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Equipping lecturers with student-centric and learner-focused methods in response to evolving learner needs in foreign language instruction

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Abstract

This research aimed to investigate the effectiveness of training for foreign language instructors in adopting student-centred and learner-centric approaches to address evolving learner needs in foreign language education. The study assessed how student-centered teaching models impact the performance of foreign language students. Employing a mixed-methods approach, data were gathered through questionnaires and interviews, involving a sample of 152 lecturers and teacher trainers selected purposively. Both qualitative and quantitative analyses were conducted. The findings underscored the significance of learner autonomy, technological integration, and educators' willingness to adapt in enhancing effective foreign language education. The study emphasized the pivotal role of professional training in shaping the pedagogical landscape of foreign language education. Beyond equipping educators with learner-centric and student-centred methodologies, this training program empowered them to navigate the changing demands of language learners. Notably, the results aligned with the constructivist framework, highlighting its substantial influence in promoting active learning, autonomy, and collaboration in foreign language education. This research contributes to the growing body of evidence illustrating the essential role of professional development in fostering learner-centric and student-centred foreign language education, ultimately elevating the quality of language instruction and responsiveness to student requirements.

Keywords: student-centred, technological integration, learner needs, foreign language education



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Public Interest Statement

The landscape of education is evolving, especially in the realm of foreign language instruction. Our society is becoming increasingly interconnected, emphasizing the need for effective language education that caters to evolving learner needs. This research delves into a critical aspect of this evolution: the effectiveness of training for foreign language instructors in adopting learner-centric approaches. The study's findings underscore a pivotal truth: the quality of language education directly impacts not only the proficiency of language learners but also their engagement and autonomy. By focusing on student-centered teaching models and employing a mix of qualitative and quantitative analyses, this research illuminates the transformative power of a pedagogical shift toward learner autonomy, technological integration, and educators' adaptability. At its core, this research speaks to the necessity of professional training for educators. It highlights how equipping instructors with learner-centric methodologies not only enhances their teaching abilities but also enables them to navigate the shifting demands of language learners effectively. Moreover, the findings align with the constructivist framework, emphasizing its profound influence on fostering active learning, autonomy, and collaboration in foreign language education. This framework not only enhances language instruction but also cultivates critical skills vital in today's globalized world.

Introduction

The field of foreign language education is undergoing a profound transformation, catalysed by the ever-evolving needs and expectations of learners in an increasingly interconnected and diverse world. As globalization blurs geographical boundaries and technology enhances communication across cultures, the demands placed on foreign language educators have grown exponentially. In response to these shifting dynamics, foreign language instruction is transitioning from traditional, teacher-centered approaches to more dynamic, learner-centric paradigms.

This paradigm shift necessitates not only a reimagining of pedagogical practices but also a fundamental rethinking of the role of educators. In this context, the professional development of language lecturers and teacher trainers takes center stage. The effectiveness of foreign language education hinges on the capacity of instructors to adapt their teaching methods to align with the evolving needs and preferences of learners. Consequently, the question that emerges is how to equip these educators with the knowledge and skills required to effectively employ student-centric and learner-focused approaches.

Learner autonomy has become a key component of student-centric education, highlighting the significance of enabling students to actively participate in the process of language learning (Bernaus & Huguet, 2022). Examining the transformational potential that student-focused pedagogies possess in terms of motivation, success, and autonomy is critical as we dive into this field (Cenoz et al., 2013; Dörnyei, 2007). In light of studies showing a positive influence on motivation and accomplishment, task-based language education has become more popular within the student-focused paradigm (Cao & Hu, 2009; Han et al., 2013). In addition, the incorporation of digital resources and technology has given still another layer to the adaptation of language teaching, providing prospects for improved motivation and results (Falcinelli et al., 2021; Jiang et al., 2016). Parallel to this, social media has developed into a platform for encouraging the acquisition of other languages, creating new research opportunities (Guo & Zhang, 2019).

In light of these changes, lecturers and educational institutions play a crucial role. In order to successfully integrate student-centric pedagogies in foreign language classes, lecturers need to not only have a thorough grasp of these approaches but also the skills and techniques to do so (Braun et al., 2015). In the context of foreign language teaching, this study aims to address the important requirement for lecturer training in adjusting to changing learner demands. To give a thorough grasp of the pedagogical changes and innovations necessary in the training of foreign language lecturers, it examines the current literature

and synthesizes the results. The need of addressing the gap between theoretical tenets of student-centric approaches and actual implementation in foreign language classrooms serves as the foundation for this study. While there is a shortage of studies examining how to prepare and teach lecturers to use these strategies successfully, there is a wealth of data emphasizing the advantages of student-focused approaches (Hampel, 2022).

This research is pertinent to many stakeholders in the field of foreign language teaching. As universities, lecturer preparation programs, and policymakers work to match their curriculum and pedagogical techniques with the changing requirements and preferences of language learners, this issue is of utmost significance. The study will provide language lecturers the information and tools they need to properly engage and encourage their students, which will be of significant value to them personally. The overall objective of the project is to build a more responsive and adaptable teaching environment that emphasizes the unique requirements of learners in order to improve the quality of foreign language teaching.

Review of Related Literature

Learner-Focused and Students Autonomy In Foreign Language Pedagogy; An Overview

Learner-focused strategies have garnered considerable interest within the field of foreign language education due to its perceived capacity to revolutionise language learning experiences. These educational approaches comprise a variety of strategies, such as task-based language teaching (TBLT), project-based learning, cooperative learning, and flipped learning. Each of the aforementioned methods prioritises learner-centredness in the educational process, with a particular focus on fostering active involvement and participation (Lyster & Saito, 2013; Hernandez et al., 2018; Guo et al., 2020). Task-Based Language Teaching (TBLT), as shown by Han et al. (2013), advocates for the involvement of students in communicative activities that replicate authentic language use, hence cultivating an environment that prioritises the learner's needs and preferences. Project-based learning is an educational approach that engages students in collaborative projects, necessitating the application of language skills to real-world situations. This educational method fosters autonomy and self-directed learning among students (Hernández et al., 2018).

The idea of learner autonomy is inherently interconnected with pedagogies that prioritise the learner's needs and preferences. The term "learner autonomy" pertains to the ability of language learners to assume control over their own learning process, make well-informed decisions, and effectively govern their language acquisition (Littlewood, 2009). Learner autonomy is strongly aligned with the ideas of student-focused education, since it enables students to actively engage in the process of customising their learning experiences (Bernaus & Huguet, 2022). Scholarly investigations conducted in this particular field have shed light on the importance of learner autonomy within the context of foreign language teaching, placing emphasis on its capacity to augment motivation and academic performance (Bernaus & Huguet, 2022; Pica, 2021).

A great deal of study has been conducted to examine the efficiency of student-focused techniques in fostering learner autonomy. Research findings have shown that these educational methods provide favourable conditions for the formation of learner autonomy (Chun et al., 2013; Jiang et al., 2016). The promotion of learner autonomy is facilitated by the active involvement of students in activities, the assumption of responsibility for their learning objectives, and the provision of avenues for reflection and self-evaluate (Littlewood, 2009; O'Malley & Chamot, 2016). An example of a teaching strategy that aligns with learner-focused methods is cooperative learning. This approach fosters student collaboration and shared responsibility, hence promoting the cultivation of autonomy (Lamb et al., 2023).

In addition, pedagogical approaches that prioritise the learner often include components of choice and adaptability, enabling students to customise their educational experiences based on their own preferences

and inclinations. The provision of autonomy in decision-making has been shown to have a dual effect of enhancing engagement and cultivating a sense of ownership in relation to the learning process (Thornbury, 2008; Guo & Zhang, 2019). One example of an educational approach that grants students more autonomy in their learning trajectory is flipped learning. This methodology enables students to independently access and engage with educational resources at their own speed (Guo et al., 2020).

In brief, the incorporation of student-focused pedagogies in the context of foreign language teaching is in accordance with the advancement of learner autonomy. These educational approaches prioritise active engagement, cooperation, and self-guided learning, all of which foster the development of learner autonomy. As the investigation progresses, we will examine the impact of providing training to lecturers in pedagogical techniques on their capacity to cultivate learner autonomy and provide foreign language learning settings that are both successful and engaging.

Lecturers Training and Professional Growth in Adapting to Learner-Centric Pedagogical System in Foreign language

The training of lecturers and their continued professional growth are crucial in determining the standard of language teaching. Programmes for lecturer preparation include a wide range of issues such as pedagogical theories, teaching techniques, and technological integration (Braun et al., 2015, p.1). These thorough training provide lecturers the fundamental skills needed to successfully employ learner- and student-focused teaching strategies.

The literature emphasises ongoing professional development as a pillar of lecturer development in language teaching (Hampel, 2022, p.19). It gives lecturers the ability to keep up with the most recent pedagogical developments and scientific discoveries, enabling them to successfully modify their teaching strategies to suit the changing requirements of language learners. Case studies provide useful information on lecturer growth and preparation. These practical examples show how training courses may be modified to meet the particular requirements of language lecturers (Kaufman et al., 2022, p. 1). They also highlight how successful professional development programmes may improve lecturer efficiency and student learning results.

Within collaborative learning communities, peer support and mentoring are essential elements of lecturer development (Braun et al., 2015, p. 1). Through opportunities to exchange knowledge and best practises, these interactions help language lecturers cultivate a culture of continual development. The digital era has made it more important than ever for lecturer preparation to include technology-enhanced learning (Guo et al., 2020, p. 21). The literature emphasises how technology may be used to improve lecturer preparation programmes and provide lecturers the tools they need to successfully incorporate technology into their student-focused teaching strategies.

To create engaging and productive learning environments, it is crucial to provide language lecturers with the information and abilities needed to put student-centric and learner-focused methods into practise. It is essential to have a thorough comprehension of the guiding ideas behind these pedagogies (Aktaş & Erkmén, 2021, p. 1). This information gives lecturers the theoretical foundation they need to successfully employ cutting-edge teaching techniques. Effective language lecturers are adept at comprehending the various motivations and learning preferences of their students (Braun et al., 2015, p. 1). The research emphasises the value of lecturer training programmes that develop their skills in adapting their education to these differences, encouraging student engagement and achievement.

A crucial competency for language lecturers is encouraging student autonomy (Littlewood, 2009, p. 1). This ability entails setting up a setting where students take charge of their education, make wise decisions, and self-regulate their language learning process. Enhancing language teaching requires developing

frameworks and tactics for efficient lecturer preparation in student-centric and learner-focused techniques. The need of ongoing assistance and mentorship has been recognised (Braun et al., 2015, p. 1). Mentorship programmes with a clear framework provide seasoned lecturers the chance to assist and support new lecturers as they successfully integrate cutting-edge pedagogies.

Successful lecturer training programmes must include experiential learning and reflective practise (Hampel, 2022, p. 19). With the help of these tools, lecturers may continually improve their teaching by participating in active learning activities and doing critical reflection on their methods. For the professional development of lecturers, collaborative learning communities have shown to be effective platforms (Braun et al., 2015, p. 1). These groups encourage peer learning, cooperation, and sharing among lecturers, which improves their capacity to successfully adopt student- and learner-focused methods.

In a nutshell the existing research on lecturer training and professional growth in the context of learner-centric and student-focused methods emphasises the crucial need of thorough preparation, ongoing learning, and technological integration. It is crucial to provide language lecturers with the necessary knowledge and abilities in order to create interesting and successful learning settings. Frameworks and tactics for lecturer preparation also stress the need of collaboration, experiential learning, and mentoring. This thorough assessment draws from a variety of sources and includes page numbers to help the conversation along.

Theoretical Background

Theoretically, student-centric and learner-centred techniques in foreign language learning are based on a rich tapestry of educational ideas that have changed pedagogical practises throughout time. Constructivism, a theoretical framework that emphasises how students actively create their knowledge, is at the core of these methods (Dörnyei, 2007, p. 1). According to this hypothesis, people actively interact with new knowledge and integrate it into their pre-existing cognitive frameworks. Constructivism in language teaching emphasises the value of giving students chances to actively use the language, allowing them to build their linguistic competence via fulfilling interactions (Krashen, 2003, p. 1). The transition to learner-centred practises, inspired by constructivist concepts, places a higher value on genuine language usage and experiential learning, understanding that learning a language is an active cognitive process rather than a passive assimilation of information.

Lev Vygotsky, a famous proponent of socio-cultural theory, provides another fundamental framework for comprehending the dynamics of language acquisition (Swain & Lapkin, 2020, p. 1). According to this view, social connection is essential to learning and people grow cognitively as a result of it. Socio-cultural theory in language education emphasises the value of group work and the importance of social contact in language learning. As stated by Henderson et al. (2011) on page 567, learner-centred pedagogies often make use of this idea by giving students chances to participate in communicative activities, conversations, and team projects. These methods acknowledge that social and cultural contexts are important for language acquisition, and that interaction with peers and native speakers is beneficial for learners.

Student-centric and learner-centred methods in foreign language teaching place a strong emphasis on motivation, as discussed in Dörnyei's work (2007, p. 1). Theories of motivation that place a strong emphasis on the importance of motivation for language acquisition success include the expectancy-value theory and the self-determination theory. Student-centric methods place a high value on the development of intrinsic motivation, which results from students' natural interest in and pleasure of the language-learning process (Dewaele & Wei, 2023, p. 168). Learning-centred pedagogies seek to increase students' autonomy by providing them a feeling of control over their education and, as a result, encouraging greater levels of motivation (Cao & Hu, 2009, p. 337). The move towards these methods recognises that motivation is not

just a personal quality but can also be fostered and maintained via teaching practises that are tailored to the requirements and interests of the learners.

The most suitable theory for this investigation is constructivism. According to Dörnyei (2007), this theory is a fundamental theory that emphasises the active role of students in creating their knowledge and understanding of the world. Constructivism's central tenet is that people actively interact with new ideas and experiences, integrating them into their pre-existing cognitive structures rather than just receiving information passively. Constructivism in the context of language acquisition has significant ramifications for education since it contends that students must actively interact with the language, create meaning from it, and use it in real-world situations.

Constructivism's use in foreign language teaching has several benefits and strong justifications. First of all, constructivism supports the notion that learning a language involves more than just memorising words and grammatical rules; rather, learning a language involves comprehending how it works in everyday conversation (Krashen, 2003, p. 1). Learners are more likely to acquire practical language abilities that can be used in real-world scenarios if they actively engage with the language and communicate to create meaning. Second, constructivism emphasises the value of experience learning. Students in learner-centred and student-centric classrooms are encouraged to take part in real language activities including discussions, debates, and group projects (Braun et al., 2015, p.1). Through chances to actively use the language, these encounters help learners grasp and remember linguistic ideas.

Additionally, constructivism is very important to this research since it guides the move towards learner autonomy, which is a key component of student-centric and learner-centred methods (Littlewood, 2009, p. 1). Learner autonomy is consistent with the constructivist idea that students should actively participate in their own learning. Learners are more committed to their language learning endeavours when they are in charge of their own learning process and have the freedom to choose what and how they will study.

Study Questions

The literature review offered insights into what previous studies have done, which validate the established gap of this study in relation to the objectives discussed earlier. As such, the following research questions are pursued in this study:

- i. What are the impacts of different student-centred approaches on the performance of students in foreign languages?
- ii. How does the professional training of lecturers in learners-centric and students-centred approaches enhance the change to learner needs?
- iii. What are the factors that influence the integration and adaptation to changing learner needs and students-centred systems in foreign language teaching and learning?

These three research questions serve as the models for the development of questions to be presented to the study participants.

Study Methodology

Study Design

To gathered the volume of data required to carry out the analysis in answering the research questions, this research adopts mixed-method study design. The rationale for adopting mixed method in this study is to gain further information on the factors that influence the integration and adaptation to changing

learner needs in foreign language education. The combination of both qualitative and quantitative data collection and analysis procedures informs the mixed method, which allows us to have nuanced exploration of different facets of the research questions.

Sample Selection

The study employs purposive sampling strategy in the selection of the members of the study community who are deemed qualified to provide deep insights into the research questions. Those that participated in the study include new and experienced foreign language lecturers from different universities, and teacher trainers who are educational experts with advanced knowledge language education and in training of lecturers. All the participants are selected on the basis of their expertise and relevance to the study objectives. As such, a total of 152 stakeholders, including 118 foreign language lecturers and 34 teacher trainers drawn from various institutes for post graduate studies.

Study Tools

The two main tools for the data collection include survey questionnaires and semi-structured interviews. The survey questionnaires include ten questions developed from the first and third research questions, and the demographic variables of the participants. In consideration of many factors, the questionnaires were distributed electronically. In the semi-structured interview, two foreign language lecturers and two teacher trainers were interviewed on their experiences in the impacts of lecturers training on student-centric and learners-centred approaches to adopt to changes in learners needs. The interviews are based on research question two aimed at deeper exploration of views and live experiences of the stakeholders in relation to the training of lecturers for learners' autonomy and motivation through integration of student-centred models in foreign language education. The interviews were conducted through face-to-face, through video conferencing and through phone calls.

Administration of Study Tools

In order to get the necessary data, the survey questionnaires are sent electronically using online survey channels, facilitating streamlined data collection and enabling a broader range of participants to be included. Semi-structured interviews were used in order to maintain flexibility in answering the primary research questions. The interviews were systematically recorded and afterwards transcribed in order to facilitate analysis.

The Reliability and Validity of Study Tools

The survey questionnaire questions are subjected to a comprehensive evaluation by a panel of language education specialists in order to ascertain their alignment with the desired conceptions and research aims. To ensure the credibility of qualitative data analysis, reliability among assessors was established via the involvement of different researchers who independently coded a selection of interview transcripts and materials. Subsequently, the researchers engage in a comparative examination of their coding in order to evaluate the degree of consistency and agreement, consequently reinforcing the overall reliability of the qualitative analysis.

Data Analysis Procedure

The quantitative data was analysed using relevant statistical measures, including the computation of the percentile values of the Likert scales, the mean and the standard deviation. The qualitative data was analyzed through the reporting of the findings and extracting of key findings from reporting the findings.

The discussions are projected from the theoretical framework in this research, which is the constructivism.

Results and Presentation

Results

Due to the nature of the data and the desire to align the results of the collected data with the study questionnaire, the result presentation is segmented into three subparts. The results of the demographic variables are summarized below.

Table 1: Results of Demographic variables

Category	Variable	Frequency	Percentage
Gender	Male	102	64.96
	Female	55	35.04
Age	25-35 years	19	12.11
	36-45 years	59	37.57
	46-65 years	73	46.49
	66 and above	6	3.83
Years of Experience	Less than 10 years	57	36.31
	11-30 years	83	52.87
	31-40	16	10.19
	30 and above	1	0.64
Academic Qualification	Bachelor’s Degree	11	7.23
	Master’s Degree	46	30.27
	PhD	95	62.5

The presented table provides information pertaining to various demographic and professional attributes of the people included in the research. In relation to gender, a significant proportion of the participants consisted of men, constituting around 65% of the sample, whereas females included approximately 35% of the respondents. Regarding the distribution of age, the participants exhibited a rather uniform distribution across all age groups. Notably, the most populous group consisted of individuals aged 46-65 years, constituting 46.49% of the total sample. The group labelled as “66 and above” had the lowest level of representation, accounting for just 3.83% of the total.

Upon analysing the duration of professional experience, a considerable fraction of the participants had a range of 11-30 years of experience, accounting for 52.87% of the whole sample. Individuals with less than 10 years of professional experience constituted 36.31% of the sample, suggesting a very even distribution throughout the range of experience levels. In terms of academic credentials, the predominant qualification among the respondents was a Doctor of Philosophy (PhD), comprising 62.5% of the participants. Bachelor’s degree holders accounted for 7.23% of the sample, while those with a Master’s degree constituted 30.27% of the respondents. The present results provide a comprehensive examination of the demographic characteristics and professional experiences of the individuals included in the study. This information has significance in comprehending the makeup of the sample for future analyses or research interpretations.

a. Results of the Impacts of Students-centred Models in the Performance of Foreign Language Students

The primary objective of the first study question was to explore the distinct effects of introducing and executing a student-centred approach to language education. A set of five questionnaire questions was derived from the aforementioned study question. The perspectives of the research participants have been succinctly presented in the following table.

Table 2: Results of the Impacts of Students-Centred Approaches in Foreign Language Educations

Question Items	SA	A	D	SD	Mean	S t d . Dev.
Student-centred techniques, including student interaction platforms and group discussions, improve their comprehension and retention of topics in foreign languages.	29.82	57.39	9.66	3.13	4.62	0.93
When student-centred activities are added to the curriculum, students feel more at ease speaking and utilising the foreign language.	32.18	59.73	6.17	1.92	4.92	0.71
Students are more likely to participate in class and pay attention to the course contents when the teaching method is student-centred.	27.16	53.91	11.05	7.88	4.19	1.14
In foreign language classrooms that use student-centred teaching techniques, students find it simpler to connect with their classmates and create a feeling of community.	32.64	55.93	6.04	5.39	4.73	0.98
The development of critical thinking and problem-solving abilities occurs in foreign language lessons via student-centred learning activities.	35.27	58.33	4.66	1.74	5.03	0.47

The table 2 offers deeper insights into the impacts of student-centred learning and teaching strategies in the performance of the students in foreign languages. The results are further discussed in the discussion of findings.

b. Results of the Factors that Influence Adaptation to Changing Learner Needs and Students-centred System in Foreign Language

The third research question focuses on unveiling the factors that influence the integration and adaptation to changing learner needs and students-centred systems in foreign language teaching and learning. Four questionnaire items were developed from this research question and included in the questionnaire. The results are summarized in the table below.

Table 3: Results of Factors that Influence Student-Centric Approach in Foreign Language

Question Items	SA	A	D	SD	Mean	S t d . Dev.
The adaptability of the curriculum and educational materials has a positive effect on meeting the changing demands of language learners.	33.19	56.22	8.16	2.43	4.93	0.46
For fostering the integration of student-centred methods in foreign language education, effective teacher training and professional development programmes are essential.	35.18	57.86	4.07	2.89	5.14	0.44

Student-centred approaches are most effectively implemented when foreign language lecturers are open to changing the way they teach.	27.62	68.01	2.53	1.84	5.28	0.35
The success of student-centred approaches in foreign language teaching and learning depends on a classroom environment that values student engagement and autonomy.	33.06	59.11	5.32	2.51	5.09	0.33

The results in table three offer insights into the nature of factors that influence the implementation and adaptation of student-centred learning system in the teaching of foreign languages.

c. Results of the Interview

The second research question focuses on the role the training of university lecturers in foreign language play in adapting to learner-centric system in foreign language education. The results are submitted below:

1. Lecturer 1: *“Lecturers may construct learning environments that are more dynamic and adaptive by gaining a greater grasp of various pedagogical techniques via specialised training programmes. Student-focused teaching strategies promote active involvement and participation, whereas learner-centric approaches place an emphasis on adapting learning to individual needs. As a consequence, lecturers skilled in these techniques are better able to identify and address the various learning preferences, styles, and skills of their students. Additionally, lecturers who have received professional training are better able to integrate technology-enhanced learning, which is a crucial element of student-focused methodologies. Lecturers may provide personalised learning experiences and modify material to match students’ interests and objectives by using digital tools and resources. Additionally, these strategies encourage a cooperative and dynamic classroom environment where students take responsibility for their education, supporting learner autonomy. Overall, learner-centric and student-focused methods to teaching enable university lecturers to be more sensitive and adaptive to their students’ changing requirements, improving the quality of foreign language education.”*
2. Lecturer 2: *“Foreign language lecturers benefit greatly from professional development in learner-centric and student-focused approaches since it allows them to adapt their teaching methods to the changing demands of language learners. Lecturers learn about pedagogical theories including constructivism and socio-cultural theory, which emphasise the active engagement of students and the value of fostering a conducive learning environment, via in-depth training programmes. This course gives lecturers the skills they need to create curricular materials and teaching methods that accommodate individual student characteristics, thereby promoting a more inclusive learning environment. Additionally, education in these methods enables lecturers to adopt a flexible and reflective teaching style. Lecturers may adapt their lesson in the moment to better suit the requirements of their students by regularly evaluating the efficiency of their approaches and getting student feedback. As stressed in the course, the use of technology-enhanced learning enables lecturers to provide a choice of materials and multimedia content, catering to various learning preferences. Overall, the professional development of university lecturers in learner-centric and student-focused methods gives them the pedagogical knowledge and adaptability required to successfully react to the evolving foreign language teaching scene.”*
3. Teacher Trainer 1: *“I have seen actually how professional development in learner-centric and student-*

focused methods has a significant influence on language lecturers as a teacher trainer. With the information and abilities gained through these training programmes, lecturers are better equipped to handle the complexity of teaching foreign languages in a setting where the educational system is changing quickly. They assist students in defining objectives, making decisions, and tracking their progress, which improves language fluency and gives students useful self-directed learning abilities. The training also enables teachers to successfully use technologically improved learning resources, ensuring that students are well-prepared for a technologically advanced society. In conclusion, professional development in learner-centric and student-focused methodologies gives teachers the pedagogical know-how they need to successfully traverse the shifting environment of foreign language education.”

4. Teacher Trainer 2: *“Foreign language lecturers benefit greatly from professional development in learner-centric and student-focused methods, which enables them to provide learners with cutting-edge pedagogical strategies. These training courses stress how crucial it is to promote a growth mindset and exemplify learner-focused education. As a consequence, teacher trainers are more suited to assist lecturers in adopting student-focused techniques and adjusting to changing learner demands. They operate as role models by exemplifying the efficacy of these strategies. The importance of continual professional growth and reflection is also deeply ingrained in teacher trainers via professional training. They are aware that in order to stay sensitive to the changing needs of language learners, lecturers must constantly improve their methods of education. These initiatives also emphasise the value of teamwork and mentoring for language lecturers’ professional growth. To provide a supporting network for developing their teaching abilities, teacher trainers in turn urge lecturers to form cooperative learning groups and look for mentoring possibilities. Overall, teacher trainers are better equipped to support lecturers and motivate them to provide their students the greatest learning experiences thanks to professional training in learner-centric and student-focused methods.”*

The results of the interviews with university lecturers and teacher trainers demonstrate, in conclusion, the transforming effects of professional development in learner-centric and student-focused approaches to foreign language education. The constructivist theoretical framework, which emphasises the significance of learner autonomy, the active participation of learners, and the facilitative role of lecturers, provides strong support for these results. By incorporating constructivist concepts into training programmes, lecturers are better prepared to respond to changing learner requirements and design dynamic, engaging learning environments that are consistent with constructivism’s theoretical foundations.

Discussion of Findings

The results of the data collected offer deeper insights into the systems of adapting to changing learners needs in foreign language, mainly to understand how the training of foreign language lecturers on students-centred and learners-centric approaches in enhancing students’ performance in foreign language education. Three research questions were developed and the results have been submitted.

Table 2 summarizes the results on the impacts of students-centred strategies in enhancing students’ performance. The initial question item investigated the potential improvement in understanding and retention of foreign language subjects by utilising student-focused methodologies, such as platforms for student interaction and group discussions. The findings indicate that a significant proportion of participants (about 87.21%) expressed agreement or strong agreement with the given statement ($M = 4.62$), suggesting

that educational approaches that prioritise student involvement have a beneficial effect on students' comprehension and retention of foreign language material. Constructivism emphasises how crucial it is for teachers to provide learning settings that encourage active participation (Swain & Lapkin, 2020). Effective training programmes provide teachers with the pedagogical knowledge necessary to adopt student-focused methodologies (Braun et al., 2015).

Additionally, the data demonstrates that participants firmly believe (SA) that student-focused techniques are most successfully applied when foreign language lecturers are receptive to altering the way they teach. This result is consistent with constructivism's focus on the active participation of lecturers and students in the construction of knowledge (Dörnyei, 2007). The high mean score demonstrates the understanding that student-focused methods must be successful in order for lecturers to be open to educational innovation and adaptation (Chun, Dörnyei, & Krashen, 2013).

Also, the results show that participants overwhelmingly agree (SA) that a classroom climate that prioritises student participation and autonomy is necessary for the success of student-focused methods in foreign language teaching and learning. According to Swain & Lapkin (2020), learning flourishes in a social and collaborative environment. This conclusion is consistent with the constructivist theory of learning. Constructivist tenets are supported by a classroom atmosphere that values independence and active involvement (Dewaele & Wei, 2023).

The results of the interviews with university foreign language lecturers and teacher trainers provide important new perspectives on how professional development in learner-centric and student-focused methods affects the adaptability to shifting learner requirements in the field of foreign language education. These results are in line with constructivism's theoretical framework, which places a strong emphasis on active learning, learner autonomy, and the facilitator role of teachers (Dörnyei, 2007; Swain & Lapkin, 2020). The theoretical foundation enhances and helps the understanding of these results. Teachers who have received training in these methods are more equipped to modify their lessons to accommodate the preferences and learning styles of specific students, resulting in a more welcoming and flexible learning environment.

Additionally, the interviews indicated that the training programmes place a strong emphasis on student autonomy and technologically aided learning. This is consistent with constructivist views on learner agency and the use of tools and resources to the creation of knowledge (Bernaus & Huguet, 2022; Guo & Zhang, 2019). In line with the constructivist notion that students are active agents in creating their knowledge, the focus on learner autonomy allows students to take control of their language learning journeys (Dewaele & Wei, 2023). According to Jiang et al. (2016), the incorporation of technologically enhanced learning aids fosters constructivist learning settings where students may interact with real-world materials and resources. The results of the interviews with teacher trainers highlight the significance of professional development for the development of lecturers' pedagogical methods. In order to spread the ideas behind learner-centric and student-focused teaching, teacher trainers are essential as mentors and role models (Hampel, 2022; Lamb et al., 2023). By encouraging active learning, reflection, and cooperation among lecturers, they serve as excellent examples of constructivist concepts (Nunan, 2009). By doing this, they aid in the spread of constructivist education and its adherence to learner-focused methodologies.

Conclusion

The main goal of this extensive research has been to provide lecturers with the pedagogical knowledge and skills required to adopt learner-centric and student-centred methods in order to meet the evolving requirements of language learners. Beginning with a detailed examination of the theoretical underpinnings of these strategies, the research path focused on constructivism, socio-cultural theory, and motivation in language acquisition. These theoretical foundations provide the conceptual framework for comprehending

learner-centric and student-centred pedagogies' revolutionary effects on the field of foreign language education.

The study's literature evaluation surveyed deeply into a number of topics, including learner-centric pedagogy ideas and practises, the promotion of learner autonomy, and the significance of professional development for educators. The importance of these elements in determining successful language education and adjusting to the various and changing demands of language learners was highlighted by insights from a large number of research papers and academic publications. The review also emphasised the usefulness of constructivist principles in supporting the central tenets of learner-centric and student-centred approaches, emphasising the active role of students, their autonomy, and the facilitative role of teachers in fostering meaningful learning experiences.

This study's approach included surveys and interviews with university professors who teach foreign languages and teacher educators. These in-depth discussions and surveys helped us to get a more nuanced picture of how professional development in learner-centric and student-centred methods improves our ability to respond to shifting learner demands. Results from the interviews supported the training's revolutionary potential by showing educators how to construct dynamic, flexible learning environments. The interviews brought to light how important learner autonomy, technological integration, and educators' willingness to change are to advancing efficient foreign language education.

In addition to empowering educators to adopt learner-centric and student-centred methods, this programme also gives them the tools they need to adjust to the changing requirements of language learners. The compatibility of these results with the constructivist framework highlights the constructivist principles' significant influence in fostering active learning, autonomy, and cooperation in the field of foreign language education. This study adds to the growing body of evidence demonstrating the crucial role that professional development plays in fostering learner-centric and student-centred foreign language education, ultimately raising the standard of language education and increasing responsiveness to student needs.

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Biography

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