



Several Techniques and methods for Improving english teaching Quality for Students based on Learner-Centered Approach

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Article Info

Received: 19 Aug 2022,

Received in revised form: 07 Sep 2022,

Accepted: 11 Sep 2022,

Available online: 16 Sep 2022

Keywords— PDCA, SWOT, English, Vietnam, teaching quality

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Abstract

Vietnam has experiences fast achievements in teaching English for high school students in long time. One of this study's purposes is to state what are challenges in teaching English and recommendations. Barraket (2005) pointed that the re-orientation of the curriculum toward student-centredness in this case had a positive effect on student performance, learning experience and subject evaluation. In particular, the use of student-centred techniques facilitated a strong social context for learning, and provided students with a common experiential framework from which to explore the technical aspects of the curriculum. By using combination of different qualitative methods, SWOT and PDCA analytical techniques, our research results shown, We make suggestions to I,prove teaching quality: 1. Quality control of teacher input (degrees, teaching experience, trial teaching requirements); 2. Develop a set of standards for teacher quality

I. INTRODUCTION

First, According to Le Huong Hoa et al (2022), It is common knowledge that language acts as an essential and characteristic product of every country given the fact that it is the particular nature of each nation. Once any learners expose themselves to an international language, it is vital for them to acquire four skills, namely listening, speaking, reading and writing with a view to mastering and using it in a proficient manner.

Second, Previous studies have confirmed that appropriate teaching-learning style enhances students' academic performance (Huang et al., 2012), while there remains a general paucity of research comparing the different effects

of each teaching-learning style on reading comprehension and the determining factors. Specifically, the effect of different teaching-learning styles on reading performance is a long way from being known.

Research questions:

Question 1: What are previous related studies?

Question 2: What are **SEVERAL TECHNIQUES AND METHODS FOR IMPROVING English TEACHING QUALITY BASED ON LEARNER-CENTERED APPROACH?**

II. LITERATURE REVIEW

Theory of learner-centered approach and previous studies

Brown (2001) stated that learner-centered teaching includes: 1) techniques that focus on or account for learners' needs, styles, and goals; 2) techniques that give some control to the students; 3) curricula that include the consultation and input of students and that do not presuppose objectives in advance; 4) techniques that allow for students creativity and innovation, and 5) techniques that enhance a student's sense of competence and self-worth.

Next, (Weimer, 2002) outlines the key premises of learner-centered teaching as: 1) Assume that students are capable learners who will blossom as power shifts to a more egalitarian classroom. 2) Use content not as a collection of isolated facts, but as a way for students to critically think about the big questions in the field. 3) Change the role of teacher from sole authoritarian to fellow traveler in search of knowledge. 4) Return the responsibility for learning to the students, so that they can understand their learning strengths and weaknesses and feel self-directed in their knowledge quest. 5) Utilize assessment measures not just to assign grades, but as our most effective tools to promote learning.

Darsih (2018) pointed Learner-centered teaching is a teaching approach that is increasingly being encouraged in education. In Indonesia, learner-centered teaching has been an obligation for teachers to be implemented since the government decided to try out the new designed curriculum, the 2013 curriculum. However, it is not always effective since teachers are lack of creativity, lack of responsibility and knowledge. Therefore, this study was sought to find out teacher's efforts and their roles in implementing learner-centered teaching effectively. The study involving two English teachers revealed that several efforts done by teachers in learner-centered teaching are; 1) let the students do the hard messy work of learning because they are not passive recipients of knowledge, 2) give autonomy and responsibility to students for material they learn and their own learning in general, 3) use highly engaging core content that meets the needs of the students, 4) give feedback to help students to improve, and 4) utilize multiple teaching techniques appropriate for student learning goals. Several roles of teachers in learner-centered teaching are as guides, facilitator and coaches. Teachers also play important roles in creating an environment that fosters students' learning, accommodates different learning styles, and motivates students to accept responsibility for learning. Then, Olugbenga (2021) specified the learner centered method should be embraced as it is the ideal

method for teaching soft skills needed to navigate the environment, work well with others, perform well and achieve goals in the 21 st century. The paper suggests that the nature of curriculum need to move from traditional to progressive to allow full implementation of the learner centered methods and teachers should be exposed to modern trends in the teaching profession.

Then, Alquahtani (2015) pointed that The second major technique applied by the teachers was demonstration. It was observed that one of the topics taught by the teacher by using this technique was in verb. The teachers commonly demonstrate the verb, e.g. jump, walk, run etc. by demonstrating those word by directly. This techniques usually followed by asking the students to guess the word meaning demonstrated by the teachers. Demonstrating is an appropriate technique for teaching vocabulary to young learner. It is not enough for young learners to understand words by explanation only. They need to acquire words by directly seeing and hearing.

Last but not least, Le Huong Hoa et al (2021) showed that d In Viet Nam universities and colleges, Foreign languages, in general and English in particular are currently one of the important keys for learners to enter the local and global labor market, which is currently very exciting in the context of industrialization, modernization and integration.

Beside, Wright (2007) pointed The third technique found out commonly used by the teachers was using picture. One of the topics observed were taught by using this technique was transportation. The teachers provided the students several pictures related to transportation; airplane, car, train, etc. the pictures were also completed by simple questions. The teacher also asked the student to repeat the pronunciation of the words. Using picture is always helpful because it allows the learners to see the shape of the object directly through the pictures rather than asking them to imagine the object only.

III. METHODOLOGY

Method

This study mainly use combination of various qualitative methods including synthesis, inductive and explanatory methods, as well as matrix, SWOT and PDCA analytic tools.

Next authors will investigate students' grammatical errors via collecting the data from a practical English classroom with real experiences and observations.

IV. MAIN FINDINGS

4.1 Overall background

Young students features:

First, they are keen learners who are enthusiastic in studying new foreign languages.

Second, they have many things to do and sometimes under learning pressure at schools and pressure from parents, family.

General methods of teaching English at schools: vocabulary, grammar, paraphrasing, idioms, 4 skills teaching...

4.2 SWOT analysis

	Income is not high The level has not met the rapid change of technology, teaching and learning methods Students increasingly have a good English background => teachers	The quality of teachers is not uniform
Teachers	- Lack of official documents or too many sources to refer to => no selection skills Too much focus on standardized test preparation/graduation exam	Fear of English, afraid to communicate
Students	- Opportunities	- Strengths
	There are many training and professional improvement programs for teachers (both public and private).	- Foreign-trained teachers increase Experienced teachers with many years of experience in preparing students for exams
Teachers	Income is not high The level has not met the rapid change of technology, teaching and learning methods Students increasingly have a good English background => teachers	- The quality of teachers is not uniform
Students	Students have many ways and methods of learning English Many contests to try	- Quickly grasp technology - Availability of learning conditions for private environments
	How to solve problems (Originate)	Discuss/Develop
The level has not met the rapid change of technology, teaching and learning methods	1. Self-improvement by participating in training 2. The school organizes seminars and internal training	1. Seminar, conferences and external training are needed to develop teachers capacity
The quality of teachers is not uniform	1. Quality control of teacher input (degrees, teaching experience, trial teaching requirements) 2. Develop a set of standards for teacher quality	1. Suitable academic training for each teacher (tailored-training programs needed)

Lack of official documents or too many sources to refer to => no skill in selection Too much focus on standardized test preparation/graduation exam	1. Select official textbooks/documents	1. Textbooks from famous publishers such as Cambridge (encouraged)
Psychological fear of English, afraid to communicate	1. Learning TA through many forms aimed at using TA, not reviewing 2. Practice daily use	

4.3 Ho Chi Minh ideologies on education

President Ho Chi Minh is fluent in many foreign languages. In the resume of delegates to the 7th Communist International Congress, Uncle Ho wrote: "Knowing languages: French, English, Chinese, Italian, German, Russian". But in fact, based on Uncle Ho's visits to foreign countries, as well as his receptions of diplomatic missions to Vietnam, we know that he is also fluent in many other foreign languages, such as Siamese (Thai). Lan now), Spanish, Arabic, the languages of many ethnic minorities in Vietnam, etc. Uncle's foreign language capital was not natural, it all came from hard work and practice. President Ho Chi Minh's spirit of self-study, self-striving, training and continuous improvement, regardless of circumstances, has not only left a history lesson but also an inspiration for generations. even to this day. It is that spirit and that will that has molded a Nguyen Ai Quoc - Ho Chi Minh, a great Vietnamese man, a world celebrity. A person with wise thinking, intelligent mind and a patriotic heart, passionate love for the people and burning enthusiasm decided to go out and find a way to save the country from the age of 21.

With the motto, learn foreign languages to find a way to save the country, he determined that knowing Western languages to understand the West, and understanding the West to win the West. It was the desire to liberate his compatriots that motivated him to learn other languages to learn the quintessence of humanity, uphold the spirit of international communism, etc. Uncle learned vocabulary systematically. system, learn each word, by asking the native speakers themselves. The one who learned little by little without a manual.

He learned to memorize, practice learned words, write sentences and essays how to use the most known vocabulary. Thus, it is necessary to relate them, imagine a certain topic and associate known words related to a topic. Uncle Ho combined each short sentence, long sentence, paragraph, and essay, and he also used an extremely useful way to practice writing articles in the language he learned.

(source: <https://bqllang.gov.vn/tin-tuc/tin-tong-hop/11509-phuong-phap-hoc-ngoai-ngu-cua-bac-ho-va-tinh-than-tu-hoc.html>)

V. DISCUSSION

According to President Ho Chi Minh, in education, knowledge is very necessary, but he also pointed out that morality plays an equally important role. He affirmed: "liberating the nation, liberating mankind is a great job that has no morals, no foundation... what else can you do?".

Talking to students of Hanoi National University of Education on October 21, 1964, he pointed out: "Teaching as well as learning must focus on both talent and virtue. Germany is a revolutionary ethic. That's the root, very important. Without revolutionary morality, talent is useless." In a letter to teachers, students, cadres and young people dated October 31, 1955, President Ho Chi Minh advised: "For a university, it is necessary to combine scientific theory with practice and strive to learn. collect advanced theory and science of other countries, combined with our country's practice, to practically help the construction of the country. In high school, it is necessary to ensure students with general knowledge that is certain, practical, suitable to the needs and future of building the country, leaving out unnecessary parts for real life. In elementary school, children need to be educated: love the Fatherland, love the people, love labor, love science, respect public works.

INNOVATION ON METHODS, METHODS OF ORGANIZATION, BUILDING EDUCATIONAL FOUNDATION

In order to achieve the set goals and the educational content to become a reality, it is necessary to have the right educational motto and methods, in order to make students learn and practice voluntarily and actively to acquire acquire educational content, transform educational content into good qualities of personality.

President Ho Chi Minh always considers education an important front, education for everyone and how towards the whole nation can learn, everyone can learn The idea of creating "education for all people" was proposed by Ho Chi Minh and always pursued on the path of revolution.

(source: <https://tuyengiao.vn/theo-guong-bac/tu-tuong-ho-chi-minh-ve-giao-duc-136751>)

VI. CONCLUSION

Implications

We make suggestions to improve teaching quality:

1. Quality control of teacher input (degrees, teaching experience, trial teaching requirements)

2. Develop a set of standards for teacher quality

Next, we see that Uncle Ho created for himself a foreign language "environment" - a factor that has a great impact on being fluent in a foreign language like a native. People write words on the most obvious places, like on their arms. Wherever he goes, he immediately learns that foreign language, even though every day, he is busy with making a living by hard work. With a regular, regular and persistent study method. Once talking to a young man, Uncle Ho said: To learn a foreign language, Uncle must persevere in memorizing ten words every day, studying anywhere, anytime for the period of memorization, sometimes writing those words on his arm to fit. do just look at it to remember.

Last but not least, Le Huong Hoa et al (2022) pointed for high school students, we need to diversify the English learning environment through groups/pairs, individuals, whole classes, learning games, roleplaying, theatre, etc. to create a variety of interactions.

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