

## **Cultivating Learner-Centered Techniques in the Classrooms for Quality Learning and Teaching**

**Shiv Ram Pandey<sup>1</sup>**

<sup>1</sup>Gramin Adarsha Multiple Campus, Tarkeshwor, Kathmandu, TU, Nepal

Corresponding author e-mail: [shivram.pandey73@gmail.com](mailto:shivram.pandey73@gmail.com)

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**Abstract:** This review article entitled Cultivating Learner-Centered Techniques in the Classroom for Quality Learning and Teaching aims to explore ideas and insights on learner-centered techniques in the classrooms. It examines the learner centered techniques, methods and their needs in teaching. It discusses the concept of learner centered methods, the various types of learners centered methods, the differences between teacher centered methods and the learner centered methods. It also addresses characteristics of learner centered method, the merits of learner centered methods to students and the teacher. Techniques such as group work, problem-based learning, role play, simulation, pair work, discussion, interaction and project- based learning play a vital role to make teaching learning process meaningful and successful. This article uncovered that teacher faced challenges while implementing learner-centered techniques in their classrooms, for example, limitation of time, a large number of students, and inadequate resource materials. The study concludes that the learner centered method should be considered as it is the ideal method for teaching soft skills needed to explore the environment, work well with others, perform well and achieve goals. It suggests that the nature of curriculum need to move from traditional to modern and progressive to allow full implementation of the learner centered techniques and methods. Teachers should be exposed to modern trends in the teaching profession.

**Keywords:** Classroom for Quality Learning, Learner-Centered Techniques, Teaching Soft Skills

### **A. Introduction**

The title of the study is 'Cultivating Learner-Centered Techniques in the Classroom for Quality Learning and Teaching'. Learner-centered is an approach to teaching and learning in which the learners, their interests, enthusiasms, and aspirations are taken as the starting point of the education process (Felder, 2023). The learners are credited with taking responsibility for their own learning. The teacher is taken as a facilitator of learning

rather than as a dispenser of knowledge or skill (Lawless, 2023). The learning process takes into account not only the academic needs of the learner, but also their emotional, creative, psychological and developmental needs (Wallace, 2015).

According to Meyers (2017), early educational movements that led the way to learner-centered education include Dewey's progressive education (Dewey, 1938), Montessori education (Montessori, 1917). Learners centered approaches include but are not limited to problem-based learning, project-based learning and inquiry-based learning. Therefore, learner centered instruction can take many different forms. As McCombs (2012) noted, learner-centered practices do not appear the same from school to school, classroom to classroom or day to day.

Teaching for self-thinking, innovation, independent learning, and a professional attitude represents a comprehensive educational approach that extends beyond traditional methods (Mladenovici et al., 2022). This approach empowers students with essential skills and attitudes important for success in a quickly changing world. It emphasizes the development of critical thinking, problem-solving, and creativity, encouraging students to analyze, question, and innovate (Pandey, 2025). Open-mindedness and a willingness to take risks are fostered, recognizing that diverse perspectives and adaptability are key to innovation (Gamage et al., 2021). Independent learning skills, such as self-direction, resourcefulness, and a commitment to lifelong learning, are cultivated, enabling students to take charge of their education and thrive in dynamic settings (Tekkol and Demirel, 2018). Additionally, a professional attitude is integral, emphasizing responsibility, ethical conduct, effective communication, and the capacity to lead and collaborate with others. In essence, this approach equips students with not only academic knowledge but also the practical skills and mindset required for successful and impactful lives in their future careers and communities.

Student-centered learning is a teaching method that shifts the focus from teachers to students, aiming to establish meaningful and constructive connections with students' interests while keeping them engaged and motivated (Weimer, 2012). It can be described as the opposite of the traditional instructional method, known as teacher-centered learning, which is still taken by the striking majority of today's educators (Al-Zu'be, 2013). Throughout the 20th century, student-centered learning gradually gained ground and received increasing fame for the way it promotes autonomy and active learning by making students the leaders of their own learning process (Wallace, 2015).

Learner-centered techniques come under the humanistic teaching methodology in which students are encouraged to make use of their own lives and feelings in the classroom, students are encouraged to take control over their education. Active learning, student engagement, and other strategies that involve learners and mention learning are called

learner-centered (Weimer, 2012). Learner-centered techniques also known as child-centered learning techniques mainly majors on the needs of the learners rather than those of other involved parties such as administrators and teachers in the education system (Al-Zu'be, 2013). Learner-centered techniques center on the learner rather than the teacher (Junior, 2020). Classrooms and laboratories are combined to facilitate a learner-centered technique to teaching where students can actively participate in the hands-on environment (Felder, 2023).

Teaching and learning become effective when the teachers select appropriate techniques to teach students. Learner-centered techniques fall under the humanistic teaching methodology. Teachers are provided with training but they seem unwilling to apply whatever skills and techniques they learn in training programs in teaching. In the context of Nepal, learner-centered techniques have become a new and modern practice. Modern Teaching Techniques have been extended all over the world, which is useful and easy for teachers. Modern teaching techniques educate children well and make them understand clearly (Murugesan, 2019).

Learner-centered techniques play a vital role in ELT classrooms for the learner's improvement but in the context of Nepal, teachers rarely apply learner-centered techniques in their classrooms due to a very limited time structure for the completion of the course. In such a situation, teachers apply teacher-centered techniques rather than learner-centered techniques and they do not give learners enough opportunities to appropriately express themselves. The researcher also experienced many obstacles and issues in using learner-centered techniques but learner-centered technique is the researcher's area of interest and she had a curiosity about how to become a learner-centered teacher in English language teaching classroom. Therefore, the researcher's main concern was to do more research on this topic and explore teachers' perceptions towards learner-centered techniques in ELT classrooms. Learner centered techniques play a crucial role to make learners engaged, managed and interactive. Learners get active and proactive in the teaching learning process (Felder, 2023). In this context, the objective of this study was: to explore towards learner-centered techniques in ELT classrooms.

Literature review refers to reviewing and taking the ideas from books, scholarly articles, and other authentic, published, or online materials relevant to a particular issue, area of research, and theory which provide us with some insights in terms of description, theme, objectives, and conclusion. A literature review is a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context. A literature review also includes a critical evaluation of the material; this is why it is called a literature review rather than a literature report. It is a process of reviewing the literature, as well as a form of writing (Russell, 2022). A review

of the literature prepares the foundation for new research studies. The review of the related literature is mentioned below.

### **Language Teaching Techniques**

A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure is called technique. Techniques are the influencing way of teaching the content of the lesson. It is a way of skillful way of doing something (Felder, 2023). A technique is implementational which takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (Richards & Rodgers, 2014).

Techniques mean the way of getting things done easily wherever we are. It is a kind of strategy or method that we apply while teaching or doing any skill-oriented task. Technique refers to what takes place in a classroom while teaching-learning activities are going on (Subedi, 2010b). Similarly, techniques can be defined as any of a wide variety of exercises, activities, or tasks that are used in the language classroom to realize lesson objectives (Richards & Rodgers, 2014).

The term learner-centered learning implies to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning requirements, interests, aspirations, or cultural backgrounds of individual students and groups of students (Felder, 2023). To accomplish this goal, schools, teachers, guidance counselors, and other educational specialists may employ a wide variety of educational methods, from modifying assignments and instructional strategies in the classroom to entirely redesigning how students are grouped and taught in a school.

Learner-centered techniques play an important role in ELT Classrooms. It is about shifting the focus of instruction from the teachers to the learners (Felder, 2023). This technique puts learners' interests first by acknowledging their needs as central to the learning experiences. The course is designed from the learners' perspective on this technique. This technique encourages the dynamic relationship between teachers and learners. With the learner-centered technique, a variety of teaching methods can be implemented in the ELT classroom for example, group work, pair work, projects, classroom discussion, drama, presentations, games, debates, role play, case studies, simulation, picture-strip story.

The term learner-centered technique varies significantly from traditional teacher-centered techniques. Traditional learning techniques were informed by behaviorism,

which sees learners as blank slates and teachers as experts who must demonstrate all the relevant information. This technique sees learners as respondents to external stimuli (Lawless, 2023). In the context of Nepal, learner-centered technique has just become a new practice. There are many obstacles, issues, and difficulties in using the learner-centered techniques. At this juncture, the present study aims to explore how English language teachers perceive the use of learner-centered techniques in their classrooms.

Language teaching is based on some principles of language learning. It is a process of teaching a second language rather than the mother tongue. It is the formal process to teach and language teachers must know scientific approaches to teaching the language. A teaching technique is a well-planned teaching method or strategy we implement to obtain specific objectives (Richards & Rodgers, 2014). Learning a new language can sometimes be challenging, but several teaching techniques can support students in the learning process. Explore different methods that can help students learn a new language, including the direct method, the audio-lingual method, the silent way, and the total immersion method (Sailus, 2018).

The way of teaching something that deploys classroom activities to help learners learn. Language teaching is a multi-dimensional area since it develops learners' language abilities, makes them acquire an awareness of their native language, and finally establishes close relationships with other social skills (Sailus, 2018). Teaching methods and approaches are the keys to ultimate learning. There are different techniques to teach language skills and aspects. The teachers can create his/her techniques to teach language in a classroom. Teaching should reflect the interest of the learner. Approaches, methods, and techniques have been introduced in the field of language teaching and learning. Broadly, there are two types of teaching techniques. They are teacher-centered techniques and learner-centered techniques (Richards & Rodgers, 2014). Additionally, there is one teaching technique which is learning-centered teaching technique. They are described here.

### **Teacher-Centered Techniques**

The techniques in which the teacher remains more active and has the main role are called teacher-centered techniques. In teacher-centered techniques, a teacher plays the dominant role. Teacher-centered technique shows students as primarily passive while the teachers are active since teachers are the main focus in this approach which is considered sensible since the teachers are familiar with the language which the students are not (Al-Zu'be, 2013). Teachers are the main source of knowledge in this model. In a teacher-centered technique, the teacher passes the knowledge and information and learners listen to the teacher. A teacher-centered technique is one where activity in the class is centered on the teacher. Some common examples of Teacher-centered techniques

are lecture methods, whole-group discussion methods, and demonstration methods (Al-Zu'be, 2013).

### **Learner-Centered Techniques**

Learner-centered techniques also considered as child-centered techniques mainly major on the needs of the learners other than those of other involved parties such as administrators and teachers in the education system (Al-Zu'be, 2013). Learner-centered techniques include methods of teaching that shift the focus of instruction from the teacher to the student. The new technique termed learner-centered is somewhat akin to the user-centered focus of modern interface design. Here, the focus is on the needs, skills, and interests of the learner. Learner-centered is often accompanied by a problem-based approach, where the problems are picked to satisfy the interests and needs of the learners (Norman & Spohrer, 1996).

Learner-centered techniques keep the roles of learners at the center of teaching and learning activities. Learner-centered techniques involve the learner in activities that are suitable to their characteristics, such as age, gender, motivation, aptitude, and personality (Sharma, 2012). Humanistic Psychology suggests that learners are naturally good and will make good decisions when their needs are met. Humanistic psychology centers on the idea that learners bring out the best in themselves, and those humans are driven by their feelings more than rewards and punishments (University, 2020).

Learners are encouraged to make use of their own lives and feelings in the classroom, to take control over their education on learner-centered techniques. It is a psychological way of teaching. Learner-centered techniques center on the learner rather than the teacher (Shah, 2020). Classrooms and laboratories are combined to facilitate a learner-centered approach to teaching where students can actively participate in the hands-on environment. Learner-centered technique puts learners' interests first by acknowledging their needs as central to the learning experiences. The course is designed from the learners' perspective on this technique. It is a process-oriented technique. The teacher functions as a facilitator and the learners learn by doing (Richards & Rodgers, 2014).

The contemporary meanings of learner-centered techniques draw from a wide range of disciplines and research bases, including the historical meanings while accommodating the changing social, cultural, and educational needs of the present day, leading to a holistic understanding and interpretation of learner-centered techniques (Shah, 2020). With the learner-centered technique, a variety of teaching methods can be implemented in the ELT Classroom like simulation, pair work, individual work, group-based learning, project-based learning, problem-based learning, role play, discovery techniques, classroom discussion, case studies, dramatizations, and strip story, etc. Songs and rhymes,

language games, self- evaluation, gestures, oral exercises, communicative exercises, imaginary context, body movements, and drills are also included under the learner-centered techniques (Richards & Rodgers, 2014). Among them, the brief descriptions of some learner-centered techniques are as follows:

### **Pair-Work**

Pair-work is a crucial learner-centered technique commonly used in the ELT classroom. It is one of the classroom interactions patterns that is assumed to be important for task management. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence (Ba'diyatin, 2017).

### **Individual Work**

Individual work is another learner-centered technique that promotes learners' self-learning abilities. The learners have the freedom to choose what, how, and when to learn. Each student can learn on his/her own. All learners do not learn in the same way because of different learners and abilities. Individual work provides learners the opportunity to develop their autonomy (Subedi, 2010a).

### **Role Play**

Role play is one of the best methods of learner-centered techniques. Role play is a drama-like activity in which students take the roles of different participants in a situation and act out what might typically happen in that situation. Role plays are very important for learners in English language teaching by providing opportunities to practice communicating in different contexts and different roles (Freeman, 2000). In role play techniques, learners also receive feedback on whether or not they have effectively played the role. Role play provides students with the opportunity to take part in activities that mirror career-related scenarios. To help students understand the use of role-playing sessions, role plays should be content-focused, match learning objectives, and be relevant to real-world situations (Learning, 2012).

### **Simulation**

Simulation implies to the representation of real-life events organized in the language class. Simulation is a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality. Learners are given to play roles for which they do not necessarily be the dramatic talented students. Students feel in the real-life environment when they act. In learner-centered technique, simulation

is a practice method that checks the participating learners' knowledge and skills (Richards & Rodgers, 2014). It is also one of the best and most important techniques of learner-centered techniques that promotes the learners' active participation in the ELT classroom.

With the learner-centered technique, a variety of teaching methods can be implemented in the ELT Classroom like individual work, pair work, role play, simulation, language-game, self-evaluation and dramatization (Richards & Rodgers, 2014). However, group work, problem-based learning, and project-based learning are the focus of the study.

### **Picture Strip Story**

Many activities can be done with picture strip stories. In this technique, the teacher suggested one in their discussion of scrambled sentences. After observing the activity, one learner in a small group was given a strip story and that learner showed the first picture of the story to the other members of the group and asked them to predict what the second picture would look like (Freeman, 2000). These kinds of techniques and activities empower the learners' thinking level and merely help their cognitive development.

### **Group Work**

Group work is one of the important techniques to develop communicative aspects of language in students where the learners work in groups. Group work fosters cooperative activity in that the learners involve worked together to complete a task and the learners tend to participate more actively, they also have more chances to experiment with new things in groups (Harmer, 2007). It is a form of collaborative and cooperative teaching techniques. Group work is a technique within the field of social work wherein various groups like educational and recreational are guided by an agency leader to more effective personal adjustment and community participation. In a large class, the teacher cannot keep contact with each student individually because of the time limitation provided for a class period. Group work is most important for those situations, each group of learners should be assigned specific roles. It helps the learner to increase their level of concentration (Freeman, 2000). Group work can be classified into four different categories, with short descriptions they are mentioned below:

*The combining arrangement:* This is an ideal arrangement for group work because it ensures the interests and participation of learners. Each group is provided with a piece of specific and essential information required for accomplishing the task. They work and interact with each other to complete the task by exchanging the information they possess (Freeman, 2000).

*The co-operating group arrangement:* This is the most common kind of group work. In this group work, all learners have equal access to the same information. They share different views and perspectives on the given information and complete the required task.

*The superior-inferior group arrangement:* This is similar to traditional classroom teaching. It involves some learners with information given and others with no information given. The learners are given information turn by turn. Those who have information help others to complete the task.

*The individual group arrangement:* All learners have the same information but use a different part of it. They deal with the components of the task individually, and finally, they combine the work and present the outcomes of the task. This type of group work helps to build social relationships with others.

### **Problem-Based Learning Techniques**

Problem-based learning technique plays a vital role in learner-centered techniques which use complex, real-world issues as the classroom's subject matter, encouraging learners to develop problem-solving skills and learn concepts instead of just absorbing facts (Leming, 2020). The focus moves away from the teacher and becomes focused on the student's interests and curiosity. The teacher becomes the guide on the side, responsible for providing an environment conducive to exploration, research, rich discussion, and discovery. This type of technique helps the learner to develop their critical thinking and communication skills as well as problem-solving abilities (Tighe, 2020).

Promoting student ownership, using a particular medium to focus attention, telling stories, simulating and recreating events, and utilizing resources and data on the internet are the methods of problem-based learning techniques (Hun, 2023). Problem-based learning technique is one possible solution to addressing this complicated problem of providing learners opportunities to develop the importance of 21st-century skills while also giving students the freedom to expand and explore their interests in related topics or areas (Leming, 2020). There are seven steps of problem-based learning techniques. They are: 1. Present the problem statement, 2. List what is known, 3. Develop a problem statement, 4. List what is needed, 5. List possible actions, recommendations, solutions, or hypotheses, 6. Present and support the solution, 7. Review and reflections.

### **Project-Based Learning Techniques**

Project-based learning refers to an approach that involves learners identifying a real-world problem and engaging in hands-on learning to identify a solution. The term

project-based learning refers to the involvement of a group of students in completing a project to achieve deep understanding and therefore get different learning outcomes (Abdulkadir et al., 2019). It is one of the best learning techniques where learners work together with one another to achieve a shared goal. Project-based learning refers to an approach that involves learners identifying a real-world problem and engaging in hands-on learning to identify a solution (Haddad, 2022).

In learner-centered technique, project work indicates to a piece of work involving the careful study of a subject over a period that is done by the learner. It is an approach that involves learners identifying a real-world problem and engaging in hands-on learning to recognize a solution (Ba'diyatin, 2017). It is one of the best learner-centered techniques for learners' active participation in ELT classrooms.

In this technique, learners begin with a driving question that addresses a complex problem that has meaning for them and then engage in an investigation that culminates in a product or presentation to an audience. While working toward that end, students develop a sense of purpose for their work, ownership over what and how they are learning, and an understanding of how this learning can influence their personalized learning goals (Haddad, 2022). Learners can volunteer with local sustainability organizations and use their experiences as research for environmental projects at home. Alternatively, schools can offer their own sustainability activities for students to participate in that benefit the school community or local area. Project-based learning is becoming increasingly used by teachers to encourage students to be forward-thinking, innovative global citizens (Abdulkadir et al., 2019).

Above mentioned learner-centered techniques trigger the learner to a higher level of thinking through engagement and active learning. So, the learner-centered technique plays a vital role in learners' educational and psychological growth and development.

### **Characteristics of Learner-Centered Techniques**

In learner-centered techniques, learners are active participants where they create or assemble their own learning. Similarly, learners can work on various activities to their own needs and interests. They can work in collaboration with other learners. The teacher serves as a facilitator, involving learners in the learning process by listening and respecting each learner's point of view. In the same vein, teachers can encourage and motivate learners to discover their self-decision-making power in learner-centered techniques. Likewise, learner-centered techniques give interest and aspirations to the learners to allow learners to provide enough opportunities to be involved in communication, interaction, and discussion. The most important thing about learner-centered technique is that the teachers need to take advantage of children's natural

curiosity in learning (Mohammed, 2022). The following according to (Bas and Beyhan, 2019) are learner centered methods of teaching:

**Cooperative learning:** in the cooperative learning students work in teams on problems and projects under conditions that assures both positive interdependence and individual accountability. The teacher here serves as a facilitator to guide and give feedback on the outcome of projects and tasks. **Inductive learning:** students are first presented with challenges. Inductive methods include inquiry-based learning, case-based learning, problem-based learning, project-based learning and discovery learning. **Gamify learning:** games are a great way to add an element of fun to the learning environment. Gamification has been a huge trend in teaching and learning in recent times. The use of mathematical games like ludomatic chess etc. helps to improve critical thinking. **Expeditionary learning:** this learning is based on the idea that there is considerable educational value in getting students out of the classroom and into the real world. Examples include trips to areas the students are not familiar like a short trip to the house of assembly, museum etc. the primary focus of this type of learning is getting students in the community for real world learning experiences. **Active learning:** this method of teaching allows students to solve problems, answer questions, formulate questions of their own, discuss, explain, debate or brainstorm during classes. F. Flipped classroom: this is a method in which instruction is given to group of students which transcend to individual students and the result group is transformed into a dynamic, interactive learning environment where the teacher guides students as they apply concepts and engage creatively in the subject matter.

### **Importance of Learner-Centered Techniques**

Learner-centered technique is a way of education focusing on the needs of the learners rather than those of others involved in the educational process, such as teachers and administrators. It is a technique that produces a learner-friendly environment in teaching-learning activities that plays a very important role by motivating learners to communicate with others and make the learners more active in acquiring knowledge and more aware of what they are doing and why they are doing it. Similarly, it makes the learners more interactive with each other and develops their practical skills to solve real-world problems. Likewise, it motivates the learners to actively participate and engage in their learning process and encourages them to think independently. In the same vein, learner-centered technique encourages learners to explore new ideas and information and helps them to make self-decisions (Mohammed, 2022).

Leaner-centered technique is one of the basic techniques, according to which there is a change from teaching to learning. Teaching is considered to be delivering knowledge, and learning implies the active participation of learners. In an ELT classroom, learner-

centered techniques play a vital role. We are looking forward to seeing educators create cooperative relationships with the student, as well as parents and administrators to supply any necessary backing to ensure success (Abdulkadir et al., 2019). Teachers can apply different strategies in classrooms such as cooperative learning groups, exploratory learning, reading groups, and many more.

### **Learning-Centered Technique**

Learning-centered technique is another most important teaching technique that focuses on the learning process. The main concern of learning-centered technique is the learning of the learner. In this technique, the teacher provides content and context and places the learner at the center of education (Harpe et al., 2012). Teacher plays the role as a facilitator as well as a co-learner in a classroom setting.

This technique expresses the educational context of the learner. Learning-centered technique advocates to reinforce the effectiveness of the educational process (Billimoria & Wheeler, 1995). Learning-centered technique empowers skills of problem-solving, critical thinking, and communication of learners. Learning-centered technique is a pedagogical approach that is designed to shift the focus in the classroom from teaching to learning to improve student learning outcomes (Harpe et al., 2012). Some examples of learning-centered techniques are collaborative group learning both inside and outside the classroom, inquiry and discovery by learners and teachers together, and problem-based inquiry learning.

Technology is important in improving learner engagement and active learning (Tzenios, 2022). Online practice problem banks and peer-assisted learning programs are examples of technological tools that can be leveraged to assist student learning. Peer-assisted learning is a kind of education in which students from the same program help each other to learn even if they are not at the same level (Guraya & Abdalla, 2020). A study by Jauregui et al. (2018) at the University of Washington found that peer assisted learning is a beneficial approach since it resulted in more engagement and better retention of information. At the University of Washington, a peer assisted learning instruction design using iPads was used to improve medical students' learning in simulation case-based student-led training. The research found that students who used the peer assisted learning simulations had greater satisfaction in learning and said that peer assisted learning simulations were better than the typical teacher-led simulations (Jauregui et al., 2018).

The aforementioned literatures demonstrate that the learner-centered technique is the best technique that help to increase the learner's educational and psychological development. In the classrooms, learner-centered techniques can be best used in various

forms such as group work, problem-based learning, project-based learning, role play, individual work, strip-story, pair work, interaction, simulation and discussion.

## **B. Methods**

This study is based on qualitative method (Creswell, 2009). An intensive in-depth information and insight have been reviewed (Bogdan & Biklen, 2007). The techniques that are used in this study are document review and reviewing theoretical knowledge. Relevant literature has been reviewed to make the study conceptually and theoretically reliable and authentic (Pandey, 2023). The study is based on secondary sources. The researcher has googled and visited the website in order to obtain information related to the themes of the study. Data are presented from books, journals and articles (Pandey, 2025). The writer has presented his own personal and professional knowledge and experiences to uncover ideas and knowledge on learner-centred techniques in the classroom (Pandey, 2024).

## **C. Results and Discussion**

Learner-centered technique was the most effective teaching techniques in the present era and it is one of the learner-friendly techniques that helps the learner actively engage in teaching-learning activities in English language teaching classrooms. The teacher played the role of a facilitator while applying learner-centered techniques and the learner played the role of an active agent. The learner-centered techniques help the learners to build their self-confidence level, assist in keeping their memories active, make effective teaching-learning activities. Learner-centered techniques provide maximum opportunity to the learners in the classroom activities in the English language teaching classroom. Learner-centered techniques played a vital role in teaching activities that help the learners' active participation in learning and learner-centered techniques not only help the learners' educational progress but also help the learners' social, emotional, and psychological growth and development. Learner-centered techniques promote learners' participation in language classrooms. Nevertheless, as with any teaching method, there are both merits and demerits. One prime concern is reducing the teacher's responsibilities and power in the classroom. By shifting decision-making to the student, many individuals are concerned that students will derail the curriculum, or look for the easy way out. Thus, it results in diminished lessons and academic outcomes.

## **D. Conclusion**

The learner-centered teaching approach, also known as student-centered or child-centered teaching, is characterized by student participation and a focus on tailoring teaching methodologies to individual student needs, learning styles, skills, and goals. It

involves clear skill instruction, reflection on learning and how it is achieved, student control over learning, and collaboration within the classroom community. Learner-centered techniques emphasize on student participation and adapting instruction to individual needs, developing deeper engagement and personalized learning. These techniques shift the focus from the teacher to the learners, encouraging active involvement in the learning process. Students involve in solving problems, answering questions, discussions through active learning. They work together in teams on problems or projects, developing collaboration and interdependency while maintaining individual accountability. Students provide feedback on each other's work, promoting learning and critical thinking. They equally value debating and role playing in the classroom to develop communication skills. They care, collaborate and create ideas in a supportive ambience. They give focus on inquiry and problem-based learning. A culture of personalized learning occurs in the classroom. Authentic learning connects experiences to real world context and the interests of the learners. Students present their ideas, research, or work, developing communication and presentation skills. In student centred classroom, teachers can use project work, workshops, formative assessment and interaction.

Student-centered learning approach offers benefits indeed that extend far beyond academic performance. By placing learners at the heart of the educational process and allowing them to shape their own learning, this method has proven to significantly enhance students' motivation, engagement, and enthusiasm for the subject matter, leading to long-lasting knowledge retention and, subsequently, better grades. By stimulating active cooperation with teachers and between classmates with the help of games and projects, it also fosters the development of crucial life skills such as teamwork, communication, independent thinking, and leadership, which are highly valued in both personal and professional spheres. Because of all these advantages, it comes as no surprise that in recent years, more and more teachers have started implementing student-centered activities in their lessons. The world requires individuals that are critical thinkers, problem solvers, decision makers, creative and digitally literate and all these skills are properly groomed in schools with the learner centered methods as students are exposed to individual practical learning.

The findings suggest that teachers and students can practise learner cantered techniques in the classroom for interactive, comprehensive, effective and creative learning. Teachers should provide ample space for group work, role play, project work, discussion, dialogue, discourse, debate, interaction and question to promote student centred techniques towards teaching and learning process. Related stakeholders such as parents and educationists should contribute ideas and insights to their children's education. They should collaborate, cooperate and create a culture of student-centred learning in teaching. They should raise voice for quality education. Policy makers should create room for

student centred strategies in the policy building process, curriculum formulation, and syllabus designing and textbook writing process. It suggests that the nature of curriculum need to move from traditional to modern and progressive to allow full implementation of the learner centered techniques and methods. Teachers should be exposed to modern trends in the teaching profession.

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