



RESEARCH PAPER**Analysis of Learner's Motivation Level in Teacher Centered Class: A Study at BS Level**

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ABSTRACT

This study investigates the motivation levels of BS English students in teacher-centered classrooms at The Islamia University of Bahawalpur. It explores the role of traditional teaching methods, rooted in behaviorism, in shaping learners' engagement and performance. A quantitative approach was employed, utilizing a closed-ended questionnaire to gather data from 200 conveniently sampled participants. The study highlights the limitations of teacher-centered pedagogy, including its impact on student autonomy and critical thinking skills, while emphasizing the need for integrating motivational elements and diverse learning strategies. Findings underline the importance of modernizing teaching methods to enhance learners' academic success and engagement. The research explores the effectiveness of the teacher-centered approach in undergraduate classrooms, emphasizing its role in enhancing academic performance and fostering discipline. Using a quantitative methodology with descriptive and inferential statistics, the findings highlight favorable student attitudes, demonstrating the positive impact of structured teaching methods on learning outcomes and motivation.

KEYWORDS English Language, Teacher-Centered Learning, Motivation, Second Language Acquisition, Behaviorism

Introduction

English has become the dominant language for communication in the twenty-first century due to increased globalization and digitalization. The unquestionable predominance of the English language in the twenty-first century is evident via its extensive use in trade, research, business, tourism, military operations, scientific endeavors, technological advancements, and even routine daily activities. Proficiency in English offers advantages to both professionals and students. A professional attains a higher level of prominence for their job, while a student gains a broader understanding of global affairs via proficiency in the English language. English has become essential for anyone seeking to attain a prestigious position and keep pace with the tremendous advancements in this period of upheaval, as outlined above.

Teacher-centered learning is a conventional educational method that operates on the premise that teachers are the main driving force (Smith, 2018). It is characterized as a kind of training where the teacher acts as a source of knowledge and transfers information to students in a passive way. In this framework, the instructor exercises

authority in deciding the curriculum and directs the students towards certain learning objectives. Undoubtedly, English has unquestionably emerged as the predominant world language. It is the predominant foreign language, used in media, technology, and science, and has deeply influenced many aspects of global everyday life, ranging from politics to entertainment. English is widely used and is now in high demand, leading to its use by a large number of individuals (Devrim & Bayyurt, 2010, p. 4-5). In his Three Rings Model of Globe Englishes, Kachru (1985; 1992) proposes an explanation for the global usage of English based on three concentric circles. These circles symbolize the evolving distribution and functions of the English language. (Devrim & Bayyurt, 2010, p. 5) This paradigm is represented by the expanding circle, the outer circle, and the inner circle.

English serves as a means to obtain international, cultural, and urban citizenship, acting as the main medium for global communication, especially for those who are not native speakers (Haque, 2000, p. 15). "According to Ahmed and Shah (2013) (p. 150), more than fifty years after British rule ended in South Asia, the English language thrives and is now seen as a requirement for accessing government offices." This example serves as a reminder that teaching English to non-native speakers is superfluous, since the language is shared by all individuals who speak it. Pakistan places great importance on the English language. English teachers from Pakistan teach students from preschool to university level. In Pakistan, English is neither a recently adopted language nor a language that is native to the country. Since the British colonization of the subcontinent, it has been present with many other languages of the Indus Valley in Pakistan. The primary goals of English education in Pakistan are to facilitate trade, education, and other productive pursuits, while also equipping students to navigate modern global difficulties and cultivate positive international relations. Currently, the English language is used in our establishments and is a vital component of our educational curriculum. Pakistan has officially proclaimed the English language as its national language.

Teachers seldom prioritize the significance of learning techniques and motivating variables in the process of acquiring second languages in the classroom. They show a complete lack of concern for the impact of these tactics on student learning or their ability to enhance teaching and improve student competency.

Each student has a unique personality and a foundation of prior information. When a teacher is knowledgeable of the learner's multicultural and multilingual background, as well as other pertinent issues, and understands the importance of effective teaching tactics and motivational elements, they may produce much better outcomes. The proficiency and effectiveness of students in acquiring a language will improve when instructors include motivating elements and use various learning methodologies. The researcher aims to examine the motivation levels of BS English students in teacher-centered classrooms. This study project is being undertaken to address this particular objective.

Literature Review

Pakistan is an emerging country that requires individuals capable of facilitating its development via exceptional education. Universities must provide exceptional instruction and create favorable learning conditions in order for this to be achievable. Conducting research on teacher-centered teaching approaches at universities may provide benefits for Pakistan, a country that urgently need improvements in both the teaching environment and learning standards (Trigwell and Prosser, 2004). Huba and Liberated (2000) describe instructor-focused learning as a process in which students progressively acquire new knowledge, with an emphasis on information acquisition and

instructors playing the roles of primary sources of information and evaluators. Engaging in personal development as an understudy is not allowed. While student-centered teaching methods have been more popular in higher education recently, teacher-centered instructional approaches may still be dominant in real-world contexts. Based on Liu, Qiao, and Liu's (2006) study, most instructors in college settings mostly use traditional, teacher-centered methods, despite the need for a shift towards a student-centered perspective.

In an education model that is teacher-centered, the learners assume a passive role in the teaching and learning process, while the instructors play a vital role in ensuring the students acquire knowledge and information.

Brophy (2006) argues that behavioral models should prioritize classroom management tactics that effectively regulate students' behavior via stimulus control. In a teacher-centered educational approach, the classroom maintains order and students maintain silence, therefore granting the instructor full authority and limiting the students' active involvement in their own learning process. If the teacher maintains complete control over the teaching and learning process, students may see the content as tedious and may inadvertently disregard crucial information due to their rushing thoughts. Compared to traditional or transmission-based education, which restricts students from expressing themselves and taking control of their own learning, these behavioral methods to classroom management have been seen as reliable (Tabulawa, 2006).

The instructor transmits knowledge to the learners via direct instruction under the teacher-centered method. Direct teaching is a widely used instructional style that relies on trainers delivering information in an authoritative way via lectures or self-led demonstrations. According to research, the teacher-centered technique includes three additional characteristics: formal authority, expertise, and personal modeling (Rutten et al., 2012). The textbook functions as the central focus of activities, while the teacher acts as the primary source of knowledge. Peyton, More, and Young (2010) state that in a teacher-centered classroom, the instructor primarily utilizes an overhead projector or whiteboard/Promethean board to deliver the day's material to the class.

Cristillo (2010) argues that an education system focused on the instructor encourages the memorizing of facts without deep understanding and hinders the development of advanced thinking skills. It is also associated with a pedagogy that is structured in a hierarchical manner, with authority and control coming from the top. In the education sector, there has been a gradual transition over the last several decades from teacher-centered to student-centered ways of delivering knowledge and conducting evaluations. Dupin-Bryant (2004), on page 42, states that the teacher-centered strategy is closely associated with traditional approaches to language teaching and learning, where "the instructor dictates the how, what, and when of student learning." This circumstance presents two images. Initially, students are seated obediently at desks, attentively listening and jotting down notes, while teachers are standing at the front of the room, actively engaging with their eyes open. They ask questions, make points, use gestures, write important ideas on the board, provide encouragement, offer corrections, demonstrate, and perform other related actions (Schug, 2013, p. 94).

Academics have proposed several definitions of the teacher-centered approach. As stated by Otukile-Mongwaketse (2018), in a teacher-centered education approach, the teacher maintains complete authority over the classroom and its activities (p. 12). Dellard et al. (1996), on page 3, assert that control is of utmost importance and that "authority is

transmitted in a hierarchical manner." Furthermore, teachers have the responsibility of designing the class activities and overseeing every aspect of the learning process (Emaliana, 2017, p. 60). Muganga and Ssenkusu (2019, p. 16) characterize it as an educational system that relies on repetitive learning and memorizing. Most scholars agree that educators transmit the information for pupils to retain via lectures, notes, or teacher-supplied handouts. In addition, teachers use standardized examinations to assess pupils' understanding of the material taught. Teachers mostly use extrinsic incentives to motivate their students. Kitiashvili (2020) asserts that teacher-centered pedagogy is associated with a top-down and hierarchical approach to teaching and learning.

Historically, educational psychologists have focused largely on the process of individual learning. They deliberated on their contrasting perspectives about the acquisition of knowledge by humans. A multitude of instructional methodologies have emerged as a consequence of the research conducted in this sector. Constructivism, social constructivism, and behaviorism are the three main theoretical frameworks. The underpinnings of the TCA are rooted in behaviorism. They argue that the independent functions of the mind should be disregarded and that any reliable scientific inquiry should rely on visible evidence. This concept has introduced a fresh dimension to the field of psychology, allowing researchers to use a range of evaluation methods to examine specific behavioral patterns. Over the years, the three renowned behaviorists Pavlov, Watson, and Skinner have become well-known.

Ivan P. Pavlov (1849–1936), a doctor and scientist, was the pioneering researcher who first introduced the concept of conditioning. His renowned research on canines has significantly enhanced our comprehension of behaviorism and its basis in the stimulus-response paradigm. During his research, Pavlov noted that the dog would salivate consistently whenever it was presented with food. Therefore, he concluded that salivation is an inherent and innate mechanism, and that an unconditioned stimulus elicits the unconditioned response. Pavlov subsequently used a bell as a "artificial" stimulus to further his experiment. He would sound a bell whenever he wanted to provide food for the dogs. The dog exhibited salivation in response to the auditory stimulus of the bell, even in instances when food was not present. The term "conditioned response" is used to describe such a response. Operant conditioning is another term for this kind of learning. Pavlov's research on classical conditioning has significantly influenced the development of the behaviorism school of psychology.

John B. Watson (1878–1958), the originator of behaviorist theory, dismissed the idea that an individual's behavior was decided by their genetic composition. On the contrary, he believed that an individual's whole life experiences influenced their behavior in different situations. Watson's research revealed his ability to train or instruct a young individual to act according to his intended specifications. If I am provided with twelve physically and mentally sound infants and given complete control over their upbringing, I can guarantee that any one of them chosen randomly, can be trained to excel in any profession or occupation of my choosing.

Material and Methods

The research process emphasizes the significance of research methodologies. The method is streamlined and reliable by choosing the suitable approach. One may argue that without a well-defined methodology, the research design is not perfect. In essence, the research process involves carefully articulating a problem and then systematically and methodically examining possible solutions. Prior to commencing any work, it is generally recommended that the researcher openly communicate the approach they have

selected for their study (Eriksson & Hansson, 2003). Researchers use research techniques to provide the framework for their findings and conclusions. If this strategy is used accurately, the researcher may get the intended results.

The current research is conducted at The Islamia University of Bahawalpur, Pakistan. The intended population consists of the students of The Islamia University of Bahawalpur studying in the department of English Linguistics. The ultimate purpose of the research is to analyze learners' motivation level in teacher centered class at BS Level.

Population and Sample

The study participants were selected from among BS English students using convenient sampling. In all, 200 students participated in this investigation. The selection of a sample should demonstrate the researcher's objectivity and appropriately represent the community from which it was selected, in accordance with the guidelines for quantitative research (Kumar, 2011). To reach as many participants as possible, the data were gathered in the middle of the semester.

Research Instrument

One of the most significant elements in a research study is the use of research instruments to gather data. Research instruments must be legitimate and reliable in order to accurately analyze the data. Accurate evaluation of the data is essential. So, questionnaires were used in this study as a research tool.

A questionnaire may be structured as either open-ended or closed-ended. A closed-ended questionnaire is a kind of survey that falls within this category. The researcher determines the range of possible responses in this kind of survey, which may include options like greatly agree, agree, neutral, disagree, and strongly disagree.

Data Collection

Learners from the English department at the Islamia University of Bahawalpur who were enrolled in the BS program were selected to take part in the research. Each of these students had prior experience studying the English language

Data Analysis Procedure

The frequency and percentage of the collected data were calculated by analyzing the results.

Results and Discussion

Table 1
Frequent use of memory strategies

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	98	49	4.325	0.9162
Agree	89	44.5		
Neutral	2	1		
Disagree	2	1		
Disagree	9	4.5		
Total	200	100.0		

The table displays the frequency with which people use memory strategies, such as mnemonics, to enhance their language retention. The data for the responses to the

statement, "I frequently use memory strategies (e.g., mnemonics) to enhance my vocabulary retention," include frequencies, percentages, means, and standard deviations. Out of the 200 participants, 98 (49%) selected "Strongly Agree," indicating that more than half of them actively and vigorously use memory methods to enhance their vocabulary. This substantial percentage indicates that a large majority of the individuals surveyed often use mnemonic techniques.

Table 2
Cognitive strategies a core part of my learning approach

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	125	62.5		
Agree	58	29		
Neutral	9	4.5	4.485	0.8181
Disagree	5	2.5		
Strongly Disagree	3	1.5		
Total	200	100.0		

The table analyzes the responses to the question about whether participants' major learning strategies included cognitive procedures such as note-taking and summarizing. The data is presented in terms of frequencies, percentages, means, and standard deviations. 65% of respondents, namely 125 out of 200, selected the option "Strongly Agree." This indicates that a majority of the participants consider cognitive strategies, such as note-taking and summarizing, to be essential components of their learning process. The substantial percentage of these approaches in the participants' learning strategy demonstrates their relevance.

Table 3
Prioritization of metacognitive strategies

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	126	63		
Agree	43	21.5		
Neutral	5	2.5	4.29	1.1699
Disagree	15	7.5		
Strongly Disagree	11	5.5		
Total	200	100.0		

The table provides an analysis of responses about the ranking of metacognitive strategies, in order to assist participants in planning, monitoring, and evaluating their learning processes. The data is presented using measures such as mean, standard deviation, frequencies, and percentages to provide a comprehensive depiction of how participants view the importance of certain learning strategies. A total of 126 respondents, which accounts for 63% of the total sample size of 200, selected the option "Strongly Agree" to express their belief in the high significance of using metacognitive strategies for enhancing learning. The graph illustrates that a substantial proportion of participants recognize the significance of self-control and reflection in their teaching methods.

Table 4
Importance of social strategies

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	92	46		
Agree	85	42.5		
Neutral	3	1.5	4.205	1.0161
Disagree	12	6		
Strongly Disagree	8	4		
Total	200	100.0		

The table displays the data about participants' perspectives on the significance of social learning techniques, such as peer collaboration, for language acquisition. The information offers valuable insights into how participants perceive social strategies in the process of acquiring language. It includes data on frequencies, percentages, means, and standard deviations. 46% of the sample, or 92 out of 200 respondents, selected the option "Strongly Agree." This indicates that more than 50% of the participants hold the belief that social methods, such as collaborating with peers, are crucial for achieving effective language learning. This strong endorsement highlights the importance of social support and participation in the process of acquiring language.

Table 5
Encouragement to use compensation strategies

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	103	51.5	4.145	0.7824
Agree	89	44.5		
Neutral	1	0.5		
Disagree	2	1		
Strongly Disagree	5	2.5		
Total	200	100.0		

The data about students' motivation to adopt compensatory strategies when faced with language learning difficulties is shown in Table 5. The responses from a representative sample of 200 participants are presented in the table, revealing their viewpoints on the issue of promoting the use of compensatory measures among students. Among the 200 respondents, or 51.5% of them, the majority expressed a strong agreement with the statement. These findings indicate that most of the participants believe it is essential to encourage students to use compensatory strategies to overcome challenges in language acquisition. Based on a mean score of 4.145 and a standard deviation of 0.7824, it seems that there is a high level of agreement among the majority of individuals, indicating both prevalence and consistency.

Table 6
Integration of affective strategies

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	71	35.5	4.225	0.7645
Agree	117	58.5		
Neutral	1	0.5		
Disagree	8	4		
Strongly Disagree	3	1.5		
Total	200	100.0		

Table 6 examines the integration of emotional methods, such as reducing anxiety, with language learning support. The information provides insight into the frequency with which individuals use these approaches to enhance language learning outcomes. According to the table, 71 individuals, which is equivalent to 35.5% of the whole sample, strongly believe that they use emotional strategies to help with language acquisition. This indicates that a substantial proportion of participants actively use these approaches, emphasizing their perceived importance in addressing the psychological and emotional aspects of language learning. The respondents demonstrated a significant level of consensus, as seen by their average score of 4.225 and standard deviation of 0.7645, suggesting that they view emotional approaches as crucial for the learning process.

Table 7
Frequent use of lessons

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	52	26	4.075	0.7745

Agree	126	63
Neutral	8	4
Disagree	13	6.5
Strongly Disagree	1	0.5
Total	200	100.0

An overview of how often activities requiring the application of language learning techniques is included in lessons can be seen in Table 7. Participants' opinions about the incorporation of these tactics into teaching techniques are reflected in the findings. The table shows that 52 respondents, or 26% of the sample, strongly agree that activities requiring the application of language learning techniques are often included in their courses. This suggests that 25% of the participants actively plan classes that encourage students to use a variety of language-learning tactics. Although it indicates somewhat less unanimity than some other characteristics, the mean score of 4.075, when combined with a standard deviation of 0.7745, indicates a generally good stance towards implementing these tactics.

Table 8
Benefits from explicit instruction

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	98	49	4.275	0.9531
Agree	79	39.5		
Neutral	12	6		
Disagree	2	1		
Strongly Disagree	9	4.5		
Total	200	100.0		

The table provides an analysis of the responses on the perceived benefits of explicit teaching on language learning approaches for students. The frequencies, percentages, mean, and standard deviation together provide insights into the participants' viewpoints about the impact of direct teaching on learning processes.

Among the 200 answers, 98 individuals (49%) selected "Strongly Agree," indicating that more than half of the participants believe that students greatly benefit from targeted instruction on language acquisition processes. This significant percentage indicates that a large majority recognizes clear advantages from providing students with targeted, structured education on effective learning practices.

Table 9
Connection between the use of interactive teaching methods and students' language proficiency

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	135	67.5	4.475	0.9061
Agree	39	19.5		
Neutral	15	7.5		
Disagree	8	4		
Strongly Disagree	3	1.5		
Total	200	100.0		

The table examines the viewpoints of participants on the correlation between students' language proficiency and the use of interactive teaching methods. The analysis provides measures such as frequency, percentages, mean, and standard deviation, which together provide insights into how participants perceive the impact of interactive training on language learning outcomes. Of the 200 responses, 135 or 67.5% indicated "Strongly Agree," indicating a substantial proportion of participants strongly believe in the favorable relationship between interactive teaching strategies and students' language ability. This significant percentage implies a strong consensus that using interactive approaches to enhance language ability is very advantageous.

Table 10
Language proficiency through task-based language teaching

Options	Frequency	Percentage	Mean	Std. Deviation
Strongly Agree	98	49	4.28	0.9617
Agree	83	41.5		
Neutral	5	2.5		
Disagree	5	2.5		
Strongly Disagree	9	4.5		
Total	200	100.0		

Table 10 examines the impact of task-based language education on enhancing children's language proficiency. The report provides insight into how instructors perceive the effectiveness of this instructional strategy in improving language competence. The figure illustrates that out of the sample, 98 respondents, which accounts for 49% of the total, have a strong belief that teaching students' language via assignments enhances their language proficiency. This indicates that a substantial proportion of participants believe that this approach has a considerable impact on enhancing children's linguistic skills. The strong consensus shown in the average score of 4.28 and the standard deviation of 0.9617 suggests that task-based language training is widely acknowledged as an effective method for enhancing proficiency.

Conclusion

This study was conducted to analyze learners' motivation level in teacher centered class at BS Level. The population of this study consisted of the Islamia University of Bahawalpur. The sample of this study was 200 students from department of English Linguistics, Islamia University of Bahawalpur. This study was quantitative in nature. Data from the selected sample was gathered through a custom-designed questionnaire. The questionnaire consisted of twenty-five closed-ended questions. This research used statistical methodologies, namely regression analysis in inferential statistics and descriptive statistics (mean, percentage, frequency), to investigate the levels of motivation among students in teacher-centered, undergraduate-level classrooms. The investigation revealed that students exhibited favorable and supportive attitudes towards the teacher-centered approach, a factor of utmost importance for their academic achievement.

The first finding, derived from descriptive statistics, indicates that a teacher-centered approach positively impacted pupils' learning. Assuming the role of a demonstrator/delegator, rather than merely a facilitator or an educator with official authority, enables instructors to achieve a desirable equilibrium. In teacher-centered classrooms, teachers have the option to educate students using straightforward, comfortable, or individually preferred techniques.

Furthermore, the findings suggest that adopting a teacher-centered approach yields positive outcomes, with instructors assuming the responsibility of maintaining discipline. In a teacher-centered classroom, educators have the authority to choose the curriculum, teaching methods, and assessment criteria for students. At the undergraduate level, implementing these modifications will lead to enduring improvements in student attitudes and performance with respect to the teacher-centered approach. The results support the use of a teacher-centered strategy in fostering effective learning.

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