



## TEACHING ENGLISH LANGUAGE APPROACHES (STUDENT-CENTERED APPROACH)

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### KEYWORDS

student-centered learning,  
student-centered approach,  
students,  
teaching speaking,  
spoken English,  
spoken language,  
teaching techniques

### ABSTRACT

This article brings to light, the significance of an approach to learning talking; a student-centered learning approach. The analyst pays so much consideration to this approach caused the need of students in a globalization time that required them to ace the English, particularly in terms of communication. A key issue here is whether what happens in a talking classroom is concerned with “teaching speaking”. Student-centered learning is centered on the student’s needs, capacities, interface, and learning styles with the educator as a facilitator of learning. This classroom education strategy recognizes student voice as central to the learning involvement of each learner. The relationship between a student-centered approach and talking aptitude is important. This approach makes learning by doing circumstance. The understudies can create their talking ability through the realization of errands, which are concocted at the side of the understudies and taking into thought their needs and characteristics. The relationship between a student-centered approach and speaking expertise is significant. This approach creates learning by doing circumstances. The students can create their talking skills through the realization of errands, which are concocted beside the understudies and taking into thought their needs and characteristics.

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**INTRODUCTION:**

Student-centered learning also known as learner-centered education is an approach of teaching focusing on the needs of the students. In original usage, student-centered learning aims to develop learner autonomy and independence rather than those of others involved in the educational process, such as teachers. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner.

Student-centered learning puts students' interface to begin with, recognizing student voice as central to the learning experiences. In a student-centered learning space, students select what they will learn, and how they will pace their learning, and how they will evaluate their possess learning by playing the part of the facilitator of the classroom. This can be in differentiate to traditional education. The term student-centered learning alludes to a wide assortment of educational programs, learning encounters, guidelines approaches, and academic-support methodologies that are planning to address the particular learning needs, interface, goals, or social foundations of individual students and bunches of students because "student-centered learning" has wide recommendations, and the term may include a wide combination of potential directions methodologies and scholastic programs, it may be troublesome to choose completely what the term is alluding to when it is utilized without capability, specific cases, or additional clarification. In many cases, the term may have a very specific, specialized meaning, but in others it may be questionable, undecipherable language.

There are two particular approaches to students-centered learning. The essential one was decided from the explore on child change and incorporates experimentation and play as critical shapes of learning and interaction. It speaks to the shape of mental exploration, where children learn to make, work out and reflect their understanding.

Another approach, where teachers uses the actual experimentation, testing and manipulation of ideas in reality, allows children to have concrete, direct feedback on the precision their ideas as they proceed in working them out. Both exploration and play are self-motivated and self-structured processes of learning that encourage children to interact and reflect on their ideas in the process of learning and acquiring new knowledge (Altan & Trombly, 2001). Here, the method of playing and doing test done by the understudies gets to be the effective way to create person considering and inventiveness.

Additionally, student-centered instruction is frequently related with classrooms that include work areas organized in circles or small groups (instead of lines of work areas that confront the teacher), with "self-guided" or "self-paced" learning, or with learning experiences that happen exterior of traditional classroom settings or school buildings, such as internships, apprenticeships, autonomous investigate projects, online classes, travel experiences, community-service projects, or dual-enrollment courses, for illustration (for a related discussion, see learning pathway).

**CONCLUSION:**

The present research is an attempt to explore the importance of student-centered Learning in speaking skills, it may give the current circumstance of the education. Generally, this inquire about spots the light on a few critical focuses that can upgrade the students' learning and their mastery of foreign language such as: interaction, dialogs in class..., etc. We require more time to make strides our spoken English and we ought to practice more. Spoken English plays an important role in English learning. And a good level of communicative competence is the ultimate aim of English learning. How to cultivate and make strides the learners' competence of spoken English has become the central point. By utilizing these methods, the learner can accomplish his perfect objectives. Considering that learner-centered instruction is based on social-constructivism, it is essential to put accentuation on its point of view which couples individual learners-their heredity, encounters, points of view, foundations, abilities, interface, capacities, and needs- with a focus on learning. Likewise, Gunderman, Williamson, Frank, Heitkamp, & Kipfer (2003) explained that in learner-centered instruction, students are viewed as active participants in the learning process. They also considered that the main purpose of education is to produce educated students. Moreover, these authors argued that teachers should take into consideration what learners bring to the classroom. This way, less emphasis on what they know is placed.

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