Teacher-Centered Or Student-Centered Learning Approach To Promote Learning

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Abstract: This research explores traditional and modern methodologies in the teaching-learning process, emphasizing teacher-centered and student-centered learning approaches. The essay illustrates these paradigms and discusses learners' preferences and academic arguments for employing either or both strategies. It concludes that a balanced, flexible approach integrating both teacher-centered and student-centered methods can effectively address students' diverse needs and preferences. Teachers are encouraged to consider contextual factors such as class size, subject matter, and student characteristics to select the most appropriate instructional strategies, thereby fostering meaningful and effective learning experiences.

Keywords: learning strategies; Teacher-Centered and Student-Centered Learning.

1. Introduction

The school is regarded as one of the most significant institutes of higher learning that educate students and equip them for life. In order to train pupils and ensure that they graduate with a complete experience, it might be essential to create the appropriate environment, empower them with knowledge, and impart competence (Gregory, 2004:3). This makes the schools be under a great deal of responsibility to prepare students and give them the resources they need to face and solve the challenges they might encounter as well as to enhance their capacity for lifelong learning, both inside and outside the classrooms (Gregory, 2004:3). This might only be achievable in the presence of a highly qualified teacher who could be able to inspire students to improve their academic performance, which might improve the quality of the educational process, particularly the switch from traditional to modern instructional techniques (Hussain, 2017:58).

There is considerable debate about utilizing the two methods in the classrooms. Researchers commented that the traditional method which can be called teacher-centered approach might be advantageous for children who have trouble with learning on their own because a teacher-centered technique is frequently perceived as being more structured and the instructor is the source of the process of education (Altun, 2023:107). However, Hussain (2017:58) has another point of view, he claimed that the previous strategy might not help learners to discover their abilities and hinder the development of their creativity during the learning process. Abbasian (2022:114) after his observation on second language learners (EFL) in Iraqi universities and from their instructors' opinions on applying the two methods, the author found out that it might be impossible to implement only a student-centered approach and that, in such EFL classes, the lecturer should use a form of eclectic technique, which is a combination of student-centered and teacher-centered method.

This assignment attempts to focus on the two approaches in the learning process, teacher-centered and student-centered approach. This paper comprises two sections. Firstly, the concept of the old method of teaching and the new method will be mainly discussed in detail. The second part is about students'

preferences for these two teaching-learning techniques, and the application of both strategies of teaching based on the researchers' views.

2. Teacher-centered approach and Student-centered approach

Teacher-centered approach

A strategy is a planned approach to accomplish an achievement or goal. It also refers to the careful management of things (Ghaizi, Muhammed, Nordin, Hashim, Akim, Bahadin & Halim, 2022:1675). The notion of strategy in the field of education refers to the wise selection of strategies as well as the effectiveness of planning methods and procedures in teaching and learning based on the identified learning objectives (Ghaizi, et al., 2022:1675). In other words, a teaching strategy is a set of procedures and practices that are based on an approach and are used to effectively fulfill the goals of the lesson. (Ghaizi, et al., 2022:1675).

In this teaching-learning strategy, which also can be called a traditional or conventional method, the teachers play significant roles in the learning process and the pupils are perceived as passive information receivers and the instructors work as information producers or evaluators who watch over students to ensure they give the appropriate responses (Emaliana, 2017:60). Getting children to score well on their exams might be the primary goal of the teachers who apply this technique (Emaliana, 2017:60). Also, the learners' aim might be to pass an exam, instead of using the language outside of the classroom for regular communicative contact (Lightbown&Spada, 2021:126).

The conventional method of teaching and learning, where the lecturer controls the classroom, depends heavily on textbooks for instruction and places a focus on fundamental skills (Hussain,2017:58; Emaliana, 2017:60). According to Broughton (as cited in Boumová, 2008) a traditional method is 'the English language consisted of a battery of grammatical rules and a vocabulary book' (p.39). Boumova assumed that if a person is familiar with the grammar and vocabulary, he can comprehend and communicate in the target language (Boumová, 2008:12). On the other hand, several researchers strongly disagree with this idea, by thinking that this learning environment is controlled by the instructor, there are frequently fewer possibilities for students to effectively interact or freely share their ideas (Murphy, Eduljee&Croteau, 2021:19; Emaliana, 2017:60). Since children become accustomed to receiving information or knowledge from their teacher, they might struggle with self-learning (Khuvasanind, 2013:82). Altun stated that this traditional approach might be helpful in few situations and for a few subjects, but educators should be aware of its drawbacks and employ a range of teaching techniques to better meet the requirements of their pupils (Altun, 2023:107).

Student-centered approach

By recognizing the learner as a co-creator in the teaching and learning process, this paradigm change has supported transferring power from the teacher to the student (Pai&Mallya, 2016:409). Gregory (2004) demonstrates the teacher's rule as ' the duty of the teacher is essentially not that of a driver or a taskmaster, but rather that of a counselor and guide' (p.16). This approach is driven by the question, "Why do we want to teach?" This question will prompt the teachers to think about the culture of each classroom, its variety, the learning objectives and backgrounds of the learners (Serroukh& Serroukh, 2015:2), so it seems that this method emphasizes the student's needs and desires, and the instructor serves as an adviser or facilitator for the pupils, who might be seen as an active participant in their learning process (Altun, 2023:106).

Additionally, subjects that are relevant to students' interests, and daily lives as well as those in which they are actively involved in knowledge creation, understanding, and connection make learning more meaningful for students (Pai&Mallya, 2016:410). According to a recent study, when tutors use modern instructional techniques, students might feel accountable for their educational development and try not to seek assistance from others, eventually, they might perform better academically (Pai&Mallya, 2016:412). This strategy, therefore, encourages students to be problem-solvers.

Another team of scholars agreed with the important function of this modern educational strategy in which students decide not just what to study but also how and why that subject might interest them (Center, 2010:1), unlike the traditional method, which relies on textbooks and ignores the pupils' needs (Hussain, 2017:58; Emaliana, 2017:60).

Researchers pointed out that giving students courses or assignments which are regarded applicable to their daily lives might be an excellent strategy for encouraging them to participate in the teaching and learning process (Serroukh& Serroukh, 2015:4). However, Khuvasanind argues that not all learners can be encouraged and communicate easily in the class because of their culture (Khuvasanind, 2013:34). Khuvasainind (2013) believes that ' culture also impacts how students communicate, interact with each other, and solve problems (p.30). He stated an example of Asian culture that the concept of respect to elder people is being courteous and quiet, while it is considered rude and disrespectful for students to dispute or disagree with adults, especially instructors (Khuvasanind, 2013:34). Due to this, many Asian students appear passive in class and hesitate to communicate or interact in the classroom.

3. **Students' preference methods in the teaching-learning process, strategies in student-centered and teacher-centered approaches with researchers' views.**

Students' Preference Methods in the Teaching-Learning Process

It might be impossible to create the optimum learning environments for everyone by utilizing just one strategy, as everyone approaches learning variously (İlçin, Tomruk, Yeşilyaprak, Karadibak, & Savcı, 2018: 1). Hence, teachers should use the two methods in their classes to mesh with students' learning preferences, especially for EFL pupils (Abbasian, 2022:113). There is a researcher conducted a study on applying the learner-centered technique by utilizing a questionnaire tool to see the teachers' perspectives on their students when using this approach, and one of them commented that many students feel nervous about speaking a second language in the classroom, although their instructors used communicative strategies to enhance them to participate orally (Abbasian, 2022:115). However, two scholars found out that a lot of children have positive opinions on this method and they sense confidence to use the foreign language in their communicative activities (Serroukh& Serroukh, 2015:4). Also, Emiliana revealed that undergraduate and post-graduate students have positive attitudes toward group work activities which means they might be inclined to learner-centered activities (Emaliana, 2017:61).

The findings of a questionnaire given to two teams of students, social science learners and natural science learners, showed that the first group performed better than the social science pupils because they prefer when their professors employ visual aids to explain the lessons and use various methods (Murphy et al., 2021:27). Contrarily, students majoring in education enjoy when their teachers engage in conversation with them and ask them to practice different physical and oral activities (Murphy et al., 2021:27).

Student-centered or Teacher-centered approaches

A lot of studies have sought to determine whether teacher-centered or student-centered approaches might be the best strategies to assist students in attaining learning objectives. Various factors affect the teachers' decisions to utilize these methods of instruction in the classroom to improve students' accomplishments, such as the size of the class, their academic level, and their majors (Murphy et al., 2021:19). In terms of size of the classroom, Hancock's study illustrated that there is not any relationship between the size of the classroom and student's achievements (as cited in Carpenter, 2006:14). In contrast, another study's finding showed that grades are found to be negatively impacted by class size, as class sizes grow, the average grade point drops (Dillon, Kokkelenberg&Christy, 2002:2).

According to the suitable application of one or both methods, Khuvasanind pointed out that the size of the classroom might influence the lecturers to choose the traditional approach in their teaching process (Khuvasanind, 2013:80).few tutors in Khuvasanind'study believe that teacher-centered instructional technique might be the best choice for large classes because they can provide pupils more reliable information instead of wasting their time in cooperative learning strategies (Khuvasanind, 2013:80). On the other hand, Emaliana in her observation on students' best method to be applied, found that pupils appeared to favor teacher-centered strategies more when they have lower class sizes and more

teacher-initiated (Emaliana, 2017:62). When learner-centered approaches are utilized, small classrooms seem to have an advantage, but when traditional methods are applied, there might be no significant improvements in students' performances (Carpenter, 2006:14). Most of the scholars agree with the point that the modern strategy in the teaching-learning process might undoubtedly be beneficial for learners in either small or large classrooms (Carpenter, 2006:14).

Regarding the various subjects and academic levels as well, the instructors might be confused about which might be the appropriate strategy to apply in their lessons. Murphy and his colleagues suggested that several fields might be more ideal for a student-centered approach, while others might be suitable to utilize a teacher-centered method (Murphy et al., 2021:33). There was a practical study aimed to compare the accomplishments of sixth-grade science students in terms of the two learning approaches. The researchers selected 83 participants and divided them into two groups; the first group used a teacher-centered method, while the second one experienced a student-centered method. The study's findings showed a considerable difference between the two groups, favoring the individuals who used the modern technique (Gorowara&Lynch, 2019:153). Additionally, some studies revealed that when teachers apply a learner-centered strategy to a group who are majoring in natural sciences, their academic performance improves (Murphy et al., 2021:32; Serroukh& Serroukh, 2015:4).

Khuvasanind conducted a study on 599 EFL learners from the 6th-grade classroom and the results disclosed that, in terms of learning effectiveness, students who got teacher-centered instructional techniques outperformed academically those who received learner-centered educational methods in particular vocabulary test sections (Khuvasanind, 2013:iii). However, in research on children who were at the same age as those in Kuvasanind's study, Gorowara and Lynch discovered that learners who participated in a student-centered approach received higher marks than those who experienced traditional methods (Gorowara&Lynch, 2019:153). In contrast, A researcher found that there was no discernible difference between undergraduate and postgraduate students' levels of performance while adopting a modern approach to their educational process (Emaliana, 2017:61).

4. Conclusion

This assignment focused on traditional and modern methods employed in the teaching-learning process. The notion of teacher-centered and student-centered learning was illustrated in this essay. The preferences of these tactics for learners and academic arguments on applying either or both methods were then thoroughly mentioned in detail. In conclusion, a balanced and flexible approach that combines elements of both teacher-centered and student-centered methods can be effective in meeting the diverse needs and preferences of students. Teachers should consider the specific context, including class size, subject matter, and student characteristics, to determine the most appropriate instructional strategies for fostering meaningful and effective learning experiences.

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