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The incorporation of student centered learning in EFL context

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Abstract
Afghanistan EFL context is strongly influenced by traditional approaches where teachers' domination deprived active engagement of learners in the learning teaching process. Teacher-centeredness increased students' passiveness and they were no longer allowed to express their opinions freely. All together the aforesaid factors, EFL limited and fixed classrooms caused poor quality of performance and outcomes of EFL classrooms in Afghan Higher Education.

So taking into consideration the so-called problems of EFL context of Afghanistan and the recent efforts in modernizing the teaching and learning methods in the public universities of Afghanistan and a growing trends towards active student centered learning and outcome based education in the higher education of Afghanistan call for fundamental paradigm shift from teacher-centered teaching approach to student-centered learning approach while many Afghan universities still follow traditional teacher-centered pedagogy and passive student learning approaches, due to which many Afghan universities failed to achieve national quality standards for their academic programs. In addition, in order to develop thinking and high quality leaders and human capital in the 21st century, students must be educated using the learner-centered approach.

The research method of the study is case study, direct observation and sharing my experiences and the impressions of the EFL lecturers of Parwan University. As far the content of the study concerns, case study sounds most relevant and suitable to the particular context of Afghanistan. My position as member of National Curriculum Development Commission, Head of Curriculum Committee of PU and Assistant Professor gives me the opportunity to be both the researcher and participant for the entire process of my study so the experiences and understandings I got in the mentioned work places directly contributing to the enrichment of data analysis of the research work.

This study tries to explore major challenges alongside implementation of student centered learning in reference to EFL context of Parwan University and offers potential opportunities for effective implementation of student centered learning in consideration to the influencing environmental factors.

Eventually, this study contributes the lecturers to effectively implement Student Centered Learning and offers potential opportunity for student to be empowered with appropriate English communications skills and improve learners' quality of language use through active and reflective learning approaches.

Keywords: Student centered learning, teacher centered learning, approach, traditional pedagogy, and paradigm

1. Introduction

To enable students to succeed in learning English as Foreign Language (EFL), language teaching and learning has witnessed a number of paradigm shifts in the areas of teaching methodology and pedagogic objectives. In response to sustainable development of education for appropriate English language learning, many Asian countries, have implemented some approaches in teaching and learning English, include Grammar Translation Method, Direct method, Natural approach, communicative approach, computer assisted language learning (Al Rawi, 2013;

Mulongo, 2013; Kamai, 2011; Meng, 2009; Kusumoto, 2008) [4]. But the recent strives and measures at the higher education level of Afghanistan give students' opportunities to improve their analytical skills, problem solving skills, as well as skills in deep learning, lifelong learning, self-directed learning, reflective learning, and motivation. This is aimed to achieve the learning outcomes that satisfy all the objectives of the learning process which is crucially followed by higher education institutions and concerned departments at the national level the country.

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Best educational practices have been a center of intellectual inquiry for centuries. Predating contemporary research, philosophers, ranging from those of ancient Greece to the 20th century, have made education a central preoccupation. For example, Socrates (470–399 BC) believed that true knowledge was only accessible through dialogue, and he continuously questioned and challenged accepted ideas and assumptions. Today, education continues to be debated, and not only by philosophers, but also by lay persons, and through the mass media, including newspapers, television and radio (e.g. see The Education Debates by CBC radio, 1999).

The wide number educational publications which devoted to due themes specifically highlights the key place of education that occupies among society's scholars. The articulation of the most debatable philosophy of education is constantly expressed in the form a conflict between two dominant teaching notions: teacher centered approach versus the student centered learning approach. As far as the first mentality concerns, teachers have dominant role and there is only one source of knowledge and that is the teacher whereas the second approach is the student centered approach which illustrates that education should be student' needs, interests, and levels oriented. Students' abilities and needs are the central driving factors of the teaching learning process and shall not be easily ignored. In the student centered learning approach teacher's role is that of a facilitator in the learning process instead of transmitter of knowledge.

The world of education including the arena of English learning and teaching (ELT) has long shifted the focus of its teaching approach from mostly teacher-centered classroom atmosphere or often claimed as conventional way of teaching to a more learner-centered teaching. The main reason for this change is mainly due to a belief that the latter teaching approach can accelerate the process of knowledge and skills gain. Putting it into an ELT setting, it is strongly believed that in a learner-centered classroom, students will "become committed to improving their English" and more importantly "different learning styles can be accommodated and students can help each other to develop their skills" (Jones, 2007, p. 40) [17].

2. The notion of student centered learning

A variety of phrases have been coined to describe a critical shift in mission and purpose of higher education. Barr and Tagg (1995) [34] expressed the change as a move from an instruction Paradigm‖ in which universities delivered instruction to transfer knowledge from faculty to students‖ to a Learning Paradigm‖ in which universities produce learning through student discovery and construction of knowledge.‖

Student-centered learning can also be viewed from the perspective of an influential report from the National Research Council (1999) that synthesized research on learning and recommended organizing learning environments around four foci: knowledge-centered, learner-centered, assessment-centered, and community-centered.

Many different faculty members have developed and used approaches to teaching that fit the criteria for student-centered learning. Many of these developers have created original names for their approaches. As a result, there is a broad spectrum of named approaches, which include:

- Active Learning (Bonwell & Eison, 1991)
- Collaborative Learning (Bruffee, 1984)
- Inquiry-based Learning
- Cooperative Learning (Johnson, Johnson, & Smith, 1991)
- Problem-based Learning
- Peer Led Team Learning (Tien, Roth, & Kamp Meier, 2001)
- Team-based Learning (Michaelson, Knight, & Fink, 2004)
- Peer Instruction (Mazur, 1997)
- Inquiry Guided Learning
- Just-in-Time Teaching
- Small Group Learning
- Project-based Learning
- Question-directed Instruction

The rationale behind the learner-centered approach is to help students become more responsible for their learning. According to Ouakrime (1991: 43) [29] adopting learner-centered approach is meant "to produce "(…) independent learners, with enough AIR in their lungs to successfully sail through their language learning journey," that is to help learners develop autonomy, independence and a sense of responsibility for their learning (1991: 43). Dr. Meziani (1991: 23) [30] argues that teachers cannot "teach learners everything they need to know," they should be given some opportunity for active long-life learning. For this reason, "teachers need to teach not only specific language skills but also learning skills".

The learner-centered approach is an approach that positions the learner as an equal partner in the teaching-learning process. Cannon & Newble note that "Learner- centeredness is both a concept and a practice in which learners and teachers are equal parts of learning and teaching processes" (1989: 16-17). Moreover, learners' needs are put at the centre of the learning process. Based on Weimer's words, Matsau defines learner- centeredness as a focus on "students' needs, what and how they are learning and the conditions that contribute to their learning" (2007: 21). Learner-centeredness provides learners with a sense of autonomy and skills to process information, solve problems, make decisions and become responsible for their own learning. Thus, it assumes that learners go through experiences that foster their autonomy and develop their responsibilities.

As the concept of learner-centeredness has emerged, it has been used to refer to such notions as active learning, self-directed learning and autonomous learning. The learner-centered approach to EFL teaching attempts to satisfy the learners' needs (Pillay, 2002) [35] by providing learners with efficient learning strategies (Nunan, 2002) [36] and develops in them a greater degree of responsibility for their own learning (Hedge, 2000) [37] and managing all related processes (Pulist, 2000). From this understanding, three major attributes of the learner-centered approach to EFL teaching may be identified, namely, meeting the various needs of learners, transmitting learning strategies and cultivating the sense of responsibility in learning.

Student-centered learning becomes a pioneer of development of learning approach. In this approach, students' activities are important indicators in learning process and quality of learning product (Zohrabi, et al., 2012) [18]. In the teaching and learning English, this approach links with flexible learning, experiential learning, and self-directed learning (Acat & Dönmez, 2009) [19]. Therefore, a student-centered classroom is a place where

teachers consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. The teachers' roles are more that of facilitators than instructors. The students are active participants in the learning process, and teachers help to guide the students, manage their activities, and direct their learning.

There are several activities in the learning process that bring many advantages in the learning process in English classes. In student-centered class, students may work alone, in pairs, or in groups (Zohrabi, et al., 2012) [18]. When students are working alone, they can prepare ideas or make notes before class discussions, doing listening tasks, do short written assignments, or doing grammar or vocabulary exercises. Students can work together in pairs or groups when they compare and discuss their answers, or read and react to one another's written work and suggesting improvements. Students may work together in discussions or in role-plays, share ideas, opinions, and experiences. According to Nagaraju (2013) [20], these activities bring some advantages to students such as when students are working together in English they talk more, share their ideas, learn from each other, feel more secure and less anxious, and use English in a meaningful way.

Practices associated with the teacher/expert approach are opposed by the school of ''constructivism'' (Piaget, 1973; Vygotsky, 1978) [6], that we refer here to as the student-centered approach. Constructivism proposes that people have no veridical access to objective reality, but are constructing their own version of reality while at the same time transforming it, and themselves in the process. Concept development and deep understanding are given priority over specific skills and behaviors as the goal of instruction. It is a theory of learning, not a description of teaching, and hence not a ''cookbook teaching style'' (Fostnot, 1996) [7].

The theorizing of Piaget, whose main goal was to understand the mechanism of learning, is fundamental to constructivism. Piaget's contribution to the learning process has been applied extensively in education (Panofsky et al., 1990) [9]. Piaget's core idea was that children are active thinkers, constantly trying to construct a more advanced understanding of their world. He focused on the development of logical or systematic concepts through social exchange. Similarly, Vygotsky (1978) [6] considers the articulation of systematic concepts to be developmental. Emphasis is placed on the social environment surrounding children as a model for the development of many of their thoughts, beliefs and behaviors.

According to scientists (Cobb et al., 1992) [8], the individual's cognitive structures cannot be understood without observing the individual having commerce with their social environment. From a constructivist perspective, students are actively and individually construing their own social knowledge, rather than merely copying knowledge (Garfield, 1995) [10]. In the educational context, ideas and concepts of constructivism led to the development of a student-centered approach to learning. Learning is considered to be a complex process that is not possible to deconstruct into logical parts. The learner is not a passive receiver of knowledge but, rather, an active participant. The learner has the responsibility to accommodate the learning process to his/ her own unique learning style in order to structure his/her own learning. The teacher's role is that of a guide who assists the learner in the difficult process of constructing his/her individual system of knowledge. For instance, teachers will need to show students how to become responsible for their learning by giving them opportunities to frame questions effectively on their own, to see how problems can be represented, and to determine how to gather information relevant to these problems (Burbules and Linn, 1991) [11].

Another example highlighting the role of the teacher in the student-centered approach ensures that children operate within their zone of next development. More precisely, teachers need to shape expectations so that students can recognize relevant information as it emerges, as well as to interpret new data in constructive and organized ways. These actions will contribute to their capacity to retain knowledge over time (Burbules and Linn, 1991; Reif, 1987) [11], and to have an active role in it.

3. The role of content in SCLA (Student Centered Learning Approach)

Content plays a dual function in learner-center teaching: establishing a knowledge base and promoting learning. Faculty should develop course content not to cover everything, but to develop learning skills and learner awareness.

The need to "cover" the content of the course has led, according to Weimer, to a neglect of ensuring that the course objectives are being met. It has also led to erroneously equating a good course with a rigorous course, rather than a course in which students learn. In consequence, when faced with an unmanageable amount of course content, students resort to memorization rather than conceptualization, using a "binge and purge" approach to examinations. In such an environment the successful student is the one who has mastered the ability to reproduce information required by the teacher, too often at the lower levels of knowledge. Weimer (2002) [13] appeals to college instructors to "use" course content, not just as an end in itself, but as a means of helping students learn how to learn. The skills to be developed include study skills, time management, the ability to express oneself orally and in writing, and computational skills. She emphasizes that the guidance of the professor is needed to help students use the course concepts to acquire skills of critical thinking and problem-solving. The slower pace required for active-learning strategies will allow for constructive interaction with the subject matter, producing students who are more mature and self-regulating learners with sophisticated learning skills. The result will be classrooms filled with enthusiastic students and teaching faculty who experience a high degree of job satisfaction.

In today's society, the implications of globalization, for the United States and world-wide, require life-long learners who are flexible problem solvers and who can select, organize, and use information appropriately in new situations (Pinto & Sales, 2008) [14]. Walker (2009) [15] credited a structured case study that required undergraduate students to research and analyze contemporary policy issues over an extended time with helping them meet the course objectives of not only learning policy theory but also developing the skills needed to successfully analyze and apply policy theory. The goal of all these innovations is to produce "self-sufficient, independent, creative thinkers who appreciate and value the subject" (Brown, 2008) [16].

4. Teaching English through student centered learning approach

Jones (2007) [17] highlights some descriptions as to how to teach English four skills using this approach. In teaching reading for example, teachers can facilitate students to comprehend reading text through discussion activities where they can help one another and share ideas. But, Jones reminds that when teaching reading, teachers are suggested to instruct learners to read the text before the start of the lesson. By doing this, much time can be saved and discussions can run more effectively and enjoyably. Then, teaching listening too needs to be directed towards learner-centered activities. While a few of listening-related activities such as listening to the tape, as Jones asserts, can only be done as an individual activity, many can be done within the pair or group work context. In other words, individual activities should be minimized. By so doing, teachers can facilitate learners to perform active learning (e.g., through exchange of views with peers).

As for listening, writing can also be best learnt by learners through this learner-centered teaching approach. In Jones' views, the actual writing (e.g. writing an essay, a paragraph, etc.) should take place at home or should be given as homework. The classroom activities for writing should again be carried out in the form of discussion activities. Such activities can include such things as brainstorming and mapping ideas." The big advantage of this student-centered approach to writing is that each writer knows who his or her reader will be, and can write to please them" (Jones, 2007, p. 34) [17]. Lastly, speaking is the skill which takes most of English learning activities in this learner-centered environment because, as Jones noted, speaking activities of "discussions are typical of any student-centered classroom" (p. 30). Such activities are, of course, not only limited to only question and answer (QA) activity but also can include tasks like role play, problem solving, pair work and group work. Overall, teaching English should be directed to enable learners to experience active and enjoyable learning.

5. The role of the teacher in SCLA (Student Centered Learning Approach)

Many education systems are based on the authoritarian style of teaching and "only when the teacher's authority recedes can the learner be thrown back on his own resources." Khalil Gibran states that "if a teacher is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind." Here McLean infers that "teaching is not so much a process of cramming outside knowledge into the learner's mind as drawing out the knowledge that each of our students has within him" (1980: 270-272) [32].

In learner-centered classrooms, the teacher organizes learning activities with meaningful themes which are relevant to learners, helps learners develop a sense of critical and conceptual thinking, provides opportunities for students to choose their own projects and work at their own pace, provides opportunities for collaborative learning, varies the use of instructional strategies and methods to match student needs, encourages shared decision making, and more importantly encourages learner autonomy and responsibility (Meece, 2003: 114) [33].

Instructors guide and facilitate learning, not forcing the learning, by sometimes stepping aside from the center of classroom activities and empowering students to discover knowledge and learn from each other in an encouraging but controlled learning environment.

Students are the center of the educational enterprise, and their cognitive and affective learning experiences should guide all decisions as to what is done and how. Most of the learning activities for the class are traditionally carried out by the instructor: choosing and organizing the content, interpreting and applying the concepts, and evaluating student learning, while the students' efforts are focused on recording the information. Weimer (2002) [13] makes the point that in the student-centered classroom the roles of teacher and student of necessity change, so that the teacher changes from the "sage on the stage" to the "guide on the side" who views the students not as empty vessels to be filled with knowledge but as seekers to be guided along their intellectual developmental journey. Other metaphors she adopts describe the teacher as midwife, coach, and maestro. Working against this shift in role are the expectations of the students, who rely on the teacher to make all the decisions, as well as the pedagogical literature which, she says, is preoccupied with teaching over learning, almost exclusively focusing attention on what the teacher should do. Weimer states unequivocally that students learn by doing, and so involving them in the learning activities promotes learning. For example, students become part of the presentation and learn from each other when they respond to instructor invitation to give examples, applications, and summaries, and they experience learning when they take part in problem-solving sessions. In-class activities which involve students provide faculty with opportunities to help guide them in clarifying their understanding and in assimilating the subject matter in meaningful ways.

Baxter and Gray (2001) [21] concur that for effective learning it is desirable to move toward a model in which students are actively engaged in the learning process. No longer is the student expected to be a passive absorber of information; instead, the teacher acts as a facilitator and does not need to be an expert in the particular content (Tärnvik, 2007) [22]. Examples reported in the literature span a wide variety of disciplines, and they include peer-learning activities such as having students prepare and teach a five-minute lesson on grammar to their peers rather than simply engage in debates or read from provided material (Oldenburg, 2005). Remedial students were more successful in developing mathematical skills when taught by cooperative methods which involved peer interaction and relating the principles with other disciplines rather than by traditional teaching methods (Cantone, 2001) [23]. Student learning and conceptual understanding were significantly greater when a large upper-division biology class was made more interactive by introducing student participation and cooperative problem-solving into the lectures (Knight & Woods, 2005). Salter *et al.* (2009) [25] guided faculty in redesigning their course to give students and instructors new roles in which students would be more actively engaged and not just be lectured to by the instructors. In planning classroom activities, the focus was on identifying the tasks students needed to do in order to learn the material rather than on the tasks teachers needed to do in order to prepare the class presentation.

6. The Role of the Learner in SCLA (Student Centered Learning Approach)

The ultimate aim of learner-centeredness is to make the learner responsible for his or her learning. This is because

"Learning is most effective when the learner is the initiator of the learning process" (McLean, 1980: 271) [32]. In learner-centeredness, students learn primarily because of what they bring to their classroom experience in terms of their perceived needs, motivations, past experiences, background knowledge, interests and creative skills. Learners are not blank sheets that need to be filled with accumulated knowledge, but rather active individuals who have to take part in constructing knowledge. That's why "learners need to have some AIR in their lungs; that is they should be autonomous, independent and responsible learners" (Ouakrime, 1991: 91) [29].

Faculty should aim to create environments with fewer rules and requirements, which are conducive to learning, to encourage students to learn effectively, and to support the learning efforts of others. Students are motivated to build autonomy and responsibility in learning and receive timely feedback from faculty.

As Weimer (2002) [13] points out, the responsibility for learning naturally shifts to the student in a learner centered setting. In this approach learners are not mere passive receivers of knowledge but active producer of knowledge. Neither students nor teachers are adept at making this shift. However, the onus is on the faculty to redesign and conduct the course in a way that requires students to hold up their end of the educational contract. Faculty should follow through on consequences instead of making adjustments to accommodate students' failure to accomplish agreed upon expectations of the course. She criticizes rules as external motivators which do not pique students' curiosity or create mature, responsible learners who are intellectually curious or motivated to delve deeper into the subject or related issues. She describes today's students as "unable to function without structure and imposed control" and having "little or no commitment to learning." Their concern is, overridingly, to get a good grade, and when this does not occur the blame is placed with the teacher. Accompanying this has been an increase in incivility toward both teacher and peers. Learner-centered methods of content delivery allow students the opportunity to control their learning since they require students to take responsibility for their learning by being actively involved in the learning process rather than simply passively receiving information from a lecture (Slunt & Giancario, 2004) [26]. Kennedy (2009) [27] found that after participation in a debate, positive rating of the experience as an instructional strategy increased from approximately 75% to about 85%, including among students who were initially reticent to participate; interestingly, both before and after the debate male students showed a stronger preference for debate over female students. In some cases, student-centered methods are incorporated into traditional delivery formats, for example concept checks which require chemistry students to prepare in advance and then get concept clarification in class (Slunt & Giancario, 2004) [26] and problem-based learning (PBL) which, although not universally accepted (Tärnvik, 2007) [22], aims to "align the contents and assessments of the subject with the student's learning needs" (Chung & Chow, 2004) [28].

7. The Role of Materials in SCLA (Student Centered Learning Approach)

In learner-centeredness there is a "clear need for the content of language-teaching materials to involve the learner to relate to his needs, interests, and moral concerns" (McLean,

1980: 271) [32]. Following Krashen (1981), Kisserli infers that materials needed for a learner- centered syllabus must be "comprehensible (…) appealing to learners, challenging, varied and authentic." He also advises that the mere focus on classroom materials is not enough and that learners have to find outside- classroom materials. "This search for materials best suited for them will increase their sense of self-directed learning" (1991: 38-39).

8. Clues for Learner-centered Teaching Approach

The following are some the major clues to implement student centered learning approach in EFL teaching context:
Firstly, it is important for EFL teachers to foster confidence in adopting learner-centered approach in a large multilevel class. On one hand, although teaching in large classes is far from easy, there are certain advantages that EFL teachers should be aware of. One advantage is that teachers never need worry about the lack of human resources to interact in class. Krashen and Long & Porters (as cited in Locastra, 2001) all address the importance of learners' interacting with the language since meaningful interaction prompts language proficiency. There are more than enough human resources to give energy to carry out interaction and engagement in class. In addition, in large classes, the instructor has a built-in advantage. Since different levels in language ability, it is only natural that the more able students assume consciously and unconsciously the role of teacher assistants (Hess, 2001) [40]. They take on the responsibility to help those less able students in learning the subject. As a matter of fact, the learners in one group may help one another due to complementary factors in interest, way of thinking, competency and so on, and therefore the teacher is not the only pedagogue. To know well these benefits that a large class brings to class helps cultivate confidence in EFL teachers to adopt learner-centered approach in the context. On the other, teachers should not only focus on the number of separate individuals but also on the classroom culture as a whole. The metaphor—the classroom as coral gardens (Breen, 2001) [41] sheds light on the learner-centred adoption in large classes. According to Breen (2001) [41], culture of the class is collective, highly normative and jointly constructed. That means every classroom has their own common culture shared by the whole cohort of EFL learners. This theoretically explains why proper teaching approaches and classroom activities can cater for the whole culture of the class rather than just meeting the needs of a small number of individual students.
Secondly, it is important to organize various text-based activities in the large multilevel classrooms. Text-based classroom activities are emphasized because various needs of EFL learners may be catered to. For example, those less able EFL learners may need to prepare before classes to have a better understanding of the teacher's instruction in class while more able students may be encouraged to take part in in-depth thinking. Variety is important in all teaching but it is particularly relevant to large multilevel classes because varieties of tasks and activities can accommodate different levels in class (Hess, 2001) [40]. The activities may be various in ways, forms or difficulties. For example, the activities can be silent thinking, pair work, group discussion, role play, or project. To put simply, EFL teachers need to use all sorts of mediations to motivate individual learners, create opportunities for learners to appropriate the language and help them make progress. In addition, Lantolf (2000) [42]

states that activities are differentiated from each other by their objects and motives and not necessarily by their concrete realization as actions. Hence, the same activity can be realized through different actions and with different forms of mediation. It is this differentiation that theoretically makes the learning at the learners' own pace. Here is an example. In a paired paragraph imitation, student A is very quick and Student B seems to have trouble in doing the work. Student A can use his or her English to explain to Student B how to do it. The result is that Student A can get the task done with the help of Student B and Student A appropriates the language. From this, it may be safely concluded that despite students' different capacity, individual needs may be catered to and individual progress may be achieved.

Thirdly, collaboration is a must in large classes. Collaboration means working together and cooperating. Through collaborative learning, students benefit self-esteem, participate more, they learn how to compromise, they negotiate meaning (Jacobs & Hall, 2002), and they make errors and correct themselves. In large classes, the teacher cannot be everywhere at the same time and cannot service the immediate needs of all students. Students therefore turn to other pedagogues like those more able in English learning. According to the zone of proximal development (ZPD) (Lantolf, 2000) [42] originally prosed by Vygotsky, learners often achieve more success with support from someone else, compared to when they act alone. Van Lier (as cited in Lantolf, 2000) [42] considers the ZPD as an especially promising way of organizing teaching/learning activities in the classroom. In collaborative activities everyone needs get engaged and take on the slice of responsibility and make their own contributions. The pre previous example also illustrates this point.

Last but not least, EFL teachers need to carefully observe the classroom culture and adjust to their own methodologies and employ techniques to cater for specific needs of students. For example, one technique is questioning downwards (Mangubhai, 2005) [44]. This is a technique that can be best used in intensive reading classes. It is a way of helping students to reach the textual meaning by establishing what students might already know about the topic. The idea of 'downward' is a metaphor of trying to establish what students know and then building their comprehension of the text from that starting point. In educational terms, it is constructivism, which fully considers the prior knowledge and experiences of the learners. For example, when discussing 'American culture', the teacher asked 'What is culture?' Few responded. Then, realizing the question was a bit 'upward', the teacher decided to shift the questions onto the learners' home culture first, and asked 'What do you think Chinese culture?' The Chinese students exploded and began to express their interesting understandings as if they were experts in Chinese culture study. After the 'warm-up' which postulated their familiar topic, they came to discuss the American culture and various ideas popped up. The technique worked. Also, integrating technology in the classroom is another effective technique as it can cater for students' different learning needs. In fact, there are many creative techniques that can be used in the classrooms, therefore, the adoption of effective techniques definitely play an important role in improving the classroom climate and in achieving learner-centeredness.

9. Major constrains alongside the implementation of student centered learning approach

When it is asked about major challenges in the path of developing student centered learning approach in English Department of Parwan University the participants according to their experiences and contextual understating have responded nearly the same and they indeed, pointed out to the following constrains and challenges: large classes, lack of extrinsic and intrinsic motivation, attitudinal factors (religious, social, cultural, and political factors), lack of professional teachers, unavailability of technology, lack of aid materials, the dominant influence of traditional method, mindset toward student centered learning, noisy atmosphere of the class, phobia of participation, lack of teaching materials and resources, switching to native language.

10. Discussion

A familiar sight: a teacher stands at the head of the classroom with a book or a sheet of paper in hand. Her eyes travel down the page as she reads out loud, pausing every so often to allow the dozens of furiously writing students to catch up. The students will take their notes home for the night. They will study, review, and rehearse until they have memorized word for word the information. And the next morning, one by one, they will stand in front of the teacher and give an oral recitation. The teacher will ask questions. She will write down a final grade. And then she will move on to the next lesson.

This was the so-called tragedy of our education and even some higher education institutions in the world. But in the 21st century everything has been changed, our students can no longer rote learn but they demand to be actively engage in the teaching learning process.

This rote memorization approach to learning is still common in many parts of the world. In rote memorization approach (RMA) the outcomes of students' achievement is lower than other approaches such students centered learning and other learner centered methods. So there is huge gap between outcomes of reciting and learning something. Reciting information does not have touch the context where in students centered learning learners ought to connect the classroom language to the actual world. When students memorize facts and dates it does not underlie concepts relating to humanity and the shared responsibility of peace. We need a type of learning approach that cultures key skills for instance, teamwork, critical thinking, leadership, project management, independent learning, and self-directed learning. Lastly, we do believe that there are many better ways of learning teaching but one of these approaches is student centered learning.

Being an effective and an eclectic approach, SCL has positively recommended by all the participants in Afghan Universities in general and in Parwan University in particular. There is a strong positive attitude in common and a hopeful optimism by all the participants for its implication and productive result in consideration to the contextual factors. Apart from all challenges alongside the way of SCL implementation it is widely regarded as an opt alternative for running the drive of teaching and learning ahead.

11. Recommendations

The genuine and effective implementation of learner centered learning approach is linked to the factors that

facilitate and contribute to the entire process teaching learning such as lecturers, teaching materials, and students but the leading can be sum up in the lecturers for having conscious understanding SCL and its concerned criterion. The findings have been provided us the following as the feasible outcomes for the partial extent of student centered learning approach effective implementation. The following are some of the recommendations suggested by the study:

- The establishment of language laboratory should be taken into consideration as an effort to facilitate language teaching and learning in EFL context;
- Ministry of Higher Education of Afghanistan should take long term policy for the implementation of Student Centered Learning and must motivate the very notion of SCL in higher levels of education;
- English Language Teachers must be equipped with modern teaching approaches and particularly with Outcome Based Education and Student Centered Learning approach and modern teaching technology;
- The environment of teaching and learning have to be created according to the needs of Learner Centered Approach;
- Extrinsic motivations among the students should be created and intrinsic motivation must be determined and strengthened;
- Special care must be taken for productive and receptive skills such as strengthening speaking, writing, listening and reading skills;
- Students must be given more chances and they should be mobilized with real life situations and concept implication;
- Student Centered Learning(Learner Centered Teaching Approach) can be developed and adapted as an effective, an eclectic contemporary approach with variable results in EFL context with multiple way of looking;
- The gap between theoretical and practical aspects in implementation of SCL in actual classrooms should be declined and shortened and they can be bridged;
- Taking into account the findings of the study it is truly recommend to adjust educational values alongside SCL's development;
- sufficient teaching aids appropriate for SCL should be supplied in order to implement Learner Centered Teaching Approach;
- The focus must be shifted from paper based exam to actual classroom performance and communicative language teaching testing format (Exam system should be communicative);
- Special attention should paid for teacher training in order to be witness of successful development of SCL;
- The number of the students, the scope of the classroom, the size of the class, the required time of the activities must be specified and standardized;
- The progress of the students and the achievements of the program can be evaluated constantly in order to accelerate the process;
- Teacher must be well prepared before conducting a teaching session;
- The teachers must be let free to ride of the complexities of classroom life and cope with the challenging situations in order to provide a bundle of solutions for them and apply theories in accordance to the anticipated real challenges;
- Working load of EFL teachers should be minimized;

- The integration of four communicative skills should be equally realized;
- The entire three fundamental dimensions curriculum; method, content and the language must be authentic and real life events-based.

12. Conclusion
Overall, there is a positive tendency to implement student centered learning at the EFL context of Parwan University. There is a mutual optimistic mentality by both lecturers and EFL learners at the English Department of the university.

An effort made concerning a fundamental changes in the education system which was indeed a shift from teacher-centeredness to learner-centeredness that requires adoption to most pedagogical aspects comprises the content, teacher, learner and materials.

This study aimed to help college and university lecturers to be student centered and value students' needs, interests, and abilities in the teaching learning process. In addition, the current pedagogical literature can be taken as a step toward implementation of student centered learning approach in Afghan EFL context. A positive response to student concerns can result in a classroom that is even more student-centered (Chung & Chow, 2004) [28]. Valuing students' attitudes and performances, rewarding their active participation, motivating their learning style, and supporting their learnings pave the ground for promoting the student centered learning approach.

The indicators of the study revealed that both lecturers and students have a more positive attitude for creating learners centered environment and a relevant platform for achieving learning outcomes. Maryellen Weimer (2002) [13] acknowledges that making such a transition will meet with resistance from students, teachers, and administrators, and she includes a chapter on "Responding to Resistance."

The very thematic and comprehensive matters in relevance to SCL approach have been elucidated as the clue to the whole research project. Initially, it can be clearly acknowledged that SCL approach with its pure and genuine nature can never be even implemented in the west but it is proved that still it prevails than the others. It is also citable that as much as possible reform happens in the teaching process thus it would result in positive changes in both teachers' and students' motivation towards teaching and learning English through student centered learning approach.

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