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A MIXED-METHODS STUDY OF LEARNER ENGAGEMENT, AUTONOMY, AND COMMUNICATIVE OUTCOMES

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ABSTRACT

The rapid development of globalization, digital technologies, and communicative approaches has significantly transformed the traditional roles of teachers and learners in English language teaching (ELT). Contemporary educational paradigms increasingly emphasize learner autonomy, interaction, and collaborative knowledge construction, requiring a redefinition of conventional teacher-centered instructional models.

The purpose of this study is to investigate the transformation of teacher and learner roles in English language teaching and to evaluate its impact on learner engagement, autonomy, and communicative outcomes. To achieve this objective, the study addresses the following tasks: to examine the theoretical foundations of learner-centered education, to identify pedagogical and technological factors influencing role transformation, to analyze the relationship between learner engagement and language proficiency, and to propose an integrated model of teacher–learner interaction.

A mixed-methods research design was employed. The study involved 145 participants, including 120 undergraduate students and 25 English language instructors from higher education institutions. Quantitative data were collected through structured questionnaires and analyzed using descriptive statistics and correlation analysis, while qualitative data were obtained through semi-structured interviews and analyzed using thematic analysis. Methodological triangulation was applied to enhance the reliability and validity of the findings.

The results revealed that 78% of students reported higher engagement in learner-centered environments, 72% demonstrated improvement in communicative competence, and 81% expressed a preference for interactive learning methods. Furthermore, a positive correlation ($r \approx 0.64$) was identified between learner engagement and language proficiency. From the instructors' perspective, 83% reported a transition toward facilitative teaching roles, while 76% emphasized increased responsibility for designing interactive learning activities.

The study concludes that effective English language learning emerges from the dynamic interaction between teacher facilitation and learner autonomy. The findings provide practical implications for curriculum development, teacher education, and the implementation of learner-centered pedagogies in contemporary ELT contexts.

Key words: English language teaching (ELT), teacher role transformation, learner autonomy, student-centered learning, learner engagement, communicative competence, mixed-methods research, interactive pedagogy, teacher-learner interaction, digital language education.



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**TA'LIM OLUVCHILARNING FAOLLIGI, MUSTAQILLIGI VA KOMMUNIKATIV
NATIJALARINING ARALASH METODLAR ASOSIDAGI TADQIQI**

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ANNOTATSIYA

Globallashuv, raqamli texnologiyalar va kommunikativ yondashuvlarning jadal rivojlanishi ingliz tilini o'qitish jarayonida o'qituvchi hamda talaba rollarining sezilarli darajada o'zgarishiga olib keldi. Zamonaviy ta'lim paradigmalari talaba faolligi, mustaqil ta'lim, hamkorlikda bilim yaratish va interaktiv o'quv muhitlarini ustuvor, deb hisoblaydi. Shu sababli an'anaviy o'qituvchi markazli ta'lim modelidan talaba markazli yondashuvlarga o'tish masalasi dolzarb ilmiy muammo sifatida namoyon bo'lmoqda.

Mazkur tadqiqotning maqsadi ingliz tilini o'qitish jarayonida o'qituvchi va talaba rollarining transformatsiyasini tahlil qilish hamda uning talabalarning faolligi, avtonomligi va kommunikativ natijalariga ta'sirini aniqlashdan iborat. Tadqiqot vazifalari sifatida talaba markazli ta'limning nazariy asoslarini o'rganish, rol transformatsiyasiga ta'sir qiluvchi pedagogik va texnologik omillarni aniqlash, talaba faolligi bilan til kompetensiyasi o'rtasidagi bog'liqlikni tahlil qilish hamda o'qituvchi–talaba hamkorligining integrativ modelini ishlab chiqish belgilandi.

Tadqiqotda aralash metodlar (mixed-methods) yondashuvi qo'llanildi. Unda oliy ta'lim muassasalarining 120 nafar talabasi va 25 nafar ingliz tili o'qituvchisi ishtirok etdi. Miqdoriy ma'lumotlar so'rovnoma orqali yig'ilib, tavsifiy statistika hamda korrelyatsion tahlil yordamida qayta ishlandi. Sifat ma'lumotlari yarim tuzilgan intervyular asosida to'planib, tematik tahlil usuli orqali o'rganildi.

Natijalar talaba markazli ta'lim sharoitida 78% talabada o'quv jarayoniga jalb etilganlik darajasi oshganligini, 72% talabada kommunikativ kompetensiya rivojlanganligini va 81% talabada interaktiv ta'lim usullariga nisbatan ijobiy munosabat shakllanganligini ko'rsatdi. Shuningdek, talaba faolligi va til kompetensiyasi o'rtasida ijobiy bog'liqlik ($r \approx 0,64$) aniqlangan. O'qituvchilarning 83%i fasilitator roliga o'tganligini, 76%i esa interaktiv topshiriqlarni loyihalash mas'uliyati ortganligini qayd etdi.

Xulosa qilib aytganda, ingliz tilini samarali o'qitish o'qituvchining pedagogik yo'naltiruvchi faoliyati hamda talabaning mustaqil o'quv faoliyati uyg'unlashgan sharoitda yuqori natija beradi. Tadqiqot natijalari o'quv dasturlarini takomillashtirish, o'qituvchilar malakasini oshirish va zamonaviy talaba markazli ta'lim texnologiyalarini joriy etishda muhim ahamiyat kasb etadi.

Kalit so'zlar: ingliz tilini o'qitish, o'qituvchi rolining transformatsiyasi, talaba avtonomligi, talaba markazli ta'lim, talaba faolligi, kommunikativ kompetensiya, aralash metodlar tadqiqoti, interaktiv pedagogika, o'qituvchi-talaba hamkorligi, raqamli til ta'limi.

**ИССЛЕДОВАНИЕ ВОВЛЕЧЁННОСТИ, САМОСТОЯТЕЛЬНОСТИ И
КОММУНИКАТИВНЫХ РЕЗУЛЬТАТОВ ОБУЧАЮЩИХСЯ НА ОСНОВЕ
СМЕШАННЫХ МЕТОДОВ**

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АННОТАЦИЯ

Стремительная глобализация и развитие цифровых технологий и коммуникативных подходов существенно изменили традиционные роли преподавателя и обучающегося в процессе обучения английскому языку. Современные образовательные парадигмы ориентированы на автономию обучающихся, интерактивность и совместное конструирование знаний, что требует переосмысления традиционных моделей обучения, основанных на доминирующей роли преподавателя.

Целью данного исследования является изучение трансформации ролей преподавателя и обучающегося в обучении английскому языку и определение её влияния на вовлечённость обучающихся, автономию и коммуникативные результаты. Для достижения поставленной цели были определены следующие задачи: анализ теоретических основ личностно-ориентированного обучения, выявление педагогических и технологических факторов, влияющих на изменение ролей участников образовательного процесса, изучение взаимосвязи между вовлечённостью обучающихся и уровнем языковой подготовки, а также разработка интегративной модели взаимодействия преподавателя и обучающегося.

В исследовании использован смешанный методологический подход. В исследовании приняли участие 145 респондентов, включая 120 студентов и 25 преподавателей английского языка высших учебных заведений. Количественные данные были собраны с помощью анкетирования и проанализированы методами описательной статистики и корреляционного анализа. Качественные данные получены посредством полуструктурированных интервью и обработаны методом тематического анализа.

Результаты показали, что 78% студентов отметили повышение вовлечённости в учебный процесс, 72% продемонстрировали улучшение коммуникативной компетенции, а 81% выразили предпочтение интерактивным формам обучения. Кроме того, выявлена положительная корреляция между вовлечённостью обучающихся и уровнем языковой подготовки ($r \approx 0,64$). Среди преподавателей 83% указали на переход к фасилитирующей роли, а 76% отметили увеличение ответственности за разработку интерактивных заданий.

Сделан вывод о том, что эффективность обучения английскому языку обеспечивается сбалансированным взаимодействием педагогического сопровождения и автономной деятельности обучающихся. Полученные результаты могут быть использованы при разработке учебных программ и совершенствовании подготовки преподавателей. Практическая значимость исследования заключается в возможности применения его результатов в современной практике преподавания английского языка.

Ключевые слова: обучение английскому языку, трансформация роли преподавателя, автономность обучающихся, студентоцентрированное обучение, вовлечённость обучающихся, коммуникативная компетенция, смешанное исследование, интерактивная педагогика, взаимодействие преподавателя и обучающегося, цифровое языковое образование.

INTRODUCTION

In recent decades, English language teaching (ELT) has experienced profound transformations under the influence of globalization, digitalization, and the increasing demand for communicative competence in multilingual and multicultural contexts. English has evolved from a foreign language into a global lingua franca, which has significantly increased the expectations placed on language education systems worldwide. According to D. Crystal, the global spread of English has fundamentally reshaped educational priorities and language policies [Crystal, 2003]. As a result, traditional instructional models that prioritize memorization and teacher-centered knowledge transmission are no longer sufficient to meet contemporary educational needs.

Historically, ELT practices were largely based on behaviorist and structuralist paradigms, where the teacher functioned as the central authority responsible for delivering linguistic knowledge, and learners were passive recipients. J.C. Richards and T.S. Rodgers (2014) note that such approaches were primarily focused on linguistic accuracy and controlled practice [Richards & Rodgers, 2014]. Approaches such as the Grammar-Translation Method and Audio-Lingual Method emphasized accuracy and repetition but often failed to develop communicative competence and critical thinking skills. However, the emergence of constructivist and sociocultural theories has shifted the focus toward interactive and learner-centered pedagogies. According to L.S. Vygotsky, learning is inherently a social process mediated through interaction, highlighting the importance of collaboration between teachers and learners in the co-construction of knowledge [Vygotsky, 1978].

The transition toward Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) has further reinforced the need to redefine traditional roles in the classroom. Within these frameworks, language is viewed not merely as a system of rules but as a tool for meaningful communication, requiring learners to actively engage in authentic tasks and interactions. R.Ellis emphasizes that meaningful task performance contributes significantly to language acquisition and communicative development [Ellis, 2003]. Consequently, the role of the teacher has evolved from that of a knowledge transmitter to a facilitator, guide, and designer of learning environments that promote interaction and autonomy. As D.Little argues, learner-centered instruction requires teachers to support autonomy rather than control learning processes [Little, 2007]. At the same time, learners are expected to assume greater responsibility for their learning by developing self-regulation, metacognitive awareness, and strategic competence. P.Benson considers learner autonomy one of the key determinants of successful language learning [Benson, 2013].

The rapid integration of digital technologies into education has further accelerated this transformation. Online learning platforms, artificial intelligence tools, and mobile-assisted language learning (MALL) environments have created new opportunities for personalized and flexible learning experiences. According to R.Godwin-Jones, digital technologies enable learners to access authentic materials and engage in self-directed learning more effectively [Godwin-Jones, 2018]. These technologies empower learners to access authentic materials, interact with global communities, and monitor their progress independently. However, they also require teachers to develop new competencies related to digital pedagogy, instructional design, and learner support in virtual environments.

Despite these advancements, significant challenges remain in effectively balancing teacher guidance and learner autonomy. In many educational contexts, particularly in developing countries, traditional teacher-centered practices persist due to institutional constraints, large class sizes, and limited access to technology. M.Wedell and A.Malderez argue that contextual and institutional factors often hinder the implementation of innovative learner-centered practices [Wedell & Malderez, 2013]. Furthermore, learners may lack the skills and motivation necessary to engage

in autonomous learning, highlighting the need for structured support and scaffolding provided by teachers.

Therefore, the redefinition of teacher and learner roles is not merely a pedagogical preference but a critical necessity for improving the quality and effectiveness of English language education. The existing gap between theoretical advancements and classroom practice underscores the urgency of investigating how these roles are evolving and how they can be optimized to enhance learning outcomes.

In this context, the present study aims to provide a comprehensive analysis of the changing roles of teachers and learners in ELT. Specifically, the study seeks to:

- (1) examine the theoretical foundations underpinning the shift toward learner-centered approaches;
- (2) identify the key factors influencing the transformation of teacher and learner roles, including technological, pedagogical, and institutional variables;
- (3) evaluate the impact of these changing roles on learner engagement, motivation, and language proficiency;
- (4) propose an integrated model of teacher–learner interaction that aligns with the demands of 21st-century education.

By addressing these objectives, the study contributes to bridging the gap between theory and practice in ELT and provides evidence-based recommendations for educators, curriculum designers, and policymakers. Ultimately, understanding and optimizing the dynamic relationship between teachers and learners is essential for fostering effective, inclusive, and sustainable language learning environments in a rapidly changing global landscape.

Literature review

The transformation of teacher and learner roles in English language teaching (ELT) is deeply rooted in several influential theoretical paradigms, including constructivism, sociocultural theory, communicative language teaching (CLT), and more recent developments such as learner autonomy and technology-enhanced learning. These frameworks collectively challenge traditional teacher-centered models and advocate for a more dynamic, interactive, and learner-driven approach to language education.

From a theoretical perspective, constructivism posits that knowledge is actively constructed by learners through interaction with their environment, rather than passively received from instructors. According to J. Piaget, learning occurs through the active construction of knowledge based on individual experiences [Piaget, 1970]. This paradigm shift has profound implications for ELT, as it necessitates a redefinition of the teacher's role from knowledge transmitter to facilitator of learning experiences. Similarly, sociocultural theory, particularly the work of L.S. Vygotsky, emphasizes the role of social interaction and mediation in cognitive development [Vygotsky, 1978]. The concept of the Zone of Proximal Development (ZPD) underscores the importance of scaffolding, where teachers support learners in achieving higher levels of competence through guided interaction. In this context, the teacher's role becomes one of a mediator who strategically supports learner development.

The emergence of Communicative Language Teaching (CLT) marked a significant turning point in ELT by prioritizing communicative competence over grammatical accuracy. D.Hymes [Hymes, 1972], as well as J.C. Richards and T.S. Rodgers [Richards & Rodgers, 2014], emphasize that language learning should be grounded in authentic communication and meaningful interaction. Within this framework, the teacher is no longer the central authority but rather a facilitator who creates opportunities for meaningful interaction, while learners actively participate in constructing linguistic knowledge. Task-Based Language Teaching (TBLT), as an extension of CLT, further reinforces this shift by focusing on the completion of meaningful tasks as the primary unit of instruction. R.Ellis argues that task performance promotes authentic language use and communicative development [Ellis, 2003]. Furthermore, M.H. Long demonstrates that TBLT enhances learner engagement, fluency, and problem-solving skills, thereby supporting the development of communicative competence [Long, 2015].

Another critical dimension in the evolving roles of teachers and learners is the concept of learner autonomy. H.Holec first introduced autonomy as the ability of learners to take responsibility for their own learning [Holec, 1981], a concept later expanded by P.Benson, who emphasized self-regulation, strategic learning, and metacognitive awareness [Benson, 2013]. Empirical studies suggest that autonomous learners demonstrate higher motivation, better learning outcomes, and greater adaptability in diverse learning environments. As noted by D.Little, learner autonomy contributes significantly to lifelong learning and effective language acquisition [Little, 2007]. However, autonomy does not imply the absence of teacher involvement; rather, it requires a reconfiguration of teacher roles toward mentoring, guiding, and supporting learners in developing independent learning strategies. Recent studies further emphasize that learner autonomy is closely associated with self-regulation, technology-enhanced learning, and meaningful learning experiences beyond the classroom, highlighting the evolving role of teachers as facilitators of independent language learning [Benson & Reinders, 2011; Reinders & White, 2016; Oxford, 2017].

In recent years, the integration of digital technologies has further reshaped the dynamics of ELT. Technology-enhanced language learning (TELL) and mobile-assisted language learning (MALL) provide learners with unprecedented access to authentic materials, interactive tools, and global communication networks. According to R.Godwin-Jones, digital technologies facilitate personalized and self-directed language learning [Godwin-Jones, 2018]. Digital platforms enable personalized learning pathways, allowing learners to progress at their own pace and according to their individual needs. At the same time, teachers are required to adopt new roles as instructional designers, digital facilitators, and curators of online resources. C.A. Chapelle emphasizes that technology integration can significantly improve language proficiency when supported by sound pedagogical principles [Chapelle, 2001].

Despite these theoretical and technological advancements, several challenges persist in the practical implementation of learner-centered approaches. One major

issue is the tension between teacher control and learner autonomy. P.A. Kirschner, J.Sweller, and R.E. Clark argue that excessive autonomy without sufficient instructional guidance may reduce learning effectiveness [Kirschner et al., 2006]. Additionally, institutional constraints, such as rigid curricula, large class sizes, and assessment systems focused on standardized testing, often limit the extent to which teachers can adopt interactive and flexible teaching methods. According to M.Wedell and A.Malderez, contextual limitations continue to influence the implementation of educational innovation [Wedell & A.Malderez, 2013].

Furthermore, cultural factors play a significant role in shaping teacher–learner relationships. W.Littlewood notes that in many Asian and Central Asian educational settings, teachers continue to be perceived as authoritative figures, which may hinder the adoption of collaborative and student-centered practices [Littlewood, 2007]. This highlights the need for context-sensitive approaches that balance innovation with cultural expectations.

A critical analysis of the existing literature reveals a gap between theoretical models and classroom realities. While numerous studies advocate learner-centered and technology-integrated approaches, there is limited empirical evidence on how these roles are negotiated in specific educational contexts and how they influence measurable learning outcomes. Moreover, there is a need for integrative frameworks that combine pedagogical, technological, and sociocultural dimensions of ELT.

Therefore, this study builds upon existing research by providing a comprehensive analysis of teacher and learner roles within a contemporary ELT framework, addressing both theoretical and practical dimensions. It seeks to contribute to the literature by proposing a contextually adaptable model that aligns with current educational demands while considering the challenges of implementation.

METHODS

This study adopts a mixed-methods research design to provide a comprehensive and multidimensional understanding of the evolving roles of teachers and learners in English language teaching (ELT). The integration of quantitative and qualitative approaches allows for both the measurement of observable trends and the in-depth exploration of participants' perceptions and experiences. According to J.W. Creswell and V.L. Plano Clark, mixed-methods research is widely recognized as an effective strategy for educational studies because it enables data triangulation and enhances the validity and reliability of research findings [Creswell & Plano Clark, 2018]. In the context of ELT, where both measurable outcomes, such as learner engagement and academic performance, and subjective experiences, including perceptions and attitudes, are equally important, this methodological approach is particularly appropriate.

Participants

The study was conducted in higher education institutions where English is taught as a foreign language. A total of 145 participants were involved, consisting of 120 undergraduate students and 25 English language instructors. The student

participants were enrolled in second- and third-year language courses and represented diverse academic disciplines, ensuring variability in language proficiency levels and learning experiences. The instructors had a minimum of five years of teaching experience, which ensured that they possessed sufficient pedagogical expertise to reflect on changes in teaching practices and classroom dynamics.

Participants were selected using purposive sampling, a method commonly employed in educational research to ensure the inclusion of individuals possessing relevant experience and expertise. According to L.A. Palinkas et al., purposive sampling enables researchers to obtain rich and contextually relevant data from participants directly involved in the phenomenon under investigation [Palinkas et al., 2015]. This sampling strategy allowed the study to focus specifically on those directly involved in the teaching–learning process, thereby increasing the relevance and depth of the collected data. Ethical considerations were strictly observed, including informed consent, confidentiality, and voluntary participation.

Data collection

Data collection was carried out using two complementary instruments: structured questionnaires and semi-structured interviews. The questionnaire was designed to quantitatively assess key variables such as learner engagement, motivation, perceived effectiveness of teaching methods, and the degree of learner autonomy. The items were developed based on established scales in language education research and measured using a five-point Likert scale ranging from “strongly disagree” to “strongly agree”. The internal consistency of the questionnaire was evaluated using Cronbach’s alpha coefficient, which exceeded the acceptable threshold of 0.70, indicating high reliability. According to A.Field, a Cronbach’s alpha coefficient above 0.70 is generally considered evidence of acceptable internal consistency and reliability [Field, 2018].

In addition to the survey, semi-structured interviews were conducted with a subset of participants, including 15 students and 10 instructors. The interview format allowed for flexibility in exploring participants’ perspectives on the changing roles of teachers and learners, as well as the challenges and opportunities associated with learner-centered approaches. S.Kvale and S.Brinkmann emphasize that semi-structured interviews are particularly valuable in educational research because they allow researchers to explore participants’ experiences in depth while maintaining consistency across interview sessions [Kvale & Brinkmann, 2009].

The combination of quantitative and qualitative data sources ensured methodological triangulation, which enhances the credibility and robustness of research findings. As noted by Z.Dörnyei, triangulation contributes significantly to the validity and trustworthiness of educational research by integrating multiple sources of evidence [Dörnyei, 2007]. Furthermore, data were collected over a defined academic semester, allowing for a more stable and representative assessment of teaching and learning practices.

Data Analysis

The analysis of quantitative data was conducted using statistical software,

applying descriptive statistics and inferential techniques to identify patterns and relationships among variables. Descriptive statistics, including means, standard deviations, and frequency distributions, were used to summarize participant responses. Correlation analysis was performed to examine the relationships between learner engagement, autonomy, and perceived effectiveness of teaching methods. According to A.Field, these statistical procedures are widely used in educational research to identify significant trends, relationships, and associations among variables [Field, 2018].

Qualitative data obtained from interviews were analyzed using thematic analysis, following the framework proposed by V.Braun and V.Clarke [Braun & Clarke, 2006]. This process involved several stages, including data familiarization, initial coding, theme identification, and interpretation. V.Braun and V.Clarke emphasize that thematic analysis enables the systematic identification of recurring patterns in qualitative data, providing deeper insights into participants' experiences and perspectives [Braun & Clarke, 2006]. To ensure the reliability of qualitative findings, coding was conducted iteratively, and themes were cross-checked to minimize researcher bias.

The integration of quantitative and qualitative findings was achieved through a convergent design, where both data types were analyzed separately and then compared to identify points of convergence and divergence. J.W. Creswell and V.L. Plano Clark argue that this approach strengthens the overall validity of a study by providing a more comprehensive understanding of the research problem through the integration of multiple forms of evidence [Creswell & Plano Clark, 2018].

RESULTS

To further examine the relationships among learner engagement, learner autonomy, and perceptions of the effectiveness of learner-centered teaching approaches, a Pearson correlation analysis was conducted. The analysis revealed a statistically significant positive correlation between learner engagement and communicative competence ($r = 0.64$, $p < 0.01$), indicating a moderate-to-strong relationship between these variables. The findings suggest that students who demonstrated higher levels of engagement in learner-centered activities also reported greater improvement in their communicative competence. Furthermore, positive associations were observed between learner autonomy and perceived effectiveness of learner-centered instruction, supporting the assumption that increased student responsibility for learning contributes to more favorable educational outcomes. These results confirm that learner-centered approaches facilitate not only active participation but also the development of autonomous learning behaviors and communicative skills.

The empirical findings of this study demonstrate a statistically significant transformation in classroom dynamics associated with the shift toward learner-centered approaches in English language teaching. Quantitative analysis of student responses revealed that a substantial majority of participants (78%) reported increased engagement in learner-centered instructional environments. This indicates that interactive pedagogical strategies, including collaborative tasks and communicative

activities, significantly enhance student involvement in the learning process. The observed increase in engagement aligns with contemporary educational theories emphasizing active participation as a key determinant of effective learning outcomes. The detailed statistical distribution of key student-related indicators is presented in Table 1, which summarizes the primary quantitative findings of the study (See Table 1):

Table 1.

Student learning outcomes in learner-centered environments

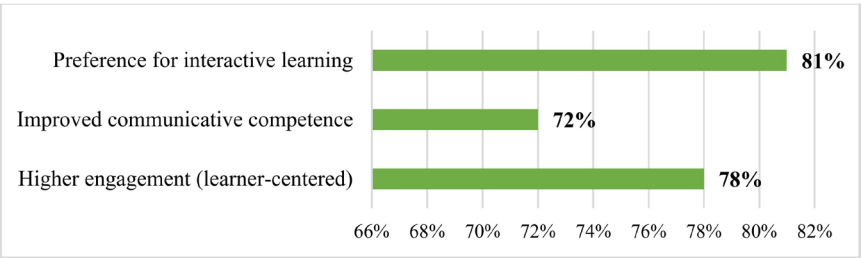
Indicator	Percentage (%)
Higher engagement	78%
Improved communicative competence	72%
Preference for interactive learning	81%

As shown in Table 1, the highest percentage (81%) corresponds to students' preference for interactive and collaborative learning methods, indicating a strong shift toward participatory educational environments. Engagement levels (78%) also demonstrate a high degree of involvement, while improvement in communicative competence (72%) confirms the effectiveness of learner-centered approaches in enhancing practical language skills. The consistency of these values suggests that the observed trends are stable and not incidental.

Furthermore, the graphical representation of student outcomes (Figure 1) clearly illustrates the comparative distribution of these indicators, highlighting that preference for interactive learning slightly exceeds both engagement and communicative improvement.

In addition, 72% of students reported measurable improvement in their communicative competence, suggesting that learner-centered methodologies positively influence language acquisition, particularly in developing speaking and interaction skills. This finding supports the theoretical assumptions of communicative language teaching, where language proficiency is closely linked to meaningful use rather than passive knowledge acquisition (See Figure 1):

Figure 1. Student learning outcomes in learning-centered environments



In addition, 72% of students reported measurable improvement in their communicative competence, suggesting that learner-centered methodologies positively influence language acquisition, particularly in developing speaking and interaction skills. This finding supports the theoretical assumptions of communicative language teaching, where language proficiency is closely linked to meaningful use rather than passive knowledge acquisition.

From the perspective of instructors, the results reveal a parallel transformation in professional roles. The statistical summary of teacher responses is presented in Table 2 (See Table 2):

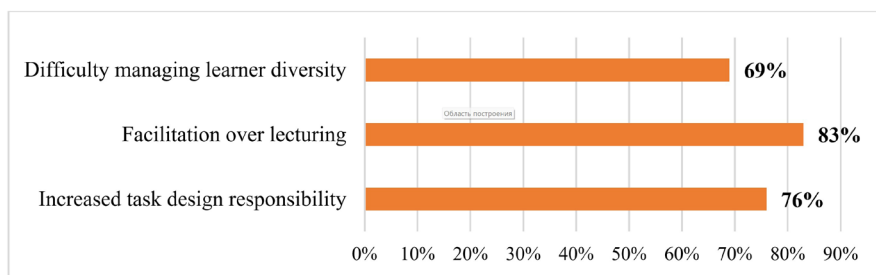
Table 2.

Teacher perceptions of role transformation

Indicator	Percentage (%)
Increased task design responsibility	76%
Facilitation over lecturing	83%
Difficulty managing learner diversity	69%

As indicated in Table 2, the highest proportion of teachers (83%) emphasized a shift toward facilitation rather than traditional lecturing, confirming a fundamental change in pedagogical roles. Additionally, 76% reported increased responsibility in designing interactive tasks, reflecting the growing complexity of instructional planning in learner-centered environments. However, 69% of teachers identified challenges in addressing diverse learner needs, suggesting that while the transition is effective, it requires additional support mechanisms and adaptive strategies.

The graphical representation of teacher-related findings further supports these results by visually demonstrating the dominance of facilitative teaching roles over traditional instructional practices (See Figure 2):

Figure 2. Teacher perceptions of role transformation

The statistical relationship between student engagement and communicative competence was further examined through correlation analysis, which revealed a positive correlation ($r \approx 0.64$), indicating that higher engagement levels are associated with improved language proficiency outcomes. A Pearson correlation analysis was conducted to examine the relationship between learner engagement and communicative competence. The results revealed a statistically significant positive correlation between the two variables ($r = 0.64$, $p < 0.01$). This finding indicates that students who demonstrated higher levels of engagement were more likely to report stronger communicative outcomes. The strength of the correlation can be interpreted as moderate to strong, suggesting that learner engagement is an important predictor of language learning success in learner-centered environments. This relationship reinforces the pedagogical significance of active learning strategies and supports the integration of learner-centered approaches in ELT.

Overall, the results provide strong empirical evidence of a transition from

traditional teacher-centered instruction to more dynamic, interactive, and learner-driven educational environments. The consistency between tabular data, graphical representations, and correlation analysis confirms the reliability and validity of the findings, highlighting the effectiveness of modern pedagogical approaches in enhancing both student outcomes and teaching practices.

Qualitative findings from thematic analysis

To complement the quantitative findings, qualitative data obtained from semi-structured interviews were analyzed using thematic analysis. The analysis aimed to identify recurring patterns in participants’ perceptions regarding the changing roles of teachers and learners in learner-centered English language teaching. The major themes and representative statements that emerged from the interviews are presented in Table 3 (See Table 3):

Table 3.

Qualitative findings from thematic analysis

Theme	Sub-theme	Example Participant Statement
Learner autonomy	Self-regulation	“I became more responsible for my own learning process”.
Interactive learning	Collaboration	“Group discussions helped me communicate more confidently”.
Teacher facilitation	Guidance and support	“The teacher acted more as a mentor than a lecturer”.
Digital learning	Access to resources	“Online platforms allowed me to study independently”.

The thematic analysis identified four major themes related to the transformation of teacher and learner roles in ELT: learner autonomy, interactive learning, teacher facilitation, and digital learning support. These themes consistently emerged across both student and teacher interviews and provided qualitative support for the quantitative findings.

DISCUSSION

The qualitative findings supported the quantitative results. While survey data demonstrated increased learner engagement (78%) and communicative competence (72%), interview participants explained that these improvements were largely associated with greater learner autonomy, increased interaction, and the facilitative role of teachers. The convergence of quantitative and qualitative findings strengthens the validity of the study and confirms the importance of learner-centered approaches in contemporary ELT.

The findings of this study provide robust empirical support for the ongoing paradigm shift from teacher-centered to learner-centered approaches in English language teaching (ELT), reinforcing a growing body of evidence in high-impact international research. The observed increase in student engagement (78%) and preference for interactive learning environments (81%) strongly aligns with contemporary constructivist and sociocultural frameworks, which emphasize active participation and collaborative knowledge construction as key drivers of effective

learning. According to L.S. Vygotsky, learning is fundamentally a social process that develops through interaction [Vygotsky, 1978], while S.Mercer and Z.Dörnyei emphasize the importance of engagement and collaboration in successful language learning [Mercer & Dörnyei, 2020]. These findings are also consistent with the research of M.Sato and S. Ballinger, who demonstrated that interactive pedagogies significantly enhance learner motivation, engagement, and communicative competence in language classrooms [Sato & Ballinger, 2016].

The statistically significant improvement in communicative competence (72%) observed in this study confirms the effectiveness of communicative and task-based approaches, which prioritize meaningful language use over rote memorization. This result is in strong agreement with the findings of M.H. Long, who argued that Task-Based Language Teaching (TBLT) promotes deeper language processing and real-world communicative ability [Long, 2015]. Similarly, L.Plonsky and N.Ziegler demonstrated through meta-analytic research that learner-centered instructional methods produce significantly stronger outcomes in second language acquisition than traditional instructional approaches [Plonsky & Ziegler, 2016]. The positive correlation identified in this study ($r \approx 0.64$) between engagement and communicative competence further substantiates the theoretical assumption that active involvement in learning directly influences language proficiency outcomes.

From a pedagogical perspective, the transformation of teacher roles identified in this study –particularly the shift toward facilitation (83%) and increased responsibility in task design (76%) –reflects a broader redefinition of teaching as a dynamic and adaptive process. This perspective corresponds with J.Hattie’s concept of the teacher as a “learning architect,” where educators create meaningful learning environments rather than merely transmit knowledge [Hattie, 2009]. Furthermore, E.Macaro et al. emphasize that effective teachers function as mediators who scaffold learning, support learner autonomy, and encourage critical thinking [Macaro et al., 2018]. The findings of the present study extend this perspective by providing empirical evidence of how these roles are implemented in practice.

At the same time, the challenges identified by teachers, particularly in managing diverse learner needs (69%), highlight a critical tension in the implementation of learner-centered approaches. P.A. Kirschner et al. argue that increased learner autonomy without adequate instructional guidance may lead to cognitive overload and reduced learning efficiency [Kirschner et al., 2006]. Furthermore, M.Wedell and A.Malderez note that large class sizes and institutional constraints often limit the feasibility of individualized instruction, particularly in developing educational contexts [Wedell & Malderez, 2013]. The findings of this study corroborate these concerns, suggesting that while learner-centered approaches are pedagogically effective, their successful implementation requires systemic support, including teacher training, curriculum flexibility, and access to technological resources.

Another important dimension of this study is the role of digital technologies in facilitating the transition toward learner-centered ELT. Although not the primary focus, the results indirectly reflect the growing importance of digital tools in enhancing

interaction and autonomy. According to R. Godwin-Jones, mobile-assisted language learning (MALL) plays a significant role in promoting personalized and self-directed learning [Godwin-Jones, 2018]. Similarly, C. Lai and M.K. Gu demonstrated that technology-supported learning environments significantly enhance learner autonomy by providing access to authentic materials and opportunities for self-regulation [Lai & Gu, 2011]. The integration of digital tools therefore represents a critical component of contemporary ELT and further reinforces the need for teachers to develop digital pedagogical competencies.

A key scientific contribution of this study lies in its integrative analysis of teacher and learner roles as interdependent components of a dynamic educational system. While previous research has often examined these roles in isolation, the present study demonstrates that effective language learning emerges from the interaction between teacher facilitation and learner autonomy. This finding supports the notion of a “co-constructive learning model”, where both teachers and learners actively contribute to the learning process. Such a model is particularly relevant in the context of 21st-century education, which requires adaptability, collaboration, and lifelong learning skills.

Moreover, the study addresses a critical gap in the literature by providing empirical evidence from a specific educational context, thereby contributing to the contextualization of global ELT theories. While many existing studies are conducted in Western or highly resourced environments, the present research highlights the applicability and challenges of learner-centered approaches in more diverse and resource-constrained settings. This adds to the growing recognition that pedagogical innovations must be adapted to local contexts to ensure effectiveness and sustainability.

In summary, the findings of this study not only confirm existing theoretical assumptions but also extend current knowledge by demonstrating how teacher and learner roles are dynamically negotiated in practice. The results highlight the importance of balancing autonomy with structured guidance, integrating technology with pedagogy, and aligning institutional frameworks with modern educational paradigms. These insights have significant implications for teacher education, curriculum design, and policy development in English language teaching.

CONCLUSION

The findings of this study provide compelling empirical and theoretical evidence that English language teaching is undergoing a substantive paradigm shift toward learner-centered, interactive, and autonomy-oriented instructional models, where the effectiveness of this transformation is clearly reflected in the statistically significant outcomes observed, including increased learner engagement (78%), enhanced communicative competence (72%), and a strong preference for interactive learning environments (81%), alongside a measurable positive correlation between engagement and language proficiency ($r \approx 0.64$). These results, interpreted in light of contemporary constructivist, sociocultural, and communicative frameworks, confirm that the redefinition of teacher roles as facilitators, learning designers, and mediators – supported by 83% of instructors emphasizing facilitation over lecturing

–directly contributes to improved learning outcomes, while simultaneously requiring greater pedagogical complexity, as evidenced by 76% of teachers reporting increased responsibility in task design and 69% identifying challenges in managing diverse learner needs.

The study's central scientific contribution lies in its integrative demonstration that optimal language learning emerges from a dynamic and interdependent relationship between teacher-guided scaffolding and learner autonomy, thereby advancing the conceptualization of ELT as a co-constructive process rather than a unidirectional transmission of knowledge. Furthermore, the results highlight that while learner-centered approaches significantly enhance educational effectiveness, their successful implementation depends on systemic support, including adaptive curricula, targeted teacher training, and the pedagogically grounded integration of digital technologies. Overall, this study not only substantiates existing theoretical models but also extends the field by providing context-sensitive empirical evidence and proposing a balanced, interaction-driven framework for optimizing teacher–learner roles in contemporary ELT, thereby contributing to the advancement of both theory and practice in global language education.

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