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THE IMPACT OF LEARNER-CENTRED APPROACH ON LANGUAGE ACQUISITION: INCREASING ENGAGEMENT, MOTIVATION AND AGENCY

The purpose of this research is to study the learner-centred approach in language acquisition and its impact on learner's engagement, motivation and sense of agency. In acquiring a language, such a method that prioritises learners can have a major positive impact on motivation. Strategies centred around teachers are frequently used in traditional language teaching, which might underestimate the potential of individual students. The results of language acquisition are greatly influenced by the learners' involvement, motivation, and sense of agency.

The concept of learner-centredness is general and cannot be traced to one person or definition and includes a variety of educational methods and concepts which focus on the learner's engagement, autonomy, and individual experience of learning. The transition toward learner-centred methods originates from the ideas of educational physiologist Carl Roger, whose concepts of autonomy, motivation and freedom to learn have been adapted and used in other areas of education, such as language learning.

The key studies related to the learner-centred approach were conducted by a number of researchers, including A. Calvo, J. Hahn, & I. Podlásková, S. Mercer and others. This approach has gained significant support from various educational researchers and language-learning experts for its effectiveness in promoting language proficiency and communication skills, as well as "increasing engagement and motivation" [4].

In education and particularly language learning, learner-centred strategies have a variety of benefits including positive effect on students' motivation, engagement, and agency. This method promotes a sense of responsibility in students by allowing them to participate in their learning, which as a result motivates them to succeed [5]. According to Calvo [2] learner-centred approach to teaching a second language offers

a stimulating, effective and rewarding alternative. It concentrates on learners' intrinsic motivation, which is their own desire to learn and by fostering an environment in which students establish goals and investigate issues that interest them, their natural curiosity is stimulated, resulting in "increased motivation" [4].

According to Bishop et al. [1] fostering a student-centred environment has many benefits, such as creating an atmosphere of comfort, open expressions, discussions, and developing peer learning. Learner-centred strategies give students a sense of agency by letting them decide what to do, set objectives, and evaluate their own performance.

Learner-centred approaches give students important "life skills" [5] and a sense of purpose. This methodology engages a new vision of the learning experience that students receive regarding their communicative and real-life goals. It gives learners greater authority over their learning process, making them more committed to their language acquisition process.

The learner-centred approach to language acquisition addresses the motivational aspects of learning directly by adapting instructions to individual needs, interests, and preferences. This approach creates a learning environment in which students are not only driven to learn but also more likely to acquire more profound and solid language proficiency by increasing intrinsic motivation, autonomy, their importance, and accomplishments.

Mercer [4] highlights the learner's agency as a vital component of success in learning, and it helps to create a more engaging environment and fostering an agentic approach in language learning is contingent upon learners' belief that their competence and abilities in a foreign language are within their sphere of control and influence. Thus, it creates a foundation for effective language learning by cultivating a growth mindset among learners, where they believe in their capacity to enhance their language proficiencies [4].

This paper reviews the literature, analysing relevant sources related to learner-centred approaches in language acquisition, and their impact on students' sense of agency, engagement, and motivation. In addition to the literature review, a questionnaire survey was conducted to assess students' sense of agency in the context of language acquisition.

The participants in this study consisted of technical university students aged 18 to 21 who study English for specific purposes. The data collection procedure involved completing a questionnaire that comprised six statements, each assessing the students' perceptions regarding their sense of agency and engagement in their language learning. The questionnaire was designed to assess their perceptions of agency and engagement in their language learning, covering aspects such as setting goals, pursuing interests, collaboration, and independence.

The survey results make it clear that students' levels of agency in their educational experiences vary. Most respondents expressed that they feel they can set their own learning goals and objectives, which is a positive sign of learner agency. Many also mentioned being encouraged to pursue their own interests and felt that the learning environment is supportive in this regard.

Collaboration with peers also received generally positive feedback. A few students mentioned the need for more specific guidelines or resources to support their independent learning initiatives. In all, the responses indicate that students enjoy autonomy in their learning experiences, particularly in setting goals and pursuing interests, as well as they appreciate collaborative learning opportunities.

Learner-centred approaches in language learning emphasize the importance of peer interaction, collaborative assignments, debates, and group projects to encourage social interaction and boost motivation through shared learning experiences. Hahn & Podlásková [3] propose videoconferencing as the "opportunity for the combination of collaborative learning, and autonomous learning" and state that it "encourages students to take responsibility for their own learning in order to achieve a successful outcome" [3].

One key aspect of learner-centred activities is their focus on the practical applications of language. When students see the applicability of what they are learning in real-life contexts, their motivation soars as they recognize the value of their language abilities in the real world.

Selecting different assessment types and allowing learners to demonstrate their language skills through various means, such as presentations, projects, creative tasks, discussions, debates, and reports, can significantly increase motivation. Encouraging self-assessment, goal setting, progress tracking, and observing changes in language proficiency can further motivate students to proceed on their learning journey.

In a learner-centred environment, teachers take on the roles of facilitators and mentors. When students feel supported and understood, their drive to learn and achieve is positively influenced.

The teacher's communication and encouragement, as noted by Weimer [6], are key factors in the success of shifting to a learner-centred approach. It is worth mentioning that "providing relevant and honest feedback is essential" [6].

In conclusion, this study focused on learner-centred approach in language acquisition, exploring their impact on engagement, motivation, and agency. The study highlighted the benefits of learner-centred approaches, such as increased motivation and the role of the teacher as a facilitator. Understanding learner agency and fostering a growth mindset were key elements in language learning success.

This research contributes to the discussion on effective language education, emphasizing the transformative potential of learner-centred approaches. One of the areas for future research might relate to teacher training strategies of learner-centred approaches in language acquisition.

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CALL TECHNOLOGIES IN TEACHING WRITING IN ESL CLASSROOM

English as a Second Language (ESL) education has witnessed a notable transformation with the advent of technology. Computer-Assisted Language Learning technologies have become indispensable tools for educators seeking to improve the quality of language instruction.

Computer-Assisted Language Learning (CALL) is defined as "any process in which a learner uses a computer and, as a result, improves his or her language". This definition of CALL accommodates its changing nature. In addition, mobile-assisted language learning (MALL) is considered as a fast-growing subcategory of CALL [2].

Teaching writing is often considered as challenging; thus, teachers and students are encouraged to integrate technological tools such as Web 2.0 or 3.0 in their classrooms. These tools are well-developed to be used with any skills, and they are freely available and accessible in many universities. Furthermore, teachers and students nowadays carry their laptops, tablets, and cellphones, in which these devices have numerous applications and features installed to be used in teaching-learning process, such as the Internet.

The Internet has caused a significant change in teachers' perspective in a way that the teaching tools offered through the Internet are increasingly becoming more reliable. Nowadays, the Internet is attaining enormous popularity in foreign language teaching, and more educators and learners are embracing it.

In writing skills several research studies have been conducted to determine whether the use of technology in the teaching-learning process has improved learner performance [1]. For instance, "Web 2.0" is used to describe the transition from the predominantly read-only Web 1.0 into a "read-and-write" Web 2.0. Other terms used to characterize Web 2.0 and perhaps 3.0 include "social digital technologies" [3].

CALL technologies provide ESL learners with the opportunity to engage in meaningful writing practice. Online platforms, word processing software, and