.46</td>
<td>8.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This table No. 4.3 indicates that the mean scores of control and experimental group in pre-test are 37.67 and 37.46. Thus, Standard Deviation of experimental and control groups are 8.40 and 8.36. Similarly, the t-value between both groups experimental and control groups is 0.32. Which is smaller than the table value \( \pm 2.0126 \) at 0.05 level of significance. And at df= 48. Here considering study results standard deviation and t-value of both groups are equal which highlight the level of learners before treatment. The main purpose of pre-test score comparison with experimental group is that to highlight the performance of that group which more effective in teaching learning process.

Graph No.4.4
Mean Standard Deviation and t-value of Experimental and control groups on Post-test.

Table No 4.4
Mean Standard Deviation and t-value of Experimental and control groups on Post-test.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value calculated</th>
<th>probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>50.66</td>
<td>4.994</td>
<td>-8.46</td>
<td>0.05</td>
</tr>
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<td>2</td>
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<td>33.20</td>
<td>7.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table No.4.4 indicates the mean scores of control and experimental groups in post-test are 50.66 and 33.20. Thus, Standard Deviation of experimental and control groups are 4.994 and 7.70. Similarly, the \( t \)-value between both groups experimental and control groups is -8.46. Which is smaller than \( \pm 2.0126 \) at 0.05 level of significance. And at df= 48. Thus in the light. Here considering study results standard deviation and \( t \)-value of both groups are not equal which highlight the
level of learners after treatment. The main purpose of post-test score comparison with experimental group is that to highlight the performance of that group which is more effective in teaching learning process.

**Graph No.4.5**

<table>
<thead>
<tr>
<th>Co.efficient of Variance</th>
<th>C.V of Experimental Group</th>
<th>C.V of Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Communicative Language Teaching</td>
<td>45</td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td>44.64</td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Co-efficient of Variance (C.V) on pre-test scores of learners centered approach and traditional method of teaching English at primary level

<table>
<thead>
<tr>
<th>C.V of Experimental Group</th>
<th>C.V of Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>44.64</td>
</tr>
</tbody>
</table>

In the above table significance difference between leaners’ centered approach and traditional methods of teaching English at secondary level is given but the table clearly highlight that there is no significance difference between these two groups considering pre-test score. The difference between co-efficient is not significant because one is 45 while the other one is 44.64 which is not significance difference. Thus, we may not wrong to say that before post-test students level is same and there is no significance difference in light of pre-test scores achieved by learners.
Graph No.5.6
The Co-efficient of Variance (C.V) on post-test scores of learners centered approach and traditional method of teaching English at primary level

![Graph of Coefficient of Variance](image)

Table No 4.6
The Co-efficient of Variance (C.V) on post-test scores of learners centered approach and traditional method of teaching English at primary level

<table>
<thead>
<tr>
<th></th>
<th>C.V of Experimental Group</th>
<th>C.V of Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficient of Variance</td>
<td>19.7</td>
<td>46.38</td>
</tr>
</tbody>
</table>

In the above table significance difference between learners’ centered approach and traditional methods of teaching English at secondary level is given but the table clearly highlight that learners centered approach is more effective than teacher centered approach. The difference between co-efficient of various is clear between experimental and group one is 19.7 while the other one is 46.38 which is not only different but shows significance difference.

Conclusions
At the end of this experimental study the researcher reached the following conclusions.
- The findings of this present study and precious research studies clearly indicated that learners centered approach improve student’s participation in various activities.
- The findings of the study also revealed that it improves retention level of learners and thus they retain their memory and knowledge.
It also revealed from the study findings that learners centered education boosts performance at work.

Review of previous research studied also clearly highlighted that problem-solving skills of learners may be improved through learners’ centered approach of learning which is very important for learners.

Findings of this study also revealed that learners centered education fosters collaborative learning and makes learning more fun which is useful for facilitation and personalized learning.

5.4. Recommendations

Following are the main recommendations:

I. The present experimental study revealed that learner-centered education is more beneficial at secondary level because in this method learner’s role is active.

II. The findings of the present experimental study indicated that learner-centered method makes the teaching learning process effective and interested. Therefore, it is recommended that learner-centered method should be used in teaching of English at primary level because it makes the students/learners interested in learning of English at primary level.

III. Considering the findings of the present experimental study this point has been highlighted that learner-centered method are suitable method for English language teaching because learners gain practical experience while doing any activity or demonstration.

IV. It was also revealed form the findings of the study that learner-centered method is not only useful and easy for learners but also for teachers because when teacher assigns tasks to learners then they learners will engage in that very activity and teacher will supervise it.

V The findings of the study indicated that learner-centered method is important in teaching learning process. Therefore, it is recommended that various refresher and training courses should be provided to English teachers’ time to time in order to improve their teaching methods and teaching skill and make them able to use learner-centered method in their classrooms.

References


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