

الذَّكْوَاتُ الْبَيْضُ

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قال: يكون ملكه بالكوفة، ومجلس حكمه جامعها
وبيت ماله ومقسم غنائم المسلمين مسجد
السهلة وموضع خلوته الذكوات البيض

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مَجَلَّةٌ عِلْمِيَّةٌ فِكْرِيَّةٌ فَصْلِيَّةٌ مُحْكَمَةٌ تَصْدُرُ عَنْ
دَائِرَةِ الْبَحْوثِ وَالدرَّاسَاتِ فِي دِيْوَانِ الْوَقْفِ الشَّيْخِيِّ



العدد (١٥)

السنة الثانية المجلد التاسع

ذو الحجة ١٤٤٦ هـ حزيران ٢٠٢٥ م

العدد (١٥) السنة الثالثة ذي الحجة ١٤٤٦ هـ حزيران ٢٠٢٥ م

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الذَّكْوَانُ الْبَيْضُ

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العدد (١٥) السنة الثالثة ذي الحجة ١٤٤٢ هـ - حزيران ٢٠٢٥ م

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..... دليل المؤلف

- ١- أن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- أن تحتوي الصفحة الأولى من البحث على:
أ. عنوان البحث باللغة العربية.
ب. اسم الباحث باللغة العربية، ودرجته العلمية وشهادته.
ت. بريد الباحث الإلكتروني.
ث. ملخصان: أحدهما باللغة العربية والآخر باللغة الإنكليزية.
ج. تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4).
٥. يلتزم الباحث في ترتيب وتسويق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أتعاب النشر المحددة البالغة (٧٥.٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
ب. اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦). والملخصات (١٢)
أما فقرات البحث الأخرى؛ فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام الإلكتروني (تعليقات ختامية) في نهاية البحث. بحجم ١٢.
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم، والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسلة إليه وموافاة المجلة بنسخة معدلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمطالبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٦- تكون مصادر البحث وهوامشه في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يختص البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث إلى مقر المجلة - دائرة البحوث والدراسات في ديوان الوقف الشيعي بغداد - باب المعظم
- أو البريد الإلكتروني: (hus65in@Gmail.com) (offreserch@sed.gov.iq) بعد دفع الأتعاب في مقر المجلة
- ٢٢- لا تلزم المجلة بنشر البحوث التي تُخلّ بشرط من هذه الشروط.

مَجَلَّةُ عِلْمِيَّةُ فِكْرِيَّةُ فَصْلِيَّةُ مُحْكَمَةٌ تَصَدُّرُ عَنْ دَائِرَةِ الْبُحُوثِ وَالدرَاسَاتِ فِي دِيَوَانِ الْوَقْفِ الشَّيْخِيِّ

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Learner-Centred Approach and its Influence on Iraqi EFL Students' College Writing Composition Performance

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Imam Al-Kadhum College (IKC)**





Abstract:

The modern movement in education is strongly in favor of student-centered methods, as opposed to the more conventional view that views students as mere recipients of information. A learner-centered approach is the best way to teach English to those who don't speak the language natively. Historically, students' writing skills have been lacking since schools have always taught writing through a teacher-centered approach. Therefore, experts in the field recommend a learner-centered approach while working with language learners to enhance their writing skills. Some schools have adopted a new instructional model that places the emphasis on the student. This study seeks to answer two questions: first, how students feel about creating a classroom that is learner-centered, and second, how well this strategy helps students improve their writing. The purpose of this study is to identify the most effective learner-centered activity for academic writing instruction. This goal was achieved by the interviewing of sixteen students from the Imam Al-Kadhumi College English Language Department. By putting the emphasis on developing abilities in areas like vocabulary, grammar, spelling, punctuation, idea generation, and essay structure, students believe the learner-centered approach helps them improve as writers. They have a more favorable impression of this strategy today, and it has inspired them to pursue further training in academic writing. Group projects and student presentations were also shown to be the most favored learner-centered activities, according to the research. At the end of the investigation, several suggestions and findings are derived.

Keywords: learner-centred approach, writing skill, teacher-centred approach

المستخلص:

تؤيد الحركة الحديثة في التعليم بقوة الأساليب التي تركز على الطالب ، على عكس وجهة النظر الأكثر تقليدية التي تنظر إلى الطلاب على أنهم مجرد متلقين للمعلومات. النهج الذي يركز على المتعلم هو أفضل طريقة لتعليم

اللغة الإنجليزية لأولئك الذين لا يتحدثون اللغة أصلاً. تاريخياً ، كانت مهارات الكتابة لدى الطلاب مفقودة لأن المدارس كانت دائماً تقوم بتدريس الكتابة من خلال نهج يركز على المعلم. لذلك ، يوصي الخبراء في هذا المجال باتباع نهج يركز على المتعلم أثناء العمل مع متعلمي اللغة لتعزيز مهاراتهم في الكتابة. اعتمدت بعض المدارس نموذجاً تعليمياً جديداً يركز على الطالب. تسعى هذه الدراسة إلى الإجابة على سؤالين: أولاً ، كيف يشعر الطلاب حيال إنشاء فصل دراسي يركز على المتعلم ، وثانياً ، إلى أي مدى تساعد هذه الاستراتيجية الطلاب على تحسين كتاباتهم. الغرض من هذه الدراسة هو تحديد النشاط الأكثر فاعلية الذي يركز على المتعلم لتعليم الكتابة الأكاديمية. تم تحقيق هذا الهدف من خلال إجراء مقابلات مع ستة عشر طالباً من قسم اللغة الإنجليزية بكلية الإمام الكاظم. من خلال التركيز على تطوير القدرات في مجالات مثل المفردات والقواعد والتهجئة وعلامات الترقيم وتوليد الأفكار وهيكل المقالات ، يعتقد الطلاب أن النهج الذي يركز على المتعلم يساعدهم على التحسن ككتاب. لديهم الطبع أكثر إيجابية عن هذه الاستراتيجية اليوم ، وقد أهتمهم لمتابعة المزيد من التدريب في الكتابة الأكاديمية. كما تبين أن المشاريع الجماعية والعروض التقديمية للطلاب هي أكثر الأنشطة المفضلة التي تركز على المتعلم ، وفقاً للبحث. في نهاية التحقيق ، تم التوصل إلى العديد من الاقتراحات والنتائج.

الكلمات المفتاحية: النهج المتمحور حول المتعلم ، مهارة الكتابة ، النهج المتمحور حول المعلم

1. Introduction

Traditionally, schools have used a teacher-centered approach when instructing students in writing and other language skills. This leads many of the grads to be unable to express themselves adequately in writing. These students sometimes come at university unable to form coherent phrases or even to express themselves clearly in brief, powerful paragraphs, even when drawing on personal experience. Many students' language abilities, especially their writing, have stagnated or even declined as a result of institutions' shift toward a more teacher-centered model in recent years.

The students must be introduced to a technique that enables them to examine mistakes and propose ways to improve their language ability when they start university. Teacher-Centered to Learner-Centered methods have been progressively replaced over the last several decades.

While in Iraq, it is still in its early phases, learner centered methods to teaching English have been progressively promoted in higher education over the last decades in industrialized nations. Although a lot of studies stressing the value of Learner-Centered





approaches have been done, none of them address its applicability in improving writing skills. This work focuses especially on this region.

Aiming at the traits of learners, this new kind of instruction—which strives to examine the L2 teaching–learning process from the point of view of the learner and to pay particular attention to the needs—seems to be still under development in second language education. It seems as if it wishes to apply the idea that teaching should be subordinated to learning, which was exactly one of the fundamental ideas of the Silent Way back in 1972 (Larsen–Freeman 1986:51).

2. The Problem of the Study

Because the teacher–centered approach (TCA) is adopted by Imam Al–Kadhum college students, students are accustomed to taking a back seat when learning. There is a risk that students will have difficulty adjusting to the new philosophy of LCA. People may therefore think this new educational system is flawed. Most of the college classes are taught English materials and courses according to TCA and it is rarely found that LCA is available from here and there. Henceforth, a distinction is necessary made to understand well all the situations in which comparisons can be shown between TCA and LCA.

3 The Study Questions and Hypotheses

The purpose of the current study is to respond to the following queries:

1. How college students feel about creating a classroom that is learner–centered?
2. how well this strategy helps students improve their writing composition?

This research hypothesizes that:

- 1.College students feel neutral about creating a classroom that is learner–centered.
- 2.The LCA may or may not improve the students' writing composition.



4. Aims of the Study

The purpose of this study is to identify the most effective learner-centered activity for academic writing instruction

5.1 The Significance of the Study

It is anticipated that this study will have some significance for college students contexts, especially for EFL teachers and students. Because the study's findings will identify students' opinions regarding this approach—whether favorable or negative—it is anticipated that the results will be beneficial to students. Because they will be aware of how students perceive the LCA, educators and college students stand to gain from it. They may decide to implement any necessary reforms.

6.1 Literature Review

According to Khan et al., prioritizing learners' specific learning needs necessitates a fundamental shift in information acquisition and transmission practices. Students can no longer afford to sit on their hands and passively take in lessons; they must now actively participate in their own learning. (Bullen, et al., 2015 and Tomlinson, 2021).

Because it presents substantial difficulties for both teachers and learners, LCA is a «paradigm of challenge». Students will need to apply their critical thinking abilities and actively participate in their own learning if this approach is to be successful. Educators, on the other hand, face challenges since it calls for increased student agency. In this regard, Brookfield (2011) contended that teachers should stop passively imparting knowledge and start actively assisting students' learning, focus on more than just the subject at hand, and see student errors as opportunities for improvement.

One may find traces of LCA in the 1800s. Teachers started looking for substitutes for the conventional teaching paradigm at this time; however, LCA was molded in the 1970s (Bell and Harris, 2013). LCA has been referred to as learner-centered pedagogy, learner-centered approach, and student-centered instruction





among other names since the 1970s. Students' involvement characterizes LCA and results in more engagement and better learning outcomes. After evaluating students' learning styles, pace, abilities, needs, and learning objectives, teachers in the LCA provide the most appropriate teaching strategies for them (Doyle, 2023). LCA involves students in real-life problems, therefore holistically developing their learning experiences. Including inter-professional education into LCA is quite essential as it gives students such skills as teamwork and cooperation, which are absolutely vital in their professions. Apart from this, in an LCA setting learning results may be raised by means of technology developments and restructuring of students' rotations. Thus, this study will explore the advantages and drawbacks of learner-centered teaching, underline technology tools that improve the learning process, include interprofessional education into an LCA environment, and address LCA that might be used in the clinical setting.

Constructivism, problem-based learning, and LCA all stem from the same idea, as stated by Keengwe (2022): that students learn best when they are actively involved in what they are studying. In order to fix the problem at hand, they «knowledge and skills» up to the task. The point isn't to sit passively through lectures and read textbooks; rather, it's to actively learn via making things. What this means is that students can't afford to be apathetic recipients of information; they must take an active role in their own learning by doing their own investigations into course topics. According to Felder and Brent (2024), most definitions of learner-centered learning rely on «group activities and teaching methods in the classroom and focus on the conditions under which learner-centeredness occurs. The emphasis of learner-centered education extends beyond group projects, though. Blumberg (2012) argues that in order to make learning more student-centered, five key aspects of the educational process must change: the role of the teacher, the role of mate-



rial, the distribution of power, the responsibility for one's own learning, and the objectives and methods of assessment.

6.1.1 The Implementation of LCA in Writing Skill

The use of LCA in ESL classrooms has several benefits, Jones (2007) argues it encourages students to become committed to improving their English. Students can assist one another in enhancing their abilities, and a variety of learning styles can be met. Kormpas et al. (2023) continue by stating that English teachers—especially those engaged in the setting of teaching English as a foreign language—no longer have the choice not to use this method due to the numerous benefits of LCA. While all four language skills may be taught with the LCA, writing competence is where it really shines.

According to what Troia et al. (2024) have said, in school classes, student academic writing still takes front stage in instruction and learning. It may be taken as a measure to have better educational performance and success. Writing is one of the most important language abilities. Future employers will have an easier time sizing up students with strong writing skills.

(Khan et al., 2016).

Both native and non-native speakers of a language find it challenging to become proficient writers (Rooy and Kotze, 2024). A skill that «many natural speakers of English never completely acquire is the capacity to convey one's ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy. This means that both the teachers and the students will need to put in more effort and focus. Lastly, the English teacher has free discretion over how her students are to finish their writing projects. He or she can make students write at home by assigning homework. Classroom writing tasks, according to Nimtchinova (2022) should be reorganized as discussions amongst students. One can use techniques like concept mapping and brainstorming. The ultimate decision as to what is best for the students rests with the teacher. Teachers frequent-





ly choose for a mixed approach, assigning some homework for students to finish at home and others for them to finish in class to assess the students' capacity to collaborate, argue, and achieve a consensus.

6.1.1 Developing Writing Composition through LCA

When teaching students in the skill of writing, teachers have access to a wealth of LC activities. In this part, we shall discuss handful of them.

Group writing, portfolio evaluation, and peer review were the three main activities highlighted by Duong and Tran (2024), collaborative learning in which students review and evaluate each other's writing and offer each other with feedback, encompasses the process of peer feedback, as stated by Keengwe (2020). An additional resource that educators have at their disposal is peer feedback. According to many sources, including Thorpe et al. (2024) Parker and Trolan (2023), and Young and Bunting (2024), there are several benefits of having advice from peers:

- a) facilitate students' growth in self-awareness as writers by exposing them to other viewpoints on the writing process;
- b) foster collaborative learning and boost learner engagement; and
- c) enhance peer and self-assessment and lighten the workload of instructors
- d) It boosts the confidence of the learner (writer);
- f) Students are inspired to critically review and improve their own writing; and
- f) It assists students in picking up new vocabulary and expressions while reading the writings of other students.

Peer feedback does have certain drawbacks, despite all of the benefits just discussed. Peer input has been associated with certain drawbacks, the most significant of which is that students tend to fix minor errors. For instance, Conti and Smith (2023) discovered that students mainly fixed superficial errors when comparing teacher and peer feedback. In a similar vein, Lu et al. (2024) discovered that students mainly fixed errors at the sentence level



while omitting errors pertaining to concepts and content; this could be explained by their ignorance. This kind of drawback may compromise the reliability of peer review. Nonetheless, Teaching students how to provide and receive feedback can be useful. Students partner up in the group writing activity, which is also called collaborative writing, and they work together to create an assignment that the teacher has given them. Writing in groups is «a useful writing activity to promote students' cooperation in the process of language learning.» According to studies conducted by Walter and Mintzes (2020), students saw significant gains from engaging in group writing. The researcher found that students benefited from collaborative learning in several ways, including: boosting their sense of accountability toward the task, encouraging the sharing of new information, permitting the sharing of expertise, helping to narrow down information, and successfully negotiating.

Group writing improved students' self-esteem, writing abilities, interest, and enthusiasm for learning English. Group work has several advantages, as pointed out. It creates interactive language;2) provides an accepting affective climate;3) encourages learner responsibility and autonomy; and 4) acts as a first step toward individualizing instruction. Group projects can be rewarding in the end, but the author argued that there are times when members' differing perspectives and writing styles make it hard to work together effectively. So, rather of writing in groups, that because group writing can be challenging, students preferred writing individually. others. Some students were anxious that their group projects might negatively impact their marks. Further, some group members may be hesitant to express themselves honestly due to fear of losing face or sustaining group harmony (Salend, 2011).

A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in (a) given area (Burke, et al., 2008). In addition, «evidence of student





self-reflection» (p.36) must be included in the portfolio. Jones and Shelton (2011) defined a portfolio as a systematic collection of a variety of teachers' observations and student products, collected over time, that reflect a student's developmental status and progress made in the learning process.. This type of activity may be useful in writing programs; for example, students might keep a portfolio containing all of their essays from the year, along with their teachers' comments on each. Students may see how far they've come by reviewing the comments their teachers left on each assignment. All student portfolios must contain reflective writing about the course material. Teachers and students benefit by being cognizant of each other's strengths and opportunities for growth.

Academic writing classes can also benefit from using oral presentations as an activity. According to Obek (2023), oral presentations have several advantages over other forms of language instruction. These include being learner-centered, requiring all four language skills, providing students with realistic language tasks, having value beyond the language classroom, and increasing motivation. But how can academic writing classes benefit from oral presenting skills?

6.1.1 Advantages and challenges of LCA

LCT's initial advantage for students is increased engagement. Using a learner's curiosity, student-centered learning helps them to grow into a strong passion in a topic. Students may lead, dig farther, and participate in debates and conflicts as they are not unduly watched, which results in more involvement.

When students participate in learning, they absorb knowledge more successfully as LCT fuels passion. Second, LCT promotes better memory. The method shifts the emphasis from the conventional method of cramming knowledge to displaying to students practical applications from real-life topics. More practical work than theory in LCT keeps the students engaged and pushes them to seek more information Felder and Brent (2024).



7.1 «Data Analysis Procedures»

In July of 2022, the data was gathered. Due to summer vacation and student absences, in-person interviews were not feasible. Therefore, the researcher interviewed participants utilizing the Zoom app. There were four open-ended questions in the interview. We taped the conversations and transcribed them later.

8.1 Population of the Study

This research focuses on students studying a foreign language at Imam Al-Kadhum College (IKC). The essay writing class that the researcher saw consisted of thirteen third-year English language majors from the College of Basic Education. The participants' ages ranged from nineteen to twenty-two, and there were twelve women and four males. Furthermore, these students voluntarily took part in the study.

9. Instrumentation

Because the current study is based on interviews, it is qualitative in design; so the researcher gathered all data in order to analyze it thoroughly according to the participants' extracts from the interview.

10. Data Analysis

11. Results and Discussions

Here we present and discuss the data gathered from the interviews. The participants were assigned codes like as P1, P2, P3, etc., in order to maintain their anonymity. «Participant» is the word that the letter «P» stands for.

Concerning the first question: «Has working cooperatively with your classmates—that is, in groups and pairs—impacted your writing skill?» If yes, how? On the question of whether or not group work enhanced participants' writing, thirteen people (or 81% of the total) gave a yes response. As a consequence, they are now better writers in every way: essay organization and structure, vocabulary, grammar, spelling, punctuation, and coherence. Participants also mentioned the following general benefits





of working together: 1) They learned to be open-minded and accepting of others' viewpoints, regardless of their religion, political leanings, or educational background; 2) They developed self-assurance; 3) They improved their skills in negotiation; 4) They worked together more effectively in groups; 5) They improved their English language skills through group discussions; 6) They learned to listen to one another; and 7) They conquered their shyness. These results demonstrate that LCA improves not just the writing ability of participants but also their language skills, psychological well-being, and attitude toward interpersonal interactions. Three individuals (P2, P12, and P13) noted that working cooperatively had a negative impact on their writing, despite their generally positive outlook. They occasionally found it difficult to focus on their own ideas as a result of having to hear what the other group members had to say.

.. Regarding this, P2 stated that «sometimes when you're writing Since everyone will be talking at once, you have no choice but to prepare ahead of time and jot down your thoughts because the environment is making you anxious. Saying that your colleagues might not enjoy what you write isn't always sufficient, for instance. So, you encounter a problem where other individuals appear to be arguing, which might make you dislike the writing or essay you want to finish. «But maybe when we write one article together, we have to give them a sense of belonging,» P12 puts it similarly. «When we write something, I just want to concentrate on my thoughts and ideas; so, while I was writing, they were saying their ideas and thoughts like I was confused I didn't know what to write,» P13 stated in the meantime. Occasionally, we write things that we don't prefer, but we do it because our friends want us to, and we do it to avoid feeling bad about writing something bad and getting a bad grade. Concern among these three individuals appears to make perfect sense.

It is true that working alone gives one the freedom to think and do as they choose, as opposed to group projects where eve-

ryone has to listen to everyone else's ideas. One such solution may be to give each kid a specific task to do inside the group. A leader may alleviate a lot of stress and confusion by assigning specific responsibilities to each team member: someone to listen to ideas, someone to write them down, someone to organize them, and someone to edit and proofread the final product. According to the Washington University Centre for Teaching and Learning, individuals can «provide an opportunity for high quality, focused interactions between group participants» (para. 2) when they are assigned specific responsibilities within a group. In response to your second question, «Which kind of classroom setting is better for learning how to write academically: a teacher-centered or a learner-centered one?» For what reason not? based on whether the focus was on the participants as learners or as teachers. Looking over everyone's answers, it appears that most people (N=15, or 94%) would opt for an LCA over a TCA when it comes to learning and training. The most common reasons people gave for wanting this were:

- 1) LCA makes students take responsibility of their own education.
- 2) Learning communities encourage students to become more self-reliant by encouraging them to seek out knowledge independently rather than relying solely on what their lecturers offer or explain.
- 3) Students retain knowledge for a longer amount of time in an LCA because they are engaged in active learning.
- 4) Students will get ready before class because they will be expected to participate actively in an LCA.
- 5) Last but not least, when we work in an LCA, students feel better at ease.

These findings corroborate those of Khan et al. (2016), who discovered that learners overwhelmingly preferred LCA over TCA and that it was the more effective method. These numbers show that students would like to work or participate in an environ-





ment that is kind and encouraging. They will learn to fend for themselves and assume greater control of their education as a result of this. P12, in contrast, has stated his preference for a TCA, citing his preference to study academic writing from an instructor rather than peers. (P12 paraphrases the speaker's words) «I need teacher-centered because teachers have more knowledge» when it comes to the writing process. Like any other topic, this one has its fair share of questions and study time. On the other hand, I believe that the best way to become a competent writer is to either work under an expert or locate someone even more informed who has gone through more processes than you have.

You have a wealth of knowledge. Though it may not be often believed, educators continue to have a significant impact on LCAs. Unfortunately, some teachers still haven't gotten the concept of LCA, therefore P12 is right in their evaluation. Some educators who use learning competency assessments (LCAs) mistakenly believe that their students should be the ones to drive the classroom discussion and learning, and that the instructor should just step aside and allow the students to figure out how to apply the material on their own. This is just incorrect! Students still need guidance from an instructor even while using LCA. However, there are additional demands placed on educators as a result of LCA adoption.

The LCA, according to Muthu (2021), puts greater onus on teachers than more conventional approaches to education. According to Monereo (2022), a learning counselor is an additional role for the instructor in LC classes. As a learning counsellor, a teacher takes on additional duties, such as: a) Assessing the needs and strengths of his students is the first step. b) Afterwards, he has to prepare them for the class by raising their awareness of the language, their learning possibilities, and themselves as language learners. b) Then he must determine what they require. d) After that, he needs to decide on the most suitable approach.



a) Shifting blame is the last step he must take. Students will not be expected to shoulder all responsibilities, but they will be involved in both the subject matter and the teaching approach, and lastly, f) having students actively participate in class (Weimer, 2008). Application of the LCA obviously results in increased teacher tasks and obligations, rather than the complete elimination of teacher-centered activities.

The question is, «Would you like to continue learning academic writing in a learner-centered environment?» as questions two and three, correspondingly. Why wouldn't it? In addition, fourteen students (or 87.5% of the total) expressed interest in continuing their academic writing lessons at an LCA, indicating that students had a favorable experience of the program overall. Participants felt that learning in an LC environment was beneficial and that it improved their writing. Regarding this, «A learner-centered approach would be more effective when it comes to writing because, for example, writing is not just information that you learn; using it in a classroom improves you—the more you practice, the better.»

As to P8, «most students get benefit from it... working with mates in the class has another thing I mean its fun and also it makes you know the subject to the point better.» The fact that P8 wants to keep learning in an LCA is validated by this. P15 said that «I am far much better than at any time in writing in English or in my language, after learning the way I did this year in academic writing.» It is evident that students value and wish to preserve their preferred learning environment, the LCA. This strategy has anecdotal evidence that backs it up.

Students are enthusiastic and motivated to actively participate in the learning process, as shown by these outcomes, rather than only receiving information. English as a foreign language (EFL) teachers and schools can benefit from this data. Many students have brought up the point that learning the theory behind essay writing is vital, but they also need to practice writing essays, and





that's where LCA is useful. A plethora of writing possibilities arise with the introduction of a learner-centered strategy.

Academic writing, according to P12, requires a TCA since teachers should not hold back in explaining complex topics to their students, who should not be expected to do it without their superior understanding.

P12 stated, «I don't mind, but I think the teacher-centered environment will be better because academic writing is difficult and we need an expert teacher to help.» This participant believes that the two approaches are more effective when used in tandem, contrary to P15's opposing viewpoint. According to her, a reading and writing instructor has a responsibility to inform their students of the benefits of a teacher-centered strategy over a learner-centered one. It is feasible that both are necessary, given that students will not learn anything until they put their teacher's lessons into practice. Since they are vital and productive, I believe the teacher should clarify things for them. The statements put out by P12 and P15 are pertinent to the general misconception on the application of LCA that was shown in several interviewees' answers to question two (found on page 13). As has been previously said, it appears that both the teachers and the students are confused about how the LCA is put into practice. When thinking, they are very much influenced by their personal experiences.

Because some teachers use LCA in this way, some students believe that they, too, must put in a lot of effort if it is to be used. Instead of the teacher leading the class in understanding the material, it will be up to them. This causes students to become anxious and worried, particularly when the content is difficult. It is critical that instructors and students alike comprehend the LCA's function in order to forestall such misconceptions. Finally, I would want to know, «Which activity did you enjoy and benefit from the most?» Why would someone do that?

Out of sixteen participants, eleven (or 69%) found that making



oral presentations to be the most enjoyable and useful activity. The five surviving members were more interested in working on group initiatives. Students in the academic writing class were required to give oral presentations either alone or in pairs. Students completed their presentations in pairs during the first semester, but worked alone during the second.

Eight individuals (N=8) appreciated presenting solo, whereas four participants (N=4) preferred lecturing in pairs. When asked why presentations are better than other types of assignments, the most common response is because they force students to learn more about the topic by themselves, which is better for their understanding of the material. In this regard, P2 said, «I would prefer presentations since I would research the topic myself and I would work hard to convey the idea in the most straightforward, appropriate, and convenient way possible.» A number of participants echoed P8's sentiment that presentations may increase one's English proficiency («now I prefer presentations because it is something that will make your English better and others too»). P5, in contrast, has said that she enjoys public speaking and that she hopes to one day teach; hence, she believes that oral presentations may provide her with a short chance to practice teaching.

Five people (or 31% of the total) chose group work above other options, and the reason they gave was that it allowed them to learn more from one another via conversation and the exchange of ideas. One common type of group activity in my classes was having students write essays together.

P14 stated, «The one that I enjoyed,» in this context, the most is the point at which we would discuss essay writing techniques. Then, we would write essays in groups or in pairs, and as we were writing, we were all coming up with different ideas. Particularly in groups, this really benefited us since we were all coming up with different ideas. Based on these findings, it can be deduced that eight people, or 50% of the total, prefer working alone, and





the remaining 50% prefer working in groups.. Our college, the College of Basic Education, frequently prepares its graduates to teach English as a second language. The participants (69%) may have favored presentations over other kinds of activities because of this. Put another way, as P5 indicated, they might enjoy acting out a lesson, even if its just for a little while. According to P2, they want to understand the best ways to communicate concepts to students so they will be prepared for the day when they are teachers. This can therefore boost their confidence when they interact with their prospective classmates in the classroom.

12. Conclusion

The needs, goals, and learning styles of the learners are taken into consideration by the LCA. It encourages students to investigate and create knowledge, as well as to engage in active learning. In conventional classrooms, the instructor served as the primary information provider, imparting knowledge and information to the students, who were only the passive consumers. This is no longer effective with the students of today. If knowledge is the foundation of education, then students can obtain knowledge on any topic by just clicking on a link. For this reason, current research requires the use of an LCA since it aids students in both information acquisition and skill development. The following conclusions have been reached by the researcher with the assistance of the study's findings:

1. One, when students work together effectively on their writing, the results are superior. It has helped students with many aspects of their writing, including spelling, punctuation, vocabulary, essay organization and structure, idea connection skills, and brainstorming. The first hypothesis, that «the LC has a significant impact on the writing skills of the learners,» is supported by this outcome, which also answers our first study question.



ing their writing abilities.

2. The majority of participants (91%) favored life-cycle approaches to learning and teaching over traditional classroom methods. This is because, according to the participants, life-cycle approaches foster more self-reliant students who are able to take initiative in their own education and seek out information independently, rather than depending entirely on what their teachers provide or explain. Furthermore, students are more likely to remember information when they work in groups and actively participate in LCAs. In conclusion, an LCA makes students feel more comfortable. Our second research question was addressed by this finding: «What are the learners attitudes towards learning academic writing in an LC teaching and learning environment?» These advantages provide credence to our second hypothesis, «Learners have positive attitudes towards learner-centered approach since it promotes active learning,» since they explain why LCA has been met with such enthusiasm.

3. 3. Students have a positive impression of the LCA and are interested in pursuing academic writing that follows its guidelines.

4. Students prefer working in groups and giving presentations orally. To answer our third study question, «Which LC-based activity do students mostly prefer to be used when learning academic writing?» this finding provides the answer. Our third hypothesis posits that students prefer group writings as a learner-centered activity; this finding somewhat contradicts that hypothesis. Students liked group writing even if it was not their initial choice, according to the results.

5. Because oral presentations give them confidence and help them develop their teaching abilities, EFL learners prefer them to other kinds of LC activities.

6. Collaborative work is simply one aspect of LC learning; students can also work alone. The curriculum is not solely focused





on group projects.

7. Working cooperatively with others helps students develop not just their writing talents but also their communication skills, acceptance of the thoughts and ideas of others, self-confidence, speaking abilities, and ability to overcome shyness. They pick up listening skills and teamwork techniques.

8. Compared to a teacher using a TC, the one utilizing an LCA has additional duties.

13. Recommendations

The study's conclusions allow for the following recommendations to be made:

1. University professors would do well to attend seminars and workshops that focus on the practical applications of LCA, as this method appears to be misunderstood.

2. Teachers of all subjects, but notably those whose courses include writing, need to be familiar with the ins and outs of the Bologna process in order to implement it effectively. This includes everything from credits and assessments to the grading system and the workloads of both students and teachers.

3. In order to prevent future issues and misconceptions, students should receive a thorough explanation of the Bologna process and its implications when they first enroll in college. This will ensure that they fully comprehend this recently implemented system. This must be completed for each and every EFL class, including.

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