

A Comparative Analysis of Effectiveness of Learner-centered Approach and Teacher-centered Approach in Writing Skills of undergraduate students

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ABSTRACT

The research article investigates the effectiveness of Learner Centered Approach on the development of writing skills of undergraduate students. It is an experimental study on 60 undergraduate students of first semester in University of Management and Technology, Lahore. The participants were divided into two groups of 30. One group was taught through the Learner Centered Approach and the other was taught through Teacher Centered Approach. A pre-test was conducted at the start of the experiment to assess the performance of students at initial stage. The Teacher Centered Class was taught writing skills through Teacher Centered based activities and the Learner Centered Class was taught writing skills through Learner Centered activities. At the end of the experiment, a post test was conducted in order to assess the effect of the two approaches on the writing performance of the students. Ten (10) activities were conducted in total. IELTS assessment method was used to assess the performance of students in the pre-test, post-test and in the activities conducted during the experiment. The quantitative analysis was done through SPSS 21. The scores of the pre-test and post-test were compared to determine the approach that had relatively more positive effects on the writing skill of students. The results of the study show that the Learner Centered Approach is more effective in developing writing skills of undergraduate students at University of Management and Technology, Lahore.

Keywords: teacher centered approach, learner centered approach, writing skills

Introduction

The present study is a comparative analysis of the effect of a Learner Centered approach and a Teacher Centered Approach on the writing skills of undergraduate students of UMT. The

purpose of the study is to investigate the effectiveness of the approaches on the writing skills of the students and to identify which approach can be more helpful in improving students' writing. In Pakistan, traditional teaching methods have always been used i.e. passive lecture format. In these methods, the teacher tries to infuse knowledge into the minds of the students. The focus of the teachers is on what they are doing instead of what the students are learning. Before going to universities, a majority of the students has achieved their initial education through traditional methods. They have studied grammar based curriculum with Grammar Translation Method (GTM). The focus of the teachers is on what they are doing instead of what the students are learning. Therefore, their writings have not been given proper feedback because the major focus in GTM is on memorization.

When these students come to university, they need to be exposed to a methodology that helps to analyze the errors and suggest strategies to improve writing skills. Over the past decades, there has been a gradual shift from Teacher Centered to Learner Centered approaches. Learner Centered approaches to teaching English have been increasingly encouraged in higher education over the past decades in developed countries while in Pakistan it is still in its early stages. Many studies that highlight the usefulness of Learner Centered approach have been conducted, but there is no research in the area of its helpfulness in developing writing skills. This paper specifically examines this area.

The purpose of this study is to analyze two teaching approaches i.e. Learner Centered Approach and Teacher Centered Approach in the English language classroom and to find out which approach is better than the other in improving the writing skills of undergraduate students. Learning is a continuous process which demands different methodologies and approaches on the part of teachers as well as learners. According to Ahangari & Samadian (2014), many factors are involved in the process of teaching and learning of language. These may include the learners, the teachers, the methods of teaching, the time, the place and purpose of learning the second language. Verikaitè (2008) stated that the teaching process involves three major steps that include presentation and explanation of new material, practice and testing.

Research question

How learner centered approach improves writing skills of undergraduate students better than teacher centered approach?

Significance of the study

The results of this study will provide useful insights on the effectiveness of Learner Centered Approach on the improvement of students' writing skills. This approach has not been tested in previous researches for its effectiveness in developing writing skills of students. This area has been generally overlooked and texts of non-native students are assessed in its overall capacity. Students studying in undergraduate programs come from Teacher Centered Approach. They are previously taught in teacher centered classroom. The attempt is being made to introduce Learner Centered Approach which can enable students to develop their writings.

English language proficiency is the basic requirement to get some job, to attain knowledge or to get some good social status throughout the world. Same is the case in Pakistan. 85 percent of the world organizations use English as the main language, e.g. ninety percent of the organizations use English as official language in Asia and Pacific (MacKay 2002:17). According to Farooq, Uzair-Ul-Hassan and Wahid (2012) English language is extensively used, beside other languages, for personal and professional purposes. They state that this language has status of second language and is commonly used for many purposes in the society.

Different methods of teaching have been applied in English language teaching. If we keep in mind the current picture of Pakistan, it is obvious that English is taught as a second language. According to Khan and Ahmad (2014) English is a compulsory subject and is valued for its “educational and cultural” importance. It is the medium of instruction and official language in Pakistan. There are different methodologies that have been applied in classrooms. In Pakistani institutes, the major inclination is towards GTM. Kausar (2010) stated that GTM is the widely used method in Pakistani institutes. In this method of teaching, the teacher determines the activities of the classroom. Teacher centered approach is also called passive learning in which the teacher plays the central role. (Zohrabi, Torabi & Baybourdiani, 2012). The role of the teacher in this way of teaching is active and the students are passive listeners. So GTM is teacher centered.

This paper compares both approaches i.e. Learner Centered Approach and Teacher Centered Approach in order to find out the approach that proves more useful for undergraduate students of University of Management and Technology, Lahore to improve their writing skills.

1. Writing skills can be taken as a measure to have better educational performance and success. Writing enhances the chances of getting success in life e.g. getting job etc. (Hosseini et al. 2013). One of basic parts of education is learning to write efficiently and this ability would be useful for students throughout their lives (Berdan, 2006). Harris (1993) points out that writing is a cognitive ability that a learner has to develop through learning and practice, it is not inborn. It is a visual medium in printed and hand written form (Kress, 1997). Writing can include notes written in a hurry and essays on complicated topics. It works as a source of communication and conveys information to people (Browne, 1993).

2. It is important for the writer to be aware of the purpose of the writing. The purposes can range from entertaining the reader, convincing him at some point or explaining something to the reader (Bunting, 1998). The writer should also have knowledge of the audience of his writing which helps him to develop the writing accordingly. Khan (2011) points out that the students in Pakistan are not taught that a writer’s attitude actually decides the purpose of writing, its structure and language. She maintains that English is taught as a second language in Pakistan. Writing is a basic skill needed in education but the students in Pakistan find it difficult to express themselves in simple English. The major reason she had identified behind this failure is relying on memorization of texts instead of developing communicative abilities.

3. This study finds out the effectiveness of two approaches i.e. Teacher Centered Approach and Learner Centered Approach in the development of writing skills of undergraduate students.

Literature review

In order to draw on the background of the two teaching approaches i.e. Teacher Centered Approach and Learner Centered Approach, a brief history of English language teaching methodologies and approaches has been provided.

Teacher centered approach and its effectiveness

The teacher centred approach mainly focuses on teachers as authoritative figures (Mascolo, 2009). Some of the scholars have described students as “empty vessels” whose primary role is receiving information that is passed through the teachers and then later be assessed according to the knowledge that was transferred to them (Murray & Hourigan, 2008). Therefore, student learning is measured with the help of scored tests and other types of assessments.

The teacher centred approach uses the method of direct instruction to deliver knowledge to the students. Direct instruction is a traditional teaching strategy that depends on authoritative teaching style in which the teachers teach through lectures or self- conducted demonstrations. Many scholars also regard it to be a primary teaching strategy of the teacher centred approach in which teachers are considered to be the only supplier of knowledge or information. In addition to this, direct instruction is found to have effective impacts in all content areas because it uses basic and fundamental skills of teaching.

According to studies, there are further three characteristics of the teacher centred approach; formal authority, expert and personal model (Rutten, Joolingen, & Veen, 2012). In formal authority, the teacher is the main figure who has authority and power over students because of their advanced knowledge and experience. However, the classroom teaching styles are traditional and mainly rely on rules and regulations. Moving on, expert teachers are those who have a strong grip in their subject while teaching it to the students (Mascolo, 2009). In addition to this, as an expert, the teacher guides the students through the learning process while delivering knowledge to them. He considers them as a sole receptor of knowledge. Moreover, personal model refers to those teachers who lead by example and who try to be a role model for the students. They try to demonstrate how knowledge should be accessed and comprehended by the students. In this style of teaching i.e. Teacher Centred Approach, the students learn how to imitate their teachers.

According to studies, teachers have more responsibilities to fulfil in Teacher Centred Approach unlike Learner Centred Approach where teachers are not given more responsibilities. Some of the main responsibilities of teachers in Teacher Centred Approach include the delivery of knowledge, preparation of learning material by gathering information from different sources, use of different methods and strategies to deliver knowledge to the students, maintenance of relationship with the students, efforts made to engage the interest of the students in the subject, efforts to analyze and work upon different work capabilities of students in order to promote weak students of the class, and the teachers are also responsible for maintaining the standard in class

by taking along all students at equivalent pace; since some are fast learners while some take time to learn (Westwood, 2008). Weak students of the class should be taught with different approach.

Learner centered approach and its effectiveness

The emergence of Communicative Language Teaching in the 1970s and 1980s presented different roles for teachers, students and teacher and learning materials. The new role of the student was being an active participant in the process of learning instead of being a passive recipient of knowledge and information. Learners' specific learning needs were given central importance. This led to the development of Learner Centered Approach in language teaching (Trikes, 2000). According to Nunan (1989) in Trikes (2000) Learner Centered approach originated from Communicative Language Teaching which gives central importance to the student in planning, application and assessment processes. Students and teachers collaboratively develop the curriculum.

According to Brackenbury (2012) Learner Centered Approach challenges both the teacher and the student. Students have to take active role, face complicated problems and develop new ways of performing and thinking. Teachers face the challenge of giving liberty to students, being careful about the content and uses on the individual and collective needs of students (McCombs & Miller, 2006). According to Sarfraz & Akhtar (2013) Learner Centered Approach focuses on specific needs of learners and emphasizes developing specific strategies that will cater to these needs and enhance effective learning. In the point of view of Weimer (2002) Learner Centered Approach develops a sense of responsibility among students by catering to their needs and involving them in the learning process.

According to Weimer (2002) and Wilson (2005) teachers should allow students to participate in some decision making processes related to their learning. Weimer (2002) indicates that teachers share their power with students in Learner Centered Approach. They do not transfer their whole power to the students but give them liberty to participate in the decisions that are directly related to their learning. In other words, the teacher shares power with students in responsible ways in Learner Centered Approach. So the students make decisions under the teacher's guidance about the activities, assignments, course policies and assessment criteria. According to Wilson (2005) students should be given liberty to choose material for their class. According to Nunan (1988) students participate in decision making processes related to the content of curriculum and teaching methodology. In Jurmo's (1989) point of view participation of learners can be at different levels. One type of participation can be registering for the course and being physically present in the class. Learner Centered Approach actually encourages students to have highest level of participation by taking responsibility of their learning.

The change in power changes the role of the teacher. In Weimer's (2002) point of view the role of teacher shifts from being authoritative to being a facilitator. He serves as a source to link students and resources. The teacher becomes a partner in the learning process and gives liberty to students to take their decisions. The teacher is not the sole source of knowledge; rather

the students are allowed to use other resources in the classroom. He, in this way, promotes independence of students.

Comparison of learner centered approach and teacher centered approach

Studies have revealed that there are a number of ways in which learner centered approach differs from teacher centered approach. Both possess strengths and weaknesses and are used in many parts of the world. First of all, the major difference between the two is the role of the student. Considering Learner Centered Approach, the students work together in groups in order to learn in an enjoyable environment that leads to effective learning (Vavrus, 2009). Moreover, in this approach, students have the right to express their choice about which courses they want to study. On the other hand, in the Teacher Centered Approach, students work alone and they only work on the assignments assigned to them by the teacher. They do not have the authority to choose the topics of interest for learning. The teacher is responsible for managing the lectures along with all the content preparation and management.

Another major difference between the two approaches is that, in Learner Centered Approach, along with the teachers the students are also in active mode. They are fully engaged in the learning process. It is due to the fact that the students share learning responsibilities with the teachers. On the other hand, the students in Teacher Centered Approach are in passive mode. They are not much involved in the learning process. According to some scholars, this is effective because teachers are more skilled in that subject area and therefore it is good for the students to rely on teacher's knowledge to learn. However, some of the scholars argue that less involvement of students in teacher centered approach causes a decline in the performance of the students as their brains become slow due to no or less participation during study time (Wang, Odell, & Schwille, 2008).

Research methodology

Design of the study

The data had been analyzed quantitatively. SPSS 21 was used to analyze quantitative data that was in forms of participants' scores.

Participants

The participants of this study were 60 undergraduate students of University of Management and Technology; Lahore, (UMT) selected for the investigation of the extent to which Learner Centered Approach in teaching English language helps to improve writing skills. The participants are divided into two groups of 30 i.e. Learner Centered class and Teacher Centered class. These two groups are taught as two separate classes. Learner Centered class is taught

through the learner centered Approach and the Teacher Centered class is taught through the Teacher Centered Approach. There are two sessions of 75 minutes per week for each class.

Instruments

Pre-test

Pre-test is administered to test the student's writing skill before the experiment. This test consists of one narrative and descriptive writing topic and students write an essay on that given topic. This test consists of 10 marks. IELTS evaluation method is used as rubric for marking the test.

Activities

The Teacher Centered and Learner Centered based activities were used as instrument of this study. The purpose of these activities was to improve task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy. There were ten activities for both classes. The focus of activities was on narrative and descriptive writing. They wrote 150 to 200 words' paragraph in each activity. There were same activities chosen for both classes, the difference was in the instruction and the teaching methodology. In the Learner Centered Classroom the teacher was less authoritative and students had more liberty, students were allowed to discuss with their friend and use other recourses positively, they were also provided with some prompts in the form of pictures related to the activity. The students in this class took responsibility of their learning and outcomes. On the other hand, in the other classroom, the learners were restricted by the teacher and the teacher was the prime source of help if they encountered any problem. They were not provided with any prompts like pictures etc. and neither did they find any resources other than the teacher for assistance. So, the teacher was answerable for the learning and growth of the students.

IELTS assessment method

Uysal (2010) claims that writing is a very difficult and complicated skill. It is difficult to learn and assess this skill. In this research IELTS evaluation method used for task 2 of IELTS test is used as an evaluation tool of the activities conducted during the semester. IELTS evaluation method has been chosen because this is one of the most popular ESL tests throughout the world. Sulaiman (2012) states, " The IELTS writing test is used as an example of a large scale high stake test in evaluating the test performance of a group of test takers." According to Uysal (2010) IELTS is most widely used ESL test that is administered in 120 countries throughout the world. Another reason for choosing IELTS assessment method is that it assesses English as an international language. Writing task 2 assessment criteria consisted of four parts i.e. task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy.

General writing skills assessed in the writings of students according to IELTS assessment method task 2 are their structure of writing, coherence and cohesion, clarity of expression and

accuracy of language. Specific writing skills assessed are students' ability to choose the most relevant information, organization of information, describing data correctly and clearly, writing in correct style and register and using proper order of information.

Post-test

Post-test is conducted to assess the writing skills of students after the experiment. The post-test consists of one narrative and descriptive writing topic and students have to write an essay on that given topic. This test consists of 10 marks. IELTS evaluation method is used as rubric for marking the test.

Design

Pre-experiment Data: Pre-test is used to test the subjects' level of writing before the experiment. The testing paper for the test includes one essay consisting of 10 marks. The marks division is according to the rubric consisting of four major categories: task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy. They are awarded 10 marks for each category and the average of these marks is taken as total performance of the student.

Post-experiment Data: Post-test is conducted to test the improvement of subjects' level of writing skill after the experiment. The same type of testing paper and marking criteria are used as in the pre-test. This type of design has also been used by Chang (2011) in his article 'a contrastive study of Grammar Translation Method and Communicative Approach in teaching English grammar'. He finds that Grammar Translation Method is more effective method to improve grammar and learning motivation in students than communicative approach.

Procedure

The study is conducted in Fall 2014. It is the first semester of the academic year 2014-2015. Experiment is divided into three stages and conducted over a period of four months.

At the first stage (week 1) pre-test is conducted in which students are asked to write a narrative and descriptive essay of 300-350 words. The main purpose of conducting this test is to know the level of students' proficiency in the skill of writing before the experiment.

The second stage (week 2 to 14) is of conducting the experiment in the target class rooms. The experimental activities mainly focus four points: Task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy. The designed activities are of same topics and scores for both of the classes. As the teaching approaches are different for both classes, the instructions for application of the activities are different for Teacher Centered Class and Learner Centered Class. There are two sessions for every class per week. Each session consists of 75 minutes. The researcher uses two different approaches for both of the classes. Learner Centered Approach is used for Learner Centered Class and Teacher Centered Approach is used for Teacher Centered Class.

The third stage (week 15) is of a post-test that is designed for all the participants. The test is conducted for knowing the effectiveness of either method. The score of post-test is a measure to evaluate the efficiency of Learner Centered Approach in improving writing skills of undergraduate students.

The marking criteria of the activities

The rubric selected for marking the writing activities of students is the one used for writing task 1 of International English Language Testing System (IELTS). IELTS is an international standardized test of English language proficiency. It is taken from non-native speakers of English to test their proficiency level. This rubric is selected as an authentic guide to test the level of students in the pre-test and to measure their performance during and after the experiment. There are four major categories in the rubric i.e. task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy. Each category is marked 0-9. The average of all categories is taken as student's overall performance in that activity.

The students are given nine marks in task achievement if they successfully complete all requirements of the assigned task and come up with a fully developed response. They are awarded eight marks if the task is accomplished sufficiently and its features are illustrated. They score seven marks if they deal with requirements of the task and successfully present general idea of major trends or stages. They present the key features but there is need for more extension at this level. They are given six marks if they tackle the requirements of the assigned task. They give a general idea on the topic along with inappropriate, irrelevant and inaccurate details.

Inconsistencies are also found at this level. They get five marks if the task is generally addressed containing inappropriateness, repetition and inconsistent tone. Four marks are awarded if an attempt is made to address the task but main features are missing. They use inappropriate tone and cannot explain the main purpose of the writing and resultantly come up with a writing that is unclear, irrelevant, repetitive or inaccurate. They get three marks if they fail to address the task because of misunderstanding it completely. Such writings come up with limited ideas that are irrelevant or repetitive. When the answer is hardly relevant to the task, they are given two marks. One mark is given for completely irrelevant answer. Zero marks are given to the responses that are totally memorized or are not attempted by the student themselves.

Nine marks are given to students in coherence and cohesion if cohesion is competently used and paragraphing is skillfully managed. They are given eight marks if the information and ideas are ordered logically and paragraphing is used sufficiently and properly. Seven marks are awarded if there is logical progression of information and ideas. Some under and over use of cohesive devices is also found at this level. Students get six marks if they arrange information and ideas coherently with clear progression. Cohesive devices are used effectively but sometimes it is found incorrect and mechanical within and between sentences. They are given five marks when they present information along with some organization but there is need of overall progression. Inappropriate and excessive use of cohesive devices is made. They get four marks when they present their ideas and pieces of information without arranging coherently and make

use of basic cohesive devices incorrect and repetitive. Three marks are given when no logical organization is found in writing. Such writings use very limited cohesive devices which actually do not show relationship between ideas. They get two marks if they do not have control over organizational features. One mark was given if student fail to communicate anything.

Vocabulary is also vital part of writing. Students are given nine marks in lexical resource when they use wide range of vocabulary. They score eight marks when uncommon vocabulary items are found in their writings along with wide range of vocabulary. There are very few spelling and word formation errors at this level. Seven marks are given to students who use sufficient vocabulary required for the task and come up with some uncommon words as well.

Some errors are found regarding word choice, spelling and word formation. They get six marks when they use satisfactory vocabulary for the task and make inaccurate use of uncommon vocabulary items. Errors are made in spelling and word formation but they do not hinder communication. They are given five marks when they use limited range of vocabulary and make obvious errors in spelling and word formation that cause trouble in understanding the message. They are awarded four marks when they make repetitive use of basic vocabulary which proved inappropriate for the task. Reader has to make great effort in order to understand the writing because of errors. Three marks are given when errors and limited range of vocabulary distort the message. The students get two marks when they make extremely limited use of vocabulary along with a lot of errors in word formation and spelling. Some of them can get one mark if they come up with only some isolated words.

Grammatical range and accuracy is also tested. Use of wide range of structures with expertise by gives nine marks to the students. Eight marks are given when students use wide range of structures but make very rare errors also. They score seven marks when they make more use of complex sentences and make very few errors. They get six marks when they use both simple and complex sentences and make some errors in punctuation and grammar. Students get five marks when they make limited use of structures. They make wrong use of complex sentences as well and make errors that pose problem to the reader. Four marks are given to students who use limited range of structures and rarely use subordinate clause. Errors in spelling and punctuation are dominant. Three marks are given to students who try to write sentences but their errors in grammar and pronunciation make them unsuccessful in conveying the meaning. Some students fail to use sentences; rather they use only memorized phrases. Two marks are given to such students. One mark is given to students who cannot use sentence formats at all.

Data collection and analysis

All the tests and activities are conducted under the supervision of an English Language teacher and the researcher. Pre experiment test and post experiment test are respectively taken at the beginning and at the end of the semester. The scores are strictly given according to the criteria already set. The analysis of the scores of the students is done on SPSS version 21. Paired samples t-test is applied on the scores of pre experiment test and post experiment test of both of the classes in order to find out the degree of progress of students after the experiment. In order to

test the usefulness of IELTS assessment method in assessment of improvement of writing skills the scores of pre experiment test and post experiment test in each category i.e. task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy, are analyzed through SPSS 21 separately. In order to find out the overall performance of students in activities the mean of the activities is taken out through SPSS.

Data analysis and interpretation

This was an experimental study. Learner Centered Approach and Teacher Centered Approach were used in two different classes to find out the clear differences in the application and outcomes of these two approaches. 30 students were selected in each class to conduct this research.

A pre-test was designed and taken for both of the classes in order to assess the proficiency level of students in writing skill. The results and scores of this test were saved for further analysis. Teacher Centered Class was taught writing skill through Teacher Centered methodology and Teacher Centered activities and Learner Centered Class was taught writing skill through Learner Centered methodology and Learner Centered activities during the experiment. Post-test related to writing skills was conducted at the end of the experiment to assess the effect of teaching approaches on the students of both classes.

Independent Sample t-test has been applied on the scores of pre-test of Teacher Centered Class and Learner Centered Class. Independent Sample t-test was also applied on the scores of post-test of Teacher Centered Class and Learner Centered Class. This test compared both of the classes with each other before the experiment and after the experiment. Paired sample t-test has been applied on the scores of pre-test and post-test of Learner Centered and Teacher Centered classes. This test helped us to compare the means of the pre-test and post-test showing the effect of both of the approaches on the writing skill of the students of the classes respectively.

The proficiency in writing skill can be assessed in four sub categories i.e. task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy. The scores of pre-test and post-test in these categories have also been analyzed.

The activities conducted during the experiment contributed a lot to the studies. The average score of all of the activities has been taken out to find out which activity contributed best in the process. The average scores of students in all of the activities in all the sub categories of writing skill has also been taken out to have the detailed view.

The results

The results of pre-test and post-test of the teacher centered class and learner centered class

Table 1. Comparison of learner centered class and teacher centered class in pre-test and post-test

	Teacher Centered Class		Learner Centered Class		t	P	Effect size
	Mean	SD	Mean	SD			
Pre-tests	47.91	6.63	44.41	6.68	2.03	.046	0.06
Post tests	36.25	8.06	54.41	5.96	-9.92	<.001	0.62

Table 1 shows results of independent sample t test. The independent sample t-test was conducted to compare the scores of students in Teacher Centered Class and Learner Centered Class. There is significant difference in pre-test of Teacher Centered Class and Learner Centered Class. Results indicate that mean score of pre-test of Teacher Centered Class is greater than the mean scores of the pre-test of learner centered class. There is also significant difference between the scores Teacher Centered Class and Learner Centered Class in post-test. Results show that mean score of post-test of Learner Centered Class are greater than the mean of post-test of Teacher Centered Class.

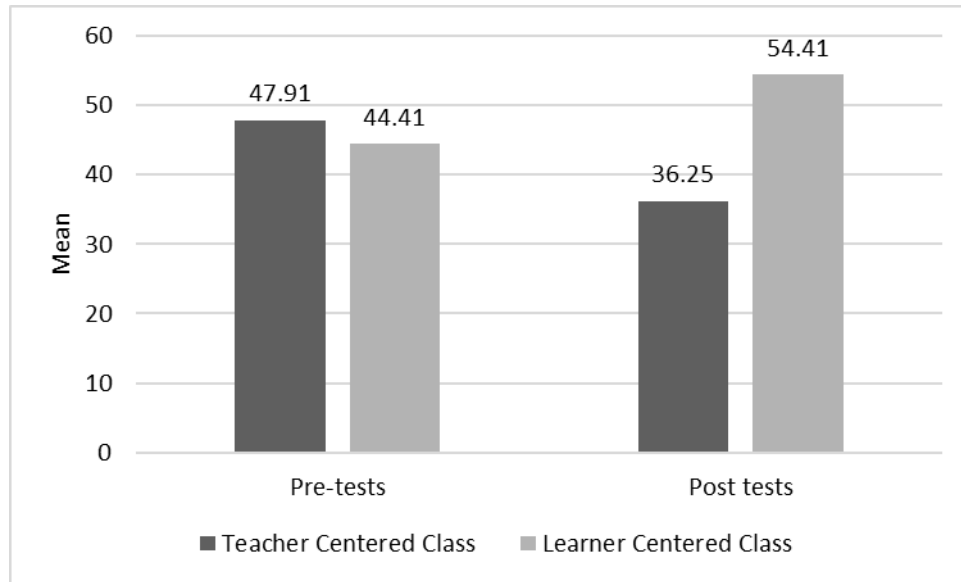


Figure 1. Comparison of Pre-test and Post-test of Learner Centered Class and Teacher Centered Class

Table 2. Comparison of students' progress in teacher centered class and learner centered class in pre-test and post-test

	Pre- test		Post test		t	P	Effect size
	Mean	SD	Mean	SD			
Teacher Centered Class	47.91	6.63	36.25	8.06	10.92	<.001	0.80
Learner Centered Class	44.41	6.68	54.41	5.96	-10.34	<.001	0.78

Table 2 shows results of paired sample t test. The paired sample t-test was conducted to compare the scores of students in pre-test and post-test. There is significant difference in pre-test score and post test scores of Teacher Centered Class. Results indicate that the mean scores of pre-test of Teacher Centered Class are greater than the mean score of post test scores of this class. There is also significant difference between the scores of pre test scores and post test scores of Learner

Centered Class. Results show that mean score of post-test of Learner Centered class are greater than the mean score of pre-test of this class. The mean scores of Teacher Centered Class in post-test show that the performances of students have been decreased. The cause of this decrease is large effect size of Teacher Centered activities used during the teaching process. The mean scores of Learner Centered Class in post-test show that the performances of students have been improved. The cause of this improvement is large effect size of Learner Centered activities used during the teaching process.

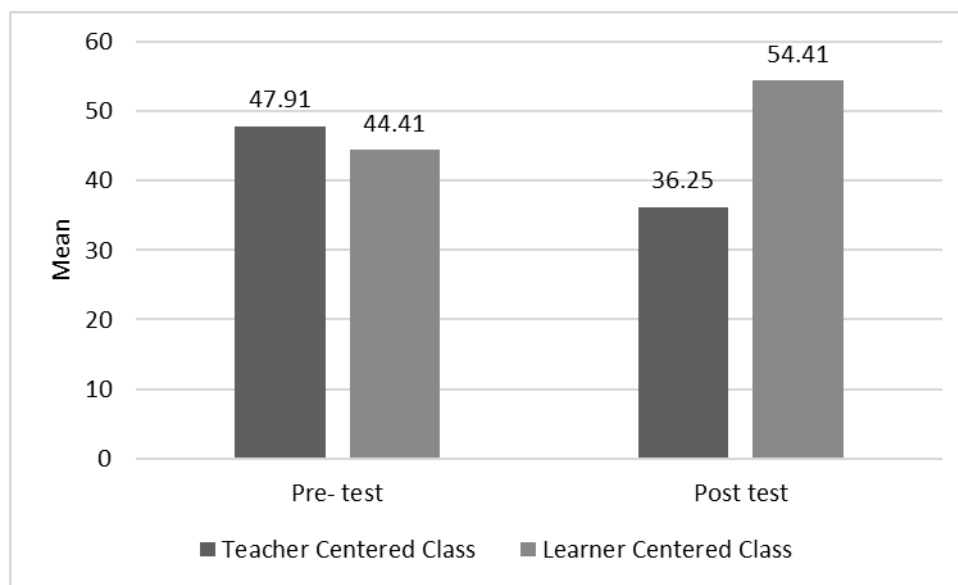


Figure 2. Bar chart shows comparison students' progress in Teacher centered class and Learner centered class in pretest and post-test

The Results of Sub Categories of Writing Skill

Table 3. Comparison of scores of pre-test and post-test of students of Teacher Centered Class and Learner Centered Class

	Pre-test		Post-test		t	P	Effect size
	Mean	SD	Mean	SD			
Task Achievement							
Teacher Centered Class	5.9	1.06	4.5	1.3	9.24	<.001	0.74
Learner Centered Class	5	1.43	6.46	0.81	-6.71	<.001	0.6

Coherence and Cohesion							
Teacher Centered Class	4.6	0.67	3.33	0.95	8.83	<.00	0.72
Learner Centered Class	4.4	1.22	5.56	0.77	-7	<.00	0.62
Lexical Recourse							
Teacher Centered Class	4.56	0.81	3.66	0.99	4.79	<.00	0.43
Learner Centered Class	4.43	0.81	5.23	0.93	-6.13	<.00	0.56
Grammatical Range and Accuracy							
Teacher Centered Class	4.1	0.6	3	0.83	6.05	<.00	0.55
Learner Centered Class	3.93	0.44	4.5	0.73	-4.01	<.00	0.35

Table 3 shows results of paired sample t-test. The paired sample t-test was conducted to compare the scores of students in task achievement, coherence and cohesion, lexical recourse and grammatical range and accuracy in pre-test and post-test. There is significant difference in pre-test score and post-test scores of students in task achievement of Teacher Centered Class. Results indicate that the mean scores of pretest of Teacher Centered Class in task achievement, coherence and cohesion, lexical recourse and grammatical range and accuracy are greater than the mean score of post test scores of this category. There is also significant difference between the scores of task achievement, coherence and cohesion, lexical recourse and grammatical range and accuracy of Learner Centered Class. Mean scores of post-test of Learner Centered Class are greater than the mean scores of pre-test in all these categories. The mean scores of Teacher Centered Class in post-test show that the performances of students have been decreased. The cause of this decrease is large effect size of Teacher Centered activities used during the teaching process. The mean scores of Learner Centered Class in post-test show that the performances of students have been improved. The cause of this improvement is large effect size of Learner Centered activities used during the teaching process.

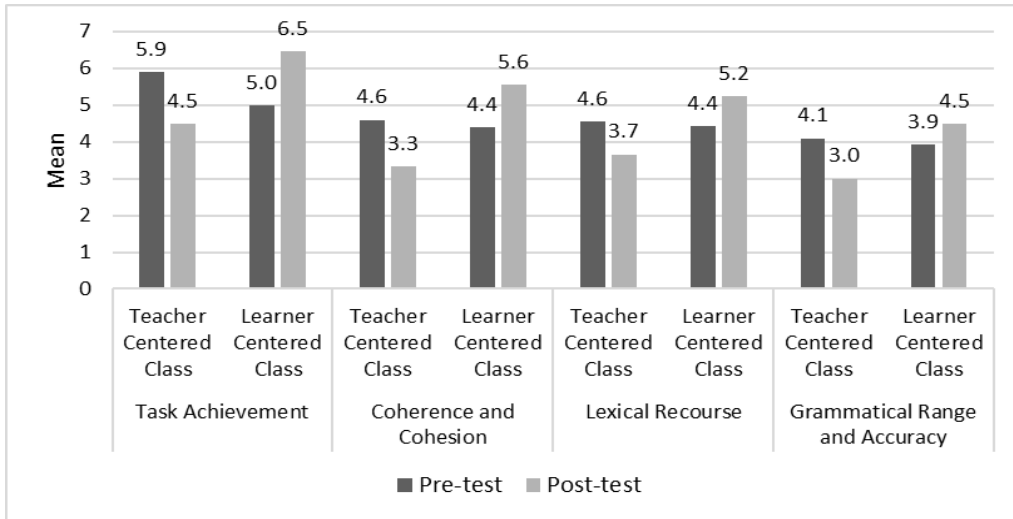


Figure 3. The average of the activities conducted during the experiment

Figure 3 shows the average scores of the Teacher Centered Class and Learner Centered Class in the activities conducted during the experiment. The average scores of Teacher Centered Class show that the students in this class performed best in activity 6 i.e. causes and effects of stress. The lowest scoring activity for Teacher Centered Class is activity 3 i.e. comparison and contrast between two means of transport. According to the average scores of Learner Centered Class activity 10 i.e. personal narrative proved the best scoring activity for this class. Activity 5 i.e. causes and effects of noise, proves to be lowest scoring activity for Learner Centered Class.

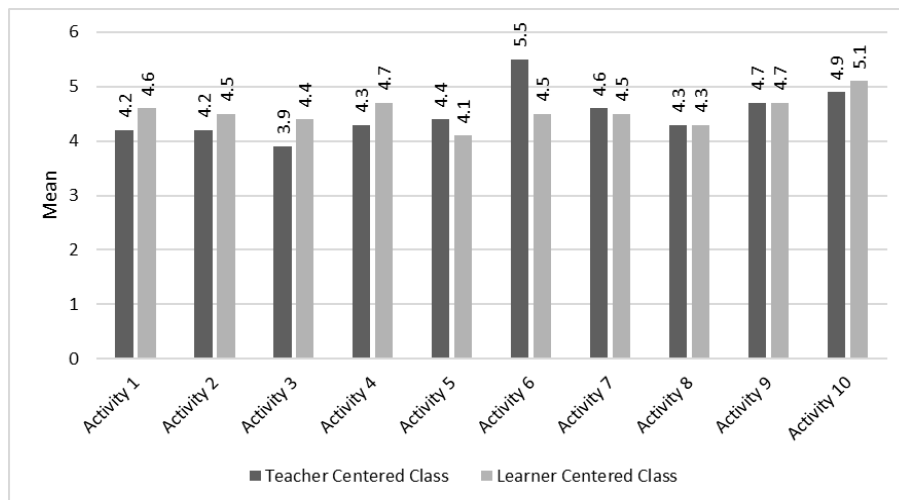


Figure 4. Average scores of teacher and learner centered class in terms of activities

Table 4. Average scores of Teacher Centered Class in sub categories of writing in the activities conducted during the experiment

Teacher Centered Class				
Activities	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
Activity 1	4.4	4.2	4.1	4
Activity 2	5	4	3.7	3.7
Activity 3	4.6	4	3.8	3.4
Activity 4	5.4	4.2	4	3.6
Activity 5	5.2	4	4.1	3.9
Activity 6	5	4	4.4	4
Activity 7	5.4	4.5	4.2	4
Activity 8	5.3	4.3	3.9	3.6
Activity 9	5.6	4.6	4.2	3.6
Activity 10	4.52	4.3	4.1	4

Table 4 shows the average scores of Teacher Centered Class in all categories of IELTS evaluation method in the activities conducted during the experiment. The average score shows that students improved most in the category of task achievement. The rest of the categories are also showing improvement. The best scoring activities in task achievement are activity 4 i.e. comparison and contrast between two animals and activity 7 i.e. writing a short story along with development of a character. The activity that scored low in task achievement is activity 1 i.e. Story writing with the help of a starter. Activity 7 i.e. writing a short story along with development of a character and activity 9 i.e. description of a messy room are the highest scoring activities in coherence and cohesion. Students scored low in four activities e.g. activity 2 (narrating experiment of coming across a robber), activity 3 (comparison and contrast of two means of transport), activity 5 (causes and effects of noise) and activity 6 (causes and effects of stress). Students performed best in lexical resource in activity 6 (causes and effects of stress). According the average scores students got comparatively lower score in activity 2 (narrating experiment of coming across a robber). Students performed best in grammatical range and accuracy in activity 1 (story writing with the help of a starter), activity 6 (causes and effects of stress), activity 7 (writing a short story along with development of a character) and activity and activity 10 i.e. personal narrative. The lowest scoring activity is activity 3 i.e. comparison and contrast between two means of transport.

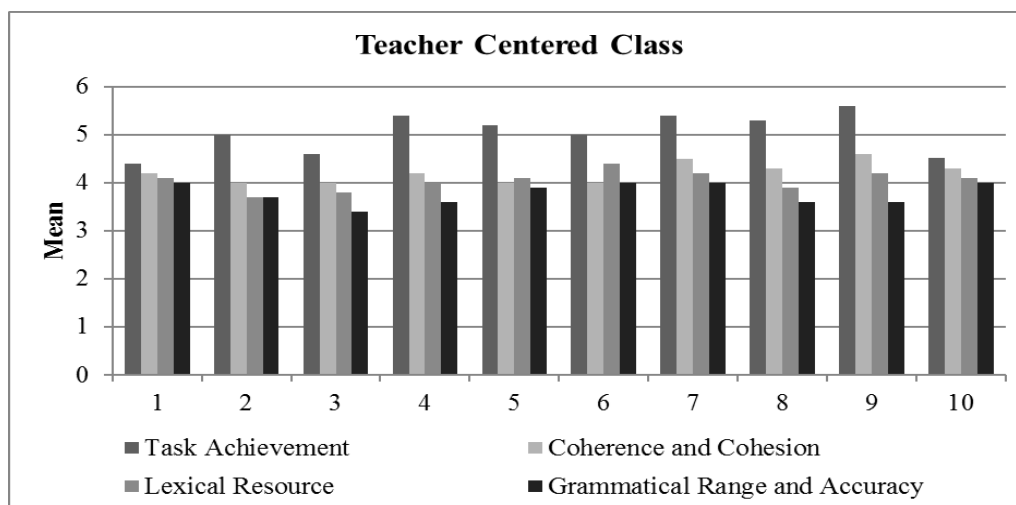


Figure 5: Average scores of Teacher Centered Class sub categories of writing of IELTS evaluation method in the activities conducted during the experiment

Table 4. Average scores of Learner Centered Class in sub categories of writing evaluation method in activities conducted during the experiment

Learner Centered Class				
Activities	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
Activity 1	5.5	4.9	4.7	4.1
Activity 2	5.8	4.7	4.3	4.2
Activity 3	5.4	4.6	4.4	4.2
Activity 4	6	4.9	4.8	4.3
Activity 5	5	3.9	4.4	4
Activity 6	5.3	4.6	4.7	4.5
Activity 7	5.7	4.9	4.7	4.7
Activity 8	5.3	4.6	4.6	4.4
Activity 9	7.1	5.9	5.7	5.3
Activity 10	5.8	4.2	5.7	4.8

Table 5 shows the average scores of Learner Centered Class in all categories of IELTS evaluation method in the activities conducted during the experiment. The average score shows that students improved most in the category of task achievement. The rest of the categories are also showing improvement. The best scoring activity in task achievement is activity 9. The activity that scored low in task achievement is activity 1. Activity 9 is the highest scoring activity in coherence and cohesion. The students scored low in activity 10 in coherence and cohesion. Students performed best in lexical resource in activity 9 and 10. According the average scores students got comparatively lower score in activity 2. Students performed best in grammatical range and accuracy in activity 9. The lowest scoring activity in grammatical range and accuracy is activity 5.

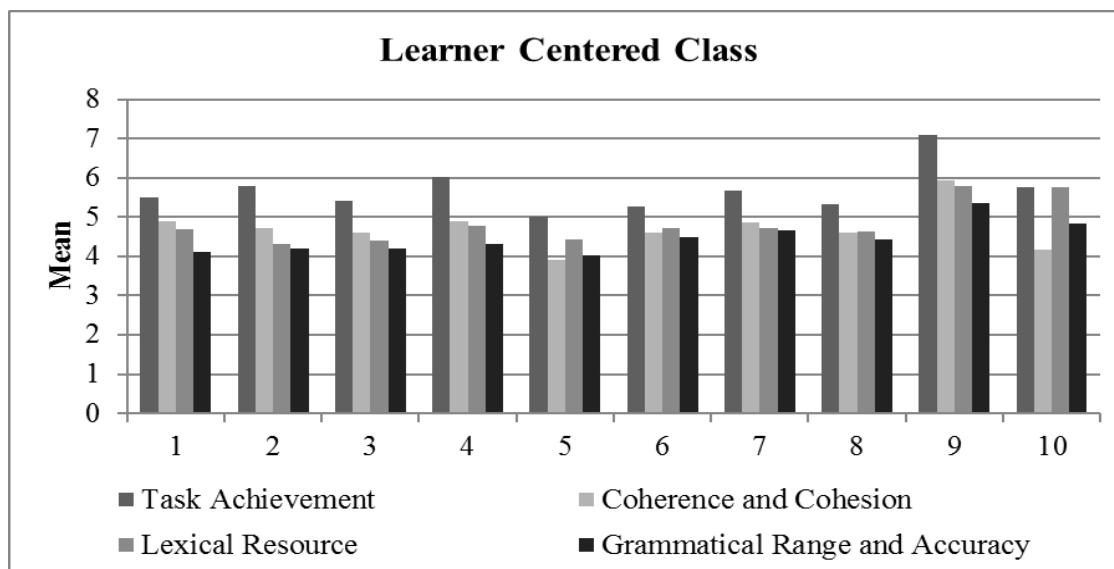


Figure 6. Average scores of Learner Centered Class in sub categories of writing evaluation method in activities conducted during the experiment.

Conclusion

The findings of this study reveal that Learner Centered based activities conducted during the experiment better improved the writing skills of the students in Learner Centered Class whereas the Teacher Centered based activities less improved writing skill of students in Teacher Centered Class. The students in Learner Centered Class were given liberty to direct their learning process making them active members in the learning process. The learning of students in Teacher Centered Class was restricted because of the constraints like dependence on the teacher and over correction by the teacher. It can be concluded that self-monitored learning, problem solving and lifelong learning skills are the abilities that can be obtained well through student's personal performance, dealing with others and pair or group work. The role of teacher should be of a facilitator instead of being an authoritative. Passive learning method needs to be replaced by active learning method preparing students to play their role as global citizens.

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