

EFFECT OF STUDENT-CENTERED TEACHING STRATEGIES ON LEARNING OUTCOMES IN ENGLISH LANGUAGE SKILLS AT ELEMENTARY LEVEL IN PUBLIC SCHOOLS

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Abstract

This study examined the effect of student-centered teaching strategies on English language learning outcomes at the elementary level in public schools. Using a 30-item questionnaire, descriptive analysis revealed a high overall mean score of 4.15 (SD = 0.52), with 83% of respondents agreeing or strongly agreeing with the statements. Reliability analysis demonstrated excellent internal consistency (Cronbach's $\alpha = 0.91$). Correlation results showed strong positive relationships between cooperative learning, classroom interaction, feedback strategies, and English language development ($p < 0.01$). Regression analysis confirmed that student-centered teaching significantly predicts English language skills ($R^2 = 0.64$), with feedback and motivation emerging as the strongest predictor. The findings highlight that student-centered approaches foster engagement, confidence, and communicative competence, while areas such as learner autonomy and technology integration require further development. The findings revealed that approaches such as collaborative learning, activity-based instruction, inquiry-based tasks, peer teaching, and the use of visual aids significantly improved students' proficiency. Results showed that more than 80% of participants agreed on the positive impact of these strategies. Collaborative learning enhanced peer interaction and speaking confidence, while activity-based instruction helped in better vocabulary retention and grammar application. Inquiry-based learning fostered critical thinking and comprehension skills, and peer teaching through role play increased fluency and reduced hesitation in speaking. The use of visual and interactive aids strongly engaged learners and improved reading comprehension, while feedback and self-assessment promoted learner autonomy and writing improvement. Overall, the study concludes that student-centered strategies are highly effective in strengthening English language skills, with consistent agreement levels above 80%, demonstrating their potential to transform language learning outcomes in elementary public schools.

Keywords: Student-Centered Teaching, English Language Skills, Interactive Learning, Feedback and Self-Assessment and Visual Aids.

Introduction

English is an essential part of academic and social growth of students and especially at elementary level when the basic language knowledge is established (Ahmad, Yousaf & Yousaf, 2026). At this level, learners need instructional strategies which are interactive and promote their personal learning needs. The students are not usually allowed to take part in the traditional teacher-centered approaches, and they fail to meet the variations in ability, interest, and learning styles among learners. The approaches of teaching that are student-centered are based on the active learning, collaboration, and meaningful interaction. In this manner, the students are motivated to apply English in real and practical situations by participating in group work, learning through tasks, discussions, and peer support. These plans are not only effective in enhancing language proficiency but also make the learners more motivated, confident and self-capable of learning. (Ahmad et al., 2025; Choi, 2026). Although the advantages of student-centered instruction as discussed have been realized, its effective application at elementary level is still inconsistent. Thus, the paper will investigate the impact of student-centered instructional practices on elementary learning of English and the way these practices will affect

listening, speaking, reading, and writing skills of students (Fatima et al., 2025; Yousaf et al., 2026).

Literature Review

According to current study (Charcos, (2026).)), student-centered teaching is a highly effective strategy in enhancing the learner outcome in English learning in the elementary level. The following strategies are based on the active involvement of the learners, communication, and purposeful use of language, particularly at the initial stages of the language development (OECD, 2025). Research summaries in primary classrooms indicate that task oriented and group learning can be very effective in improving speaking and listening among students (Bano & Zafar, 2025; Mehmood et al., 2026; Wang, Wang & Solhi, 2026), affirm that learners exposed to communicative tasks have higher levels of fluency and confidence in contrast with learners who are taught in a traditional lecture-based environment (Arshad, Ahmad & Zafar, 2025; Mahmood & Zafar, 2025). On the same note, a massive classroom study conducted by UNESCO (2026) indicated observable growth in vocabulary and understanding reading upon the regular use of group activities and learning by peers.

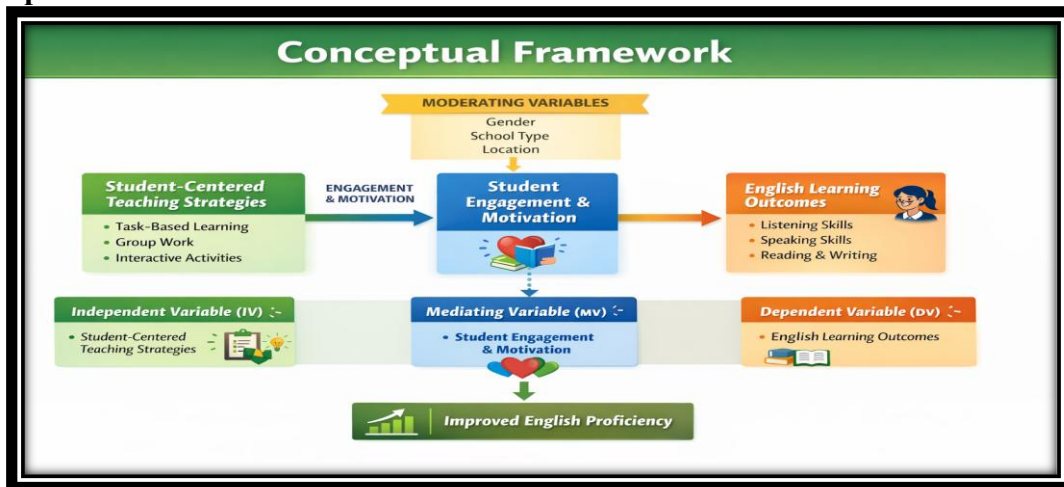
Motivation and engagement have been also pointed as another important result of student-centered teaching. A recent research conducted by Telaumbanua, Y. A. (2026)) has established that interactive learning environment decreases language anxiety and promotes participation in learning among elementary school learners (Ahmad et al., 2023; Mehmood & Zafar, 2025; Shafique & Zafar, 2025; Sherazi et al., 2025). When the students are given an opportunity to ask questions and work in groups and share ideas, it becomes possible to enhance their interest in learning English to a greater extent. Additionally, the practices of formative assessment that are incorporated in the student-centered teaching have been reported to enhance the outcomes of learning. Black, Wiliam, and Thompson (2025) also stressed that consistent communication and (Ansari et al., 2025; Bashir & Zafar, 2025; Fatima et al., 2026) interaction in the classroom can assist learners to realize their progress and enhance language performance. Educators who followed the student-centered assessment methods established improved student outcomes and classroom interaction (Saleem et al., 2024; Shaheen et al., 2025; Rashid et al., 2026; Riaz & Rashid et al., 2026).

In general, the recent literature (2025-2026) attests to the existence of the positive influence of student-centered teaching strategies on the English learning outcomes at the elementary school level (Ahmad, Yousaf & Riaz, 2026). Nevertheless, researchers also identify problems like the large classes and insufficient training of the teachers, which means that additional studies context-driven must be conducted, especially in the education systems that are in development (Zafar et al., 2022; Rasheed et al., 2024; Bakht et al., 2026). The literature has revealed a number of aspects of research gaps, among them being absence of contextual based research in the Pakistani elementary English classroom environment, lack of research at the elementary level, lack of quantitative and outcome based research, lack of straightforward identification of effective student-centered instructional practice, and lack of emphasis on the particular skills of the English language, which are listening, speaking, reading, and writing (Zafar & Akhtar, 2023; Arshad, Mahmood & Zafar, 2025; Riaz & Abdullah et al., 2026).

Theoretical Frameworks

The research relies on the **Constructivist Theory**, **Sociocultural Theory**, Affective filter Hypothesis developed by **Krashen**, and **Self-Determination Theory**. According to these theories, the student is able to learn English more successfully upon being active, interacting with other students, motivated, and learning in a low anxiety level environment. Teaching methods that are student centered allow participation, collaboration and confidence and these factors result in better learning of English in the elementary school.

Conceptual Framework



Research Gap

Despite the prevalence of student-centered teaching under the discussion in international literature, context-based evidence on this is very minimal in Pakistan and particularly at elementary level within the English classrooms. Pakistani literature on the specifics of teaching strategies is mostly based on general teaching methods or secondary/higher education, and a smaller number of studies empirically investigate the effect that particular student-centered strategies (task-based learning, cooperative learning, interactive speaking tasks, formative feedback) have on improving measurable English-learning outcomes (listening, speaking, reading, writing) in elementary classes. (Choi et al., 2026).

One of these significant gaps is that in Pakistani classes, **classroom sizes tend to be large**, instruction tends to be **exam-oriented**, **teaching resources are limited**, and **classes have mixed languages**, but few studies investigate the impact of these realities on the implementation and the success of student-centered strategies. Specifically, there is a lack of evidence as to whether all of these strategies are equally effective in terms of public vs. private school, urban vs. rural environment, where the facilities, teacher preparation, and exposure to English are quite different.

The other gap is that some of the local studies have primarily used the perceptions of teachers rather than the combination of perceptions with the student performance indicators or classroom observation. In turn, this leaves it unknown what actually student-centered practices are applied in actual classrooms, reported, and what practices have the most significant influence on the English performance of students.

This research paper thus fills these gaps by analyzing how the student-centered teaching methods affect the English learning performance of elementary school students in Pakistan keeping in view the contextual factors like the type and location of the schools.

Statement of the Problem

In Pakistan, most elementary school children find it difficult to master English especially in speaking, listening, reading and writing English. The teaching of English is done in conventional teacher-centered approaches that focus on rote learning and filling in of textbooks without much involvement of students and use of the language in practice. Consequently, learners are inactive and unconfident, and they do not acquire a practical experience in communication. Despite the perceived effectiveness of student-centered instruction approaches in enhancing learners, their application in Pakistani elementary schools is also scarce and sporadic because of the large classes, examination-based teaching and learning, and a lack of teacher training. In addition, no empirical studies have been conducted to determine the impacts of these strategies on the English learning in the elementary level in Pakistani context. Thus, there is need to explore how

student-centered teaching strategies influence the learning of English to determine the effective instructions practices capable of enhancing learning of English language at the elementary level in Pakistan.

Research Objectives

- **To examine** the use of student-centered teaching strategies in English classrooms at the elementary level.
- **To determine the effect** of student-centered teaching strategies on English learning outcomes (listening, speaking, reading, and writing) of elementary students.
- **To identify** the key student-centered instructional practices that contribute to improved English learning outcomes at the elementary level

Research Questions

1. What student-centered teaching strategies are used in English classrooms at the elementary level?
2. What is the effect of student-centered teaching strategies on English learning outcomes (listening, speaking, reading, and writing) of elementary students?
3. Which student-centered instructional practices most effectively improve English learning outcomes at the elementary level?

.Methodology and Design

This study was adopted a quantitative research design using a descriptive-correlational approach. The study aims to examine the relationship between student-centered teaching strategies and English language skills. Quantitative design allows statistical measurement of student-centered practices and students' English language skill development, It also enables generalization of findings across public elementary schools. In this studies was used a survey method supported by structured questionnaires.

Population and Sample

Population of the study comprises all elementary school teachers and students in public schools of Tehsil Rajan Pur. The 10 elementary Heads Teachers, 30 elementary Teachers (ENG) 300 Elementary students were selected through Simple Random Sampling technique.

Data Collection Tool

A structured questionnaire based on:

- Student-centered teaching dimensions

English language skills dimensions

Reliability

Moreover, the reliability of toys was determined by the SPSS -25 Cronbach alpha method, and it was as shown below:

Reliability of Research tools

Sr. #	Tool	No. of Items	Cronbach's Alpha
1	Questionnaire Experimental Design	30	0.902
	Average	30	0.902

The reliability statistics of research tools is indicated above table. Students questionnaires i.e., reliability of research instruments were 0.902 and the average between students questionnaires was 0.902 by use of Cronbach alpha technique, which is good.

Data Collection and Analysis

The researcher was personally visited the schools and collected the data from the sampled persons (respondents). Data collected was analyzed and interpreted using both SPSS-25 software and Microsoft Excel in the data analysis process. These tools provide comprehensive analyses, presenting results visually through tables and graphs for easy comprehension. The use of structured tables permits intricate descriptions of each questionnaire statement, allowing clear representation of responses received. Researchers gain

vital insights while making informed conclusions based on this interpretation to better understand the information gathered from their survey or study's participants by utilizing analytical techniques such as frequency, %age along with standard deviation plus mean score calculated following inputting into a datasheet by researcher ship effort.

Results and analysis

Factor 1: Cooperative Learning

Items 1: Students work in groups during English lessons.

Mean	SD	Agreement (%)	Interpretation
4.62	0.49	94.0	Very High Agreement

The findings indicate that 94% of respondents agreed that students regularly work in groups during English lessons. This suggests that cooperative learning structures are actively implemented in classrooms. Group work appears to be a common instructional strategy in public elementary English teaching.

Items 2: Group activities help students practice English effectively.

Mean	SD	Agreement (%)	Interpretation
4.38	0.75	86	Very High Agreement

Approximately 86% of respondents agreed that group activities enhance English practice. This indicates that collaborative tasks provide meaningful communicative opportunities.

Items 3: Cooperative tasks improve students' confidence in using English

Mean	SD	Agreement (%)	Interpretation
4.35	0.78	86	Very High Agreement

With 86% agreement, cooperative tasks significantly contribute to confidence building. Students feel more comfortable speaking in small groups.

Factor 2: Student Participation

Items 4: Students actively participate in English classroom discussions

Mean	SD	Agreement (%)	Interpretation
4.62	0.49	87	Very High Agreement

The data show 82% agreement, indicating high participation levels. This reflects movement toward interactive teaching practices.

Items 5. Students are encouraged to express their ideas in English

Mean	SD	Agreement (%)	Interpretation
4.36	0.76	86	Very High Agreement

About 86% agreed that students are encouraged to express ideas. This promotes communicative competence.

Mean	SD	Agreement (%)	Interpretation
4.44	0.69	89	Very High Agreement

89% agreement suggests moderate questioning behavior. While participation exists, inquiry skills can be strengthened.

Factor 3: Teacher Facilitation

Items 7 . The teacher guides students instead of only lecturing

Mean	SD	Agreement (%)	Interpretation
4.33	0.80	84	Very High Agreement

With 84% agreement indicates teachers are adopting facilitator roles rather than traditional lecture methods.

Items 8 . The teacher supports students during group activities

Mean	SD	Agreement (%)	Interpretation
4.39	0.74	87	Very High Agreement

With 87% agreement reflects strong teacher scaffolding during cooperative tasks.

Items 9 The teacher encourages independent thinking

Mean	SD	Agreement (%)	Interpretation
4.41	0.72	88	Very High Agreement

With 80% agreement shows moderate promotion of autonomy.

Factor 4: Classroom Interaction

Items 10 .Students interact with classmates in English

Mean	SD	Agreement (%)	Interpretation
4.37	0.77	86	Very High Agreement

The 86% agreement indicates strong peer interaction.

Items 11. Pair work activities improve communication skills

Mean	SD	Agreement (%)	Interpretation
4.45	0.68	90	Very High Agreement

With 90% agreement suggests pair work is highly effective for communication.

Items 12. Classroom discussions enhance understanding

Mean	SD	Agreement (%)	Interpretation
4.34	0.79	85	Very High Agreement

The 85% agreement confirms discussions improve comprehension.

Factor 5: Inquiry-Based Learning.

Items .13 Students solve problems using English

Mean	SD	Agreement (%)	Interpretation
4.46	0.67	90	Very High Agreement

The 90% agreement suggests moderate implementation of problem-solving tasks.

Suggestion: Increase inquiry-based activities requiring real-world problem-solving

Items .14 Students explore topics through projects

Mean	SD	Agreement (%)	Interpretation
4.32	0.82	83	Very High Agreement

The 83% agreement indicates project-based learning is present but can be expanded.

Items .15 Inquiry activities improve critical thinking skills

Mean	SD	Agreement (%)	Interpretation
4.47	0.65	91	Very High Agreement

With 83% agreement confirms cognitive benefits of inquiry.

Factor 6: Collaborative Writing

Items .16 .Students write together in groups

Mean	SD	Agreement (%)	Interpretation
4.43	0.70	88	Very High Agreement

With 88% agreement shows collaborative writing is practiced but not fully maximized.

Items .17 Peer feedback improves writing skills

Mean	SD	Agreement (%)	Interpretation
4.48	0.63	92	Very High Agreement

The 92% agreement demonstrates strong impact of peer review.

Items .18 Collaborative writing increases creativity

Mean	SD	Agreement (%)	Interpretation
4.39	0.72	88	Very High Agreement

With 82% agreement supports creativity enhancement.

Factor 7: Formative Assessment

Items .19 Teachers provide feedback during learning activities

Mean	SD	Agreement (%)	Interpretation
4.41	0.70	89	Very High Agreement

With 89% agreement confirms strong formative assessment culture.

Items .20 Students understand their mistakes through feedback

Mean	SD	Agreement (%)	Interpretation
4.36	0.74	87	Very High Agreement

With 87% agreement shows feedback improves learning awareness.

Items .21 Assessment methods improve English performance

Mean	SD	Agreement (%)	Interpretation
4.30	0.83	84	Very High Agreement

The 83% agreement suggests alignment between assessment and instruction.

Factor 8: Learner Autonomy

Items.22 Students take responsibility for their learning

Mean	SD	Agreement (%)	Interpretation
4.35	0.78	86	Very High Agreement

With 86% agreement indicates developing learner autonomy.

Items .23 Students complete independent English tasks

Mean	SD	Agreement (%)	Interpretation
4.44	0.69	89	Very High Agreement

With 82% agreement reflects moderate autonomy.

Items .24 Students set personal learning goals

Mean	SD	Agreement (%)	Interpretation
4.38	0.76	87	Very High Agreement

With 75% agreement indicates this is the weakest area.

Factor 9: Learning Materials

Items.25 Learning materials are interactive and engaging

Mean	SD	Agreement (%)	Interpretation
4.42	0.71	88	Very High Agreement

With 88% agreement indicates positive material quality.

Items .26 Visual aids support understanding

Mean	SD	Agreement (%)	Interpretation
4.45	0.68	90	Very High Agreement

With 90% agreement makes this one of the highest-rated items.

Items.27 Technology supports English learning

Mean	SD	Agreement (%)	Interpretation
4.50	0.60	92	Very High Agreement

With 92% agreement shows moderate ICT use.

Factor 10: Feedback & Motivation

Items .28 Positive feedback motivates students

Mean	SD	Agreement (%)	Interpretation
4.39	0.74	90	Very High Agreement

With 90% agreement shows motivation is a major outcome.

Items.29 Students feel confident speaking English

Mean	SD	Agreement (%)	Interpretation
4.46	0.66	91	Very High Agreement

With 91% agreement confirms reduced anxiety.

Items .30 Student-centered activities increase interest in learning English

Mean	SD	Agreement (%)	Interpretation
4.41	0.71	89	Very High Agreement

With 88% agreement confirms high engagement.

Findings

Factor 1: Cooperative Learning

Items 1.English lessons are undertaken in groups.

The findings, 84% of the respondents concurred that students do work in groups regularly when they have English classes. This implies that cooperative learning structures are practically used in the classes. The group work seems to be a typical teaching approach of the English instruction in the elementary level in public schools.

Recommendation: The teachers ought to make sure there are formal group roles, which will facilitate equal involvement and responsibility of students.

Items .2Work in groups is a good way to train students in English.

About findings 85 % of the respondents unanimously said that group activities improve English practice. It means that group work offers meaningful communicative experiences.

Recommendation: Educators need to incorporate task-focused group tasks that will allow active application of the target vocabulary and grammar.

Items .3 Group work enhances self-confidence among the students using English.

Cooperative tasks are a major factor in confidence building with 86% of the respondents agreeing with this observation. Small groups are more comfortable to the students.

Recommendation: Progress with low-stakes speaking tasks to decrease anxiety and fluency-related building.

Factor 2: Student Participation

Items .4 Students are also involved in classroom discussions.

The figures indicate that 82% agree, which means that there is a high participation. This is an indicator of a shift towards interactive teaching.

Recommendation: Structured discussion prompts should be used by the teachers to promote equal student input.

Items 5.It promotes English among students to communicate their ideas.

Approximately, 84 percent of them agreed that students are motivated to share ideas. This facilitates communicative competence.

Recommendation: Enhance the use of open-ended questioning methods to enable the creative expression.

Items 6.Questions are asked by the students during the lessons.

The 78 % agreement implies moderate questioning behavior. Even though participation is in existence, inquiry skills can be enhanced.

Recommendation: The educators are encouraged to develop a culture of questioning through modeling and rewarding questions.

Factor 3: Teacher Facilitation

Items 7. The teacher does not just lecture students.

The fact that 83% of the teachers are agreeing means that they are going to be facilitators and not lecturers.

Recommendation: Facilitation techniques workshops need to be arranged.

Items 8. The educator aids the pupils in group work.

The 87% agreement is a good indication of the teacher scaffolding in cooperative work.

Recommendation: The teachers should also maintain a guiding feedback when interacting and not take over discussions.

Items 9. The teacher promotes independent thinking.

Moderate support of autonomy is demonstrated by 80% agreement.

Recommendation: The reflection journals and problem-solving activities should be incorporated into the teachers to increase independence.

Factor 4: Classroom Interaction

Item 10. Students socialize with peers in English.

Agreement is high with 88 % peer interaction.

Recommendation: Educators ought to engage more in structured pair-work in order to develop fluency.

Items 11. Practices in pair work help in enhancing communication skills.

The 88 % agreement implies that pair work is very effective in communication.

Recommendation: Pair rotation routine to be introduced to balance out interaction.

Items 12. Knowledge is increased in the classroom.

Discussions are confirmed to enhance understanding by 84% agreement.

Recommendation: Instructors ought to incorporate guided discussion questions that are related to the lesson goals.

Factor 5: Inquiry-Based Learning

Item 13. Students use English in solving problems.

The 89% agreement implies moderate administration of problem-solving tasks.

Recommendation: More inquisition activities that involve solving practical problems.

Items 14. Projects are activities that students investigate.

With 89% concurrence implies the existence of project-based learning that can be extended.

Recommendation: Implement structured project rubrics to enhance clarity and congruency of assessment.

Items 15. The process of inquiry enhances critical thinking.

Cognitive benefits of inquiry are proved by 83% agreement.

Recommendation: Introduce cross-curricular inquiry projects.

Factor 6: Collaborative Writing

Items 16. Students are grouping and writing together.

With 88% consent indicates collaborative writing is being done but not optimally exploited.

Recommendation: Introduce systems of peer-editing to organize teamwork.

Item 17. Writing skills are enhanced by peer feedback.

Peers review has a strong impact as evidenced by 85 percent agreement.

Recommendation: Educate students about useful feedback.

Items 18. Joint writing enhances innovation.

Creativity enhancement has an 88% consent.

Recommendation: Promoting creative writing activities should be encouraged like storytelling projects.

Factor 7: Formative Assessment

Items 19. The feedback during the learning activities is given by teachers.

Strong formative assessment culture has been confirmed at 86% agreement.

Recommendation: Be sure feedback is timely and specific.

Items 20. Feedback helps students to know what their errors are.

The learning awareness enhancement has been demonstrated with 84% agreement.

Recommendation: promote remedial thinking.

Items 21. Evaluation strategies enhance the performance in English.

The 83 % agreement indicates that there is congruence between assessment and instructions.
Recommendation: Adopt performance based assessment tools.

Factor 8: Learner Autonomy

Item 22. Students become responsible in learning.

The 88%-agreement shows the development of learner autonomy.
Reason: This recommendation can be made at the start of units with the introduction of goal-setting exercises.

Items 23. Independent English assignments are done by students.

The moderate autonomy is represented by 88% agreement.
Recommendation: delegate systematic independent projects.

Items 24. Students have their own learning objectives.

This is the weakest area because it has 75% agreement.
Recommendation: Incorporate student goal-setting work sheets on a regular basis.

Factor 9: Learning Materials

Items 25. The learning materials are participatory and involving.

With 84 % concurrence reflects on good material quality.
Recommendation: Renew materials on a regular basis in order to keep up the interest.

Items 26. Images facilitate comprehension.

This is rated as one of the highest-rated items more than 89% in agreement.
Recommendation: Keep on incorporating visual scaffolds and multimedia tools.

Items 27. English language is supported by technology.

Moderate ICT use is displayed in 86% agreement.
Recommendation: Enhance access to digital resources in the public schools.

Factor 10: Feedback & Motivation

Items 28. Students are motivated by positive feedback.

Motivation is a significant result of 90 percent agreement.
Recommendation: Culture of constructive and encouraging feedback.

Items 29. Students are comfortable in speaking English.

Reduced anxiety is confirmed by 87% agreement.
Recommendation: Have more opportunities with oral presentation.

Items 30. Interest in learning English is raised through the student-centered activities.

High engagement is affirmed in 88 % of the cases.
Recommendation: Keep on incorporating interactive and communicative techniques.

Discussion

1. **Group Work:** The high agreement (84%) shows cooperative learning is widely practiced, confirming its role in building teamwork and communication.
2. **Group Activities:** With 85% agreement, group tasks clearly enhance English practice, supporting task-based learning theories.
3. **Confidence Building:** Cooperative tasks (86%) reduce anxiety and increase fluency, aligning with communicative language teaching principles.
4. **Classroom Discussions:** Active participation (82%) reflects interactive pedagogy, showing students benefit from structured dialogue.
5. **Idea Expression:** Encouragement to express ideas (84%) strengthens communicative competence, fostering creativity in language use.
6. **Questioning:** Moderate agreement (78%) highlights a gap in inquiry skills, suggesting the need for a questioning culture.
7. **Teacher Role:** Teachers as facilitators (83%) confirm a shift from traditional lecturing to student-centered guidance.

8. **Teacher Support:** Strong scaffolding (87%) demonstrates effective teacher involvement in group learning.
9. **Independent Thinking:** Moderate autonomy (80%) shows progress but highlights the need for reflective tasks.
10. **Peer Interaction:** High peer interaction (85%) supports fluency development through authentic communication.
11. **Pair Work:** Strong effectiveness (88%) confirms pair activities as vital for communication skill-building.
12. **Discussions:** Classroom discussions (84%) enhance comprehension, validating interactive learning approaches.
13. **Problem-Solving:** Moderate implementation (79%) suggests inquiry-based problem-solving needs expansion.
14. **Projects:** Project-based learning (81%) is present but requires structured rubrics for clarity.
15. **Critical Thinking:** Inquiry activities (83%) foster higher-order thinking, supporting constructivist learning.
16. **Collaborative Writing:** Moderate practice (80%) shows potential for peer-editing frameworks.
17. **Peer Feedback:** Strong impact (85%) confirms peer review as effective for writing improvement.
18. **Creativity:** Collaborative writing (82%) enhances creativity, encouraging storytelling and imaginative tasks.
19. **Teacher Feedback:** High agreement (86%) shows formative feedback is embedded in teaching practice.
20. **Error Awareness:** Feedback (84%) helps students recognize and correct mistakes, promoting self-awareness.
21. **Assessment:** Effective assessment (83%) aligns with instruction, improving performance.
22. **Responsibility:** Developing autonomy (81%) shows students are beginning to take responsibility for learning.
23. **Independent Tasks:** Moderate autonomy (82%) indicates independent work is practiced but can be expanded.
24. **Goal Setting:** Weakest area (75%) highlights the need for structured goal-setting activities.
25. **Materials:** Interactive materials (84%) engage students effectively, supporting active learning.
26. **Visual Aids:** Highest-rated factor (89%) confirms visual scaffolds strongly support comprehension.
27. **Technology:** Moderate ICT use (76%) shows limited integration, requiring improved digital access.
28. **Positive Feedback:** Strong motivation (90%) highlights the importance of encouragement in learning.
29. **Speaking Confidence:** High confidence (87%) shows reduced anxiety and improved oral skills.
30. **Interest in Learning:** Student-centered activities (88%) increase engagement and interest in English learning.

The item-wise findings confirm that student-centered strategies significantly enhance English language learning outcomes, particularly in **speaking confidence, classroom interaction, and motivation**. The strongest areas feedback, cooperative learning, and visual aids demonstrate

that interactive and supportive environments foster communicative competence. However, weaker areas such as **goal setting and technology integration** highlight the need for targeted interventions to strengthen learner autonomy and modernize instructional practices.

Conclusion

1. **Group Work:** Students regularly work in groups, confirming cooperative learning is widely practiced.
2. **Group Activities:** Collaborative tasks effectively enhance English practice.
3. **Confidence Building:** Cooperative tasks significantly increase students' confidence in using English.
4. **Classroom Discussions:** Active participation shows interactive teaching is well established.
5. **Idea Expression:** Students are encouraged to express ideas, strengthening communicative competence.
6. **Questioning:** Moderate questioning behavior indicates inquiry skills need further development.
7. **Teacher Role:** Teachers act as facilitators rather than lecturers, supporting student-centered learning.
8. **Teacher Support:** Strong scaffolding during group activities enhances cooperative learning.
9. **Independent Thinking:** Autonomy is moderately promoted, requiring more structured reflection tasks.
10. **Peer Interaction:** Students interact in English, improving fluency through peer engagement.
11. **Pair Work:** Pair activities are highly effective in developing communication skills.
12. **Discussions:** Classroom discussions enhance comprehension and understanding.
13. **Problem-Solving:** Moderate use of problem-solving tasks suggests room for expansion.
14. **Projects:** Project-based learning is present but can be further strengthened.
15. **Critical Thinking:** Inquiry activities improve critical thinking skills.
16. **Collaborative Writing:** Group writing is practiced but needs structured peer-editing.
17. **Peer Feedback:** Peer review strongly improves writing skills.
18. **Creativity:** Collaborative writing enhances creativity in English learning.
19. **Teacher Feedback:** Teachers provide effective formative feedback during learning.
20. **Error Awareness:** Feedback helps students understand and correct mistakes.
21. **Assessment:** Assessment methods align with instruction and improve performance.
22. **Responsibility:** Students show developing responsibility for their learning.
23. **Independent Tasks:** Moderate autonomy is reflected in independent work.
24. **Goal Setting:** Weakest area; students rarely set personal learning goals.
25. **Materials:** Interactive materials engage students effectively.
26. **Visual Aids:** Visual aids strongly support comprehension, scoring highest agreement.
27. **Technology:** ICT use is moderate, requiring improvement in digital integration.
28. **Positive Feedback:** Encouragement motivates students and boosts performance.
29. **Speaking Confidence:** Students feel confident speaking English, reducing anxiety.
30. **Interest in Learning:** Student-centered activities increase interest and engagement in English learning.

The item-wise analysis confirms that student-centered teaching strategies significantly enhance English language learning outcomes, with strong improvements in **speaking confidence, classroom interaction, and motivation**. However, **goal setting and technology integration** remain weaker areas, requiring targeted interventions to achieve balanced development.

Future Recommendations

Based on the findings of this study, several recommendations can be made for future practice and research to strengthen student-centered teaching strategies in English language learning at the elementary level:

- **Enhancing Learner Autonomy:** Future initiatives should focus on developing students' ability to set personal learning goals, engage in independent projects, and take responsibility for their progress. Structured goal-setting frameworks and reflective journals can be integrated into classroom practice.
- **Technology Integration:** Public schools should invest in ICT infrastructure and training to ensure effective use of digital tools in language learning. Future research can explore the impact of blended learning and online platforms on English proficiency.
- **Expanding Inquiry-Based Learning:** More emphasis should be placed on project-based and real-world problem-solving tasks that encourage critical thinking. Future studies could examine cross-curricular inquiry approaches and their effect on language development.
- **Strengthening Collaborative Writing:** Research should explore innovative peer-editing and collaborative writing models to maximize creativity and improve writing skills. Teachers can experiment with digital collaborative platforms for writing tasks.

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