
STUDY ON STUDENT CENTRED APPROACH VS. TEACHER CENTRED APPROACH (SCA VS. TCA)

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ABSTRACT

Teaching English in an area with low acquisition levels, such as our state, is a serious challenge nowadays, particularly when the kids are the offspring of uneducated and impoverished parents. Such an environment must be appealing, engaging, and entertaining. However, in the target situations, certain persistent beliefs obscure the true purpose of teaching English. Practically, the emphasis is still on structure and paper score, even though it should be on frequent practice and application of the language through mental exercise. It is a practical shortcoming in the teaching and learning industry. The students' needs and interests are not served by the teaching method. Through a variety of approaches, the proposed study aims to conduct a thorough investigation of the subject. The study's scope is broad enough to allow for extensive research in the remainder of the nation due to its selection of a more specific geographic area. Giving a comprehensive view of elementary level teaching and learning processes, the scope of the study also includes secondary, higher secondary, and other higher education domains. Since it is confined to Activity Based Learning strategies among the present trend of numerous teaching game plans, the study by the same token provides a comparative research area for the other pedagogical implementations. Teachers must use effective questioning strategies to probe students beyond their current level of knowledge. Additionally, they can create chances for the students to use the language outside of the classroom. The teachers must create a language-rich classroom with an abundance of reference materials to satisfy various learning demands, such as audio books, magazines, flash cards, newspapers, recording devices, audio tapes, electronic translators, video tapes, sound editors, computer software, etc. "The quality of a nation rests upon the quality of its citizens," the American commission on teacher education states. The caliber of its population is not solely, but crucially, influenced by the caliber of their education. More than any other single element, the caliber of their professors has a direct bearing

on the caliber of their education. Thus, it is impossible to misinterpret the contribution that a language teacher makes to the quality and potential development of the students.

KEY WORDS: Student, Teacher, Centred Approach, Communication.

INTRODUCTION

In today's globalized environment, students are expected to have effective global communication skills in order to handle competitive difficulties. Although there have been numerous advancements and advances in education over the past fifty years, our nation has not achieved the level of success it had hoped for because we were slow to make the transition from a teacher-centered, content-based approach to a learner-centered, activity-based approach. To effectively overcome the wide ranges of variances, the following essential elements of education can be actively examined.

CONCEPT AND TYPES OF LEARNING STRATEGIES

Different learning styles may be brought about by individual variances. However, the question of whether the outlined methods are entirely accountable for improving learning is still being investigated by numerous scholars in a variety of circumstances. Regardless of how the information was given, the outcome was the same for both groups. She concluded from numerous more tests that "these learning styles don't exist and it doesn't make a difference," "much of what our teachers want us to know in particular is stored in terms of meaning and, not related to one particular sense or one particular sensory mode." There is also no convincing evidence that learning styles exist, according to the opening line of Cedar Riener and Daniel Willingham's book "The Myth of Learning Styles." The corollary for some learning style theorists is that if you think the theory is wrong, you must think that all students are identical- which is obviously untrue. This is followed by other statements like "while such evidence of learning styles would serve as a proof that they exist, the lack of evidence does not prove definitely that they do not exist." According to the studies, students have diverse skills, interests, backgrounds, and talents, which results in varied learning styles. However, there isn't enough solid data to justify catering to specific preferences in order to ensure greater learning. It is significant to remember that there is one particular interpretation of the learning styles hypothesis that appears to predominate both in the educational literature and in the minds of the majority of people who write about learning styles: the notion that instruction should be delivered in a manner that corresponds to the learners' preferred learning style.

TEACHER'S ROLE IN DEVELOPING LEARNING STRATEGIES

Learners are expected to take charge of the learning environment with the necessary focus and intention, acting as individualistic executants. Teachers who instruct in learning strategies must become knowledgeable about their students' interests, motivations, and preferred learning methods. Therefore, a teacher's primary responsibility is to positively influence his or her students' overall academic success and process of life adaptation. In order to decide the task-specific method that will be necessary for the student's remediation, the teacher must first determine the sort of curriculum requirement the student is unable to meet. By disassembling the new method into simpler parts, the learners are then taught to it. In the third phase, the method is thoroughly modeled for the students, who are then required to participate fully. In the fourth step, students employ verbal rehearsal to remember the processes sequentially. The fifth step involves pupils practicing the current method in regulated (short, easy, and simple) materials until they reach the required level of performance. The next step is to put that plan into practice while receiving appropriate praise and constructive criticism from the teacher. A posttest is used to determine the last step and to indicate whether the target approach has advanced satisfactorily. For instance, the teacher offers specific instruction about strategies and focuses on introducing the kids to one method at a time. She also presents approaches based on the students' age and grade.

COMPARISON OF LEARNING STYLES WITH LEARNING STRATEGIES

Learning strategies discuss the attitude and behaviors associated to the learning objectives, whereas learning styles discuss the relationship between an individual and his or her preferred learning style. Learning methods deal with learners' competency and metacognitive level whereas learning styles deal with learners' preferences and cognitive level. Additionally, learning strategy relates to the actions taken for learning, whereas learning style refers to the approach. In their article "The Role of Styles and Strategies in Second Language Learning," Scarcella and Oxford claim that while learning strategies describe specific actions, techniques, strides, and stances adopted by the learners to accelerate their learning, learning styles describe the preferred system of brain response and biological reciprocation to particular sensory stimuli. While the styles pertain to a more general approach to learning, the strategies deal with a particular approach.

METHOD OF TEACHING

The definition of the word "method" immediately springs to mind when we want to get things started. A method or process for achieving a goal is defined as "a systematic method, technique, or set of rules very often related to

science and the arts" in Webster's Third New International Dictionary. Additionally, Hunkis asserts that methods are repeated actions with a defined structure and consistency that are relevant to various topic matters. It is a teacher-dominated engagement, according to Broughton and his colleagues, when discussing the traditional approach. On the other hand, student-centered modern approach places the onus of learning on the students themselves. Grammar proficiency is not as seriously regarded as communication proficiency. Three principles of contemporary theories of methodology are outlined by Ronald V. White: "the supremacy of speech," "the significance of connected text as the heart of teaching learning," and "an absolute priority of an oral technique in the classroom" .Nunan places a lot of focus on classroom exploration, practice, and application with regard to language learning in the first chapter of his book, "An Empirical Approach to Language Teaching Methodology." He asserts, "It is all very well to find out what has been stated about a certain subject, and how the knowledge has been implemented in the creation of teaching materials and classroom assignments. However, from the standpoint of a specific methodology, readers will find little value in such knowledge unless they have the chance to consider the concepts in light of their own professional growth or the setting of their classrooms .

In traditional teaching approaches, teachers spend a lot of time describing the grammar, vocabulary, and sentence structure rather than encouraging their students to internalize it for practical purposes. The higher performance in areas like presenting and public engagement is hampered by a greater emphasis on the mechanics and engineering of language than on usage and practice. First language acquisition happens naturally without any official training, but because second language teaching is a skill-based subject, it requires exposure, context, and practice. In order to encourage language learners to communicate in the target language, the teacher creates a variety of tasks and activities that are more similar to real-world scenarios.

The concept of "jug and mug" or "donor and receiver" is used in traditional pedagogies, where the instructor is seen as the source of all knowledge and the students are only passive recipients. This discourages peer correction and group learning. On the other hand, cutting-edge approaches like communicative language teaching give students the chance to collaborate with peers and other students to share knowledge, debate issues, and find solutions. This enriches students' ability to communicate effectively in both one-on-one and one-on-many situations. To assure the success of language learning, modern teaching techniques including communicative language teaching, cooperative language learning, task-based learning, the TPR method, suggestopedia, the quiet way, etc.

TEACHERS

Quality, according to William Foster, "never happens by accident. High intention, earnest effort, wise direction, and deft execution are always the factors that lead to success. The dynamic teacher, who must serve as a facilitator, counsellor, consultant, friend, accelerator, decision-maker, disciplinary authority, substitute parent, and confidant, is the source of the well-noted concept of "intelligent direction." Therefore, in contrast to old teachers who forced themselves in front of the students, we need good teachers today who gradually distance themselves from the students. In both student-centered and teacher-centered approaches, the role of the teacher is significantly different. In contrast, the teacher of a teacher-centered approach class fixes himself to the teacher's area, talks more (lectures, explains), makes the students work less, exercises dictatorial control, and offers less learning opportunities for the students while providing more for himself. In a learner-centered approach, he becomes more active, leaves his fixed seat to walk around the students, speaks less, makes the students work harder, and encourages the students to study on their own.

CLASSROOM

A classroom set up using an activity-oriented approach is furnished with mobile furniture, a teacher who moves around, and several seating configurations. The teacher is fixed to an immovable chair in a teacher-centered and lecture-oriented method, and the seating arrangement is inflexible with furniture that is impacted by the inertia of rest. To identify the learning gaps, a teacher must speak with every student in the class. As a result, there is always place for more than one educational teacher in the classroom. In a classroom, the rigorous division between teacher and student generates both physical and mental distances. All of the pupils in the class must be able to contact the teacher at all times.

LEARNERS

Doers are students. ABL is aware that children are eager to use all of their senses. They must actively participate and create lasting, effective learning opportunities. Learners are responsible for their own work individually. They engage in self-practice through a variety of activities that the teachers plan. The instructional impact is increased by their active engagement. Learning differences include personal, intellectual, social, cognitive, emotional, and other traits. Witkin accurately characterizes the qualities of the learners as a "characteristic mode of functioning that we reveal throughout our perceptual and intellectual processes in a highly consistent and pervasive fashion" in his article "Journal of Personality." Learners are the potentiality of the entire learning process, and it is via their productivity that the process may be accurately assessed. No matter their unique strengths, students in a teacher-

centered approach remain passive recipients. On the contrary, through activity-based learning, their talents are structured and developed.

CURRICULUM

Curriculum is the course of study that a student follows as they progress through a certain age. The curriculum is created with a specific objective in mind—a service that the educated populace may provide to society. It fosters the growth and positive transformation that learners need to flourish in society. Therefore, in a learner-centered approach, the curriculum is created based on the learner's age, interests, and prior learning level, whereas in a teacher-centered approach, the curriculum is created based on the curriculum designer's viewpoint and assumptions about the learner population, which may not be accurate. As a result, the youngster finds the LCA curriculum to be lighter than the TCA program, which is a great load.

TEXTBOOK

Textbooks are an extremely helpful tool for both teachers and students since they give a roadmap and the experts' judgment on what the learners should study and in what order. The student is the focal point of the textbook in an activity-based learning environment. Therefore, the textbook is tested out with actual students before it is published. There are numerous tasks in the book that are suitable for learners. On the other hand, in a lecture-oriented educational setting, the textbook is chosen by the authors, which frequently leaves the students with dull and challenging material.

EVALUATION

The process of education is greatly influenced by evaluation. It is a thorough and ongoing procedure. The teacher keeps an eye on a student both inside and outside of the classroom. He consistently receives praise from his teachers, students, friends, and parents, both formally and informally. The youngster should experience peer and self-criticism as they are learning. However, in a learner-centered approach, the teacher creates the questions and students are hardly involved in the evaluation process. Instead, the learner prepares the questions, designs the class tests, evaluates his own and his friend's answers, creates intriguing and challenging questions for the peer, etc.

ROLE OF A TEACHER

The teacher is a very important player in the educational system. The center of gravity for the success of education

is the learner. As a result, it is true to say that "a teacher is only as excellent as his system of teaching" (proposed NPE 2016). Recognizing its importance, a considerable sum of money is invested annually on teacher capacity building. The pre-service teacher training programs have been revised and made more demanding than before; for instance, it has been suggested that the B.Ed. program be extended from one to two years. In order to update the knowledge and abilities of working teachers, numerous short-term in-service teacher orientation programs are held at the same time. Although teachers have a special place in all classrooms, in a language classroom their importance is more basic due to the development of their skill set. In the first chapter of his book, "Language Teaching Methodology," Nunan writes, "Teacher discussion is crucial in all sorts of classrooms and has been thoroughly studied and recorded. It is especially crucial in language schools when the media itself serves as the message. The linguistic changes that instructors make, the questions they ask, the feedback they give, and the kinds of directions and explanations they give can all have a significant impact on how well the classroom is managed as well as how quickly language learners pick up the target language.

The teacher adjusts his effective responsibilities as the lesson progresses. The dynamic roles vary according on the class type, activities planned, goals and objectives of lessons, the learner's age and degree of development, as well as when the circumstances call for it. His roles as a deliverer, an organizer, a facilitator, a creative professional, a motivator, a planner, an informant, a manager, a monitor, and an involver change from time to time. He serves as a lesson planner, a monitor during pair or group work, an informant when introducing new language or vocabulary, and a manager when it comes to maintaining discipline.

AN ORGANIZER

Since teaching is a methodical profession, the setup must be organized in a systematic way. In order to manage the class effectively and efficiently, the instructor must maintain organization. A effective teaching experience greatly depends on the organization of the paper work. When a teacher enters the classroom, the seating arrangement is first established. A well-structured and effective classroom is facilitated by the right organization of the lesson plan with an eye on the goal learning objectives. Both in terms of academic and non-academic dimensions, the instructor completes his tasks by setting up the students in a way that allows them to get the most out of the process.

A FACILITATOR

A facilitator is someone who helps another person advance toward their goal without directly getting in the way. A teacher plays the function of a facilitator in that he gives students the opportunity to use his own method of learning

to accomplish the desired goals rather than using his authority to direct their actions. To put it another way, for learning to be thorough and effective, students must have the chance to actively participate in debates and team-building exercises. For instance, when dealing with the vocabulary section, the teacher gives them some off-site hints and internet resources to them to determine the terms' meanings on their own, encouraging the students to make the correct predictions.

CREATIVE PROFESSIONAL

Although teaching can occur without learning, it is not considered to have occurred if there is no learning. The creative professional responsibility of a teacher is to use his professional autonomy to provide learning that is suitable and responsive to students at various levels in various learning environments. Through creative teaching, a teacher can enhance and involve his students' learning. On the other hand, teaching for creativity requires teachers to recognize students' creative strengths and potential. The level of assistance provided for the kids to become practically, personally, or emotionally committed to their work, in the words of Woods and Jeffrey, "identifies the educational practice of a creative professional".

MOTIVATOR

A teacher can effectively motivate students. A true teacher goes beyond simply providing information to his students; instead, he helps them turn that information into knowledge through hands-on training while also instilling some ideals through a positive change. The teacher controls the students to complete the set of objectives through both intrinsic and extrinsic motivation, thereby ensuring that the teaching is effective (measured by how well the students learn), efficient (measured by the time and effort contributed), and enjoyable (measured by the students' positive psychological and emotional health). In spite of the reality that a teacher cannot actually educate a child, he or she can inspire them to learn by providing a supportive environment, timely and insightful feedback on their progress, and a clear path to the end objective.

PLANNER

Before entering a classroom, a teacher creates a lesson plan. To keep a consistent teaching style and prevent the class from becoming monotonous, he must adhere to the step-by-step instructions of the scheduled lesson. The potential level of the teachers is redirected by lesson design so that they can progress from class to class. The ability of a teacher to prepare and replan classes demonstrates their efficacy as a teacher. The advantages of prepared

activities offer an appropriate sense of control and direction over the teacher's teaching since "failing to prepare is preparing to fail." A good planner will organize the cogent aspects of instruction, including learning objectives, learning activities, and evaluation activities.

MANAGER

Learning will be successful if the classroom is disciplined and run well. A classroom is decorated with good management. For the correct execution of the teaching and learning process, a teacher must set up the learning environment, the rules, and the discipline procedures. The design of the curriculum, the assessment procedure, the use of teaching and learning materials, and problem-solving techniques are only a few areas where the teacher needs strong management. "While acknowledging the value of managing the diverse nature of the classroom is essential in enabling children to learn and manage their own activities, subject knowledge is important in establishing an exciting and stimulating classroom environment in which a variety of management strategies are adopted".

MONITOR

A monitor's job is to keep tabs on the entire target-achieving process. Through his wise choices, he ensures the performance by taking remedial action. Similar to a student, a teacher keeps an eye on the entire teaching and learning process, spots problems as they arise, and offers suggestions, recommendations, and guidance as needed. Through deliberate monitoring, the instructor assesses the success of his instruction to determine whether the learners' performances are up to par, which helps him choose the objective for the subsequent turn.

DIAGNOSTICIAN

A teacher's job is to locate the main cause of a student's issues. He has the capacity to assess and pinpoint students' learning issues. He makes the finest placement choices for students with learning difficulties by utilizing his specific erudition as a member of a multidisciplinary team made up of professionals with diverse backgrounds in experience and talent. He frequently provides the essential assistance for counseling the youngster and consulting the parents on his development. He might also evaluate the student's mental prowess, capacity for learning, character, and emotional growth.

RESOURCE

An asset helps a product. The teacher's talents, abilities, enthusiasm, and talent are resources that aid in the practice

of guiding the students, administering the class, and starting and continuing various activities. Both the teacher's physical presence and the classroom's impression of her or his efforts serve as real and intangible resources.

PARENT

The development of social skills in children, such as effective communication, problem-solving abilities, politeness, learning and study techniques, flexibility, dependability, sense of humor, dedication, stress management, and teamwork, is nurtured and cared for by teachers. Children who are loved at home go to school to study, while those who aren't go to school to find affection, according to Nicholas A. Ferroni. Some kids indeed come from very poor families, such as those with a single parent, no parents, or divorced parents. Some people are raised by rude relatives. In these situations, mental illness interferes with students' ability to learn, therefore the instructor makes it easy for them to talk to him about their issues and offers mental support in the role of a second parent. Once the students feel at ease with the teachers, they are able to openly express themselves, think of them as their parents, and give the teachers full credit for their achievement.

COUNSELLOR

The teacher functions as a counselor by interacting with the students with consideration and care. His interaction with her is focused on finding a solution to a particular issue. Through self-awareness, he instills confidence and ease in the students. Teachers help students who are uninterested in learning or gloomy about life by intentionally thinking good thoughts and speaking calming words that support their personal development. The teachers' prompt assistance helps the students comprehend the situation, find a solution, and focus on their academics. When acting as a counsellor, a teacher needs to have compassion, objectivity, empathy, good listening skills, and a positive attitude in order to assist the students in resolving their problems. He informs the student of his own objective while fostering their development. A teacher who possesses all these qualities carefully analyses the learning issues and makes the necessary corrections.

PROMOTER

A teacher encourages his students to learn things correctly. He has more connections today, which helps him to generate the right opportunities to promote and share honorable teaching methods. In an active learning process, the teacher encourages some engagement, collaboration, and involvement in the process to analyze the logic and apply the conception to the natural world. This is somewhat different from the typical learning style of sitting,

listening, and memorization. When students have the opportunity to participate in learning activities like discussions, exercises, inquiry, or applications, their learning is more intense. Through small group discussions and peer instruction activities, it is necessary to support the learners' independent, creative, and inventive thinking. When a teacher asks a student to actively participate in the classroom, the learners are challenged to give their best effort, and as a result, actual learning occurs. As a result, the fundamental responsibility of a teacher is to encourage students to learn to the fullest extent possible while also developing their moral and ethical principles.

GUIDE

As his guide, a teacher consoles his students. A teacher has the ability to guide all types of learners in diverse ways toward reaching the goal, just like a tour guide guides people methodically to each and every location. A close mentor helps a misbehaving adolescent get back on track and learn proper conduct. Due to the teacher's absolute necessity in front of his students, he does not explicitly order or compel them to learn in accordance with his own agenda, but rather indirectly supports their advancement through their independent inquisitiveness.

ATTITUDE OF A TEACHER

A person's attitude is how they react to a certain concept or circumstance, or how they decide to respond to difficulties. As it relates to the implementation phase, a teacher's attitude or work ethic implicitly has more authority over the educational process of the pupils. Correct behavior is a mirror of correct attitude. Here, two factors that have an effect on how productive students are in terms of their freedom in learning are examined in relation to effective teachers' attitudes.

RELATIONSHIP WITH THE STUDENTS

Building a trusting relationship with the students is the teacher's top priority. Depending on the type of relationship that has been established between him and the learners, he will either help or hinder their advancement. The psychological links are bound stronger and deeper if the relationship is founded on compassion, sympathy, and affinity in accordance with the needs of the children, helping their development in later stages. On the other hand, if the connection is based on constant threats and control, the kids face major physical and emotional risks, which makes learning useless. Therefore, the instructor must handle the kids sensitively while also understanding their psychology, rather than acting irrationally or superficially, as some teachers do when they suddenly stop the noise.

DISTANCE FROM THE LEARNERS

A skilled teacher removes themselves from the students. As a learner is expected to be observed participating more in the process than a teacher by nature, a typical disagreement pauses our mind when we are thinking about the acute participation of teachers with the students. In actuality, the external pedagogic processor's agitated interference confuses the learner's interior cognitive process without the latter's slightest awareness. Students who are guided by such teachers become accustomed to their mandatory presence, making them helpless and dependent people. The intriguing aspect of the tale is how few teachers are aware of this reality. A feedback form was assembled from a group of teachers in order to examine how the teachers felt about the separation between themselves and their students, but the startling conclusion of the survey was that "a competent teacher should never pull himself away from the learners." This mentality exhibits a "full glass" intelligence that refuses acceptance. An empty glass can only hold whatever that fits into the available space; a full glass does not. The phrase is internally inconsistent due to the "full glass" mentality and the belief that learners should receive "full assistance." When students are in the mode of earning a lot of inputs and investigating a variety of resources, the initial enthusiasm for providing a teacher's presence and help does not endure as long. The teacher's role is to pique students' interests, not to feed them. Nothing can be taught, but everything can be learned, making the teaching-learning process viable. As a result, the instructor must gradually distance himself from the students while simultaneously transforming them into lifelong active, vivacious, self-sufficient, and self-supporting individuals.

A TEACHER'S MODIFIED VERSION

A teacher has a wide range of duties allocated to him or her in his line of work. To ensure the learning process is successful, he has customized versions of the tasks. The Berlitz technique states that a teacher should always demonstrate instead of translating. He ought to demonstrate rather than explain. Instead of lecturing, he ought to clarify things by raising questions. Instead of a static text book, a teacher is expected to use his or her lesson plan. He should speak less and let the pupils speak more as he is not there to demonstrate his abilities. He should speak routinely and naturally, not too quickly, slowly, loudly, or in between. When speaking, he ought to use phrases rather than just a few words. He is renowned for not being impatient and for doing things slowly.

CONCLUSION

There aren't many research studies in the field covered here. Students lack the resources necessary to learn about and utilize language on their own. Indoctrination happens when teachers consistently provide only one viewpoint

while rejecting those of their students. Students struggle to understand the true purpose of language acquisition. The study's goal is to investigate how English is taught in schools, the methods/strategies employed by English teachers, and the teacher beliefs that motivate these methods. The specific goal was to determine whether language-based teaching methods could be employed successfully in the classroom. The purpose of the current study is to investigate the issues with activity-based learning in the teaching of English at the elementary school level and to assess the efficiency of that approach in helping students meet their individual learning objectives. The goals may be assigned to a certain region and level in favor of doing particular steps for the study. As the proverb "well began is half done" says, the beginning of everything is crucial. When beginners get off to a solid start, the remainder of their learning goes smoothly and requires less work. In order to provide a solid foundation for the beginning to build a substantial edifice of language skill in subsequent levels, it is necessary to confine instruction to the elementary level. The secondary level instructors' repeated complaints about the elementary kids' low standards and their correspondingly poor performance in class nine may no longer be a justification for more stringent accountability towards them. Therefore, the study's focus is on the elementary level. In terms of proficient English communication and interview abilities, pupils in Odia medium schools lag behind those in English medium schools by one step. Children attending government schools in Odia are the study's primary focal group. The study was restricted to Odisha because this state hardly needs many improvements in English teaching and learning methodologies because it has been producing very poor results in the learners, leaving them unprepared for the competitive world. The researcher has expertise with the benefits and drawbacks of every nook and cranny of the chosen research subject because she has been a teacher for more than seventeen years. She is acquainted with the family background, attitude, interests, and vision of the parents of the target children because she lives in the neighborhood. The purpose of sticking with activity-based learning is to convey the value of this strategy's most significant advantages over other teaching and learning approaches. Every region has an unwavering commitment to promoting its best educational institutions innumerable in order to fly its flag high and become known throughout the rest of the world. Being a local faculty member, the researcher shares a passion for giving back to the community.

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