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STUDENT-CENTERED APPROACH TO LESSON PLANING AND CLASSROOM
MANAGEMENT IN ENGLISH LANGUAGE TEACHING (High School)

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Introduction

A proficient knowledge of English today is of vital importance worldwide, as it is linked both with personal and social success. Education abroad (Turkan, 2013), employment at home and abroad (Roshid& Chowdhury, 2013),possibilities of personal and professional development, especially with the help of the Internet (Chinnery, 2014), improvement of relations between nations divided by a conflict (Kurt & Kurt, 2013), social, scientific, cultural and economic development of the country (Kida, 2010; Nemethova, I.; Cho, 2009) − this is a far from exhaustive list of advantages of learning English.

The concept of student-centered learning was introduced in John Dewey's work in 1956 (O'Sullivan, 2003). It has been in use more or less actively since then. Carl Rogers further developed the ideas of student-centered learning to introduce his views on the general theory of education (Burnard, 1999; Rogoff, 1999). Piaget's ideas on education are also based on the student-centered approach to teaching / learning, more recently with Malcolm Knowles has contributed to its investigation (Burnard, 1999). Nowadays it is the most often used term and a general requirement in education, including, definitely, English language teaching. Many achievements concerning the transition from teacher-centered to student-centered education have occurred. On the other hand, success is still not as great as it is desirable. More investigation has to be done in order to overcome teacher and student resistance to its implementation. The above-said makes the topic of my research **important** / **urgent.**

This situation requires to find more effective ways of making English as a Foreign Language (EFL) teaching and generally teaching really student-centered. The **novelty**, suggested in this research, deals with a "wider" interpretation the term "student-centered teaching of the English language", which involves all the stages of the educational process − planning, material presentation, practice and assessment. Students are given a chance to choose and a vote on all these stages.

Application of pair and group work and time dedicated to students learning independently have been recently tangibly increased. Students have become more active and are practicing the target language more. However, some areas of education have not yet been much touched by the student-centered approach. Syllabi often only formally reflect students' needs and interests, while lesson planning is still (almost) completely teacher-centered. Deductive teaching still constitutes most of the teaching done, while inductive teaching, more adequate for the student-centered approach, is seldom used. And assessment is (almost) totally done by teachers. All this constitutes the **problems** covered in the research and makes it difficult to change those teachers'

and students' mentality who are not too enthusiastic to apply student-centered approach. The **problem questions** are:

- Should inductive teaching prevail over deductive teaching?
- Can / should high school students participate in topic, text, drill/activity type and test format selection?
- Can/should high school students look for and/or make up some educational materials themselves? Can/should they make up tests with keys which will be later used in the formative assessment?
- Should peer and self-assessment be emphasized over teacher-assessment?

The **hypothesis,** formulated in the research, correspondingly, is:

The efficiency of English as a foreign language teaching will increase, if this teaching becomes more student-centered, which means that:

- inductive teaching is used more often than deductive teaching;
- students will be involved in topic, material and activity type, as well as formative assessment format selection;
- students will participate in finding and making up reading /listening matter, making up some activities and formative assessment issues;
- and last, but not least, students will shift the responsibility for learning to themselves (peer and self-assessment, responsibility model of discipline, organization and timing of learning)

The **methods of research,** applied in the dissertation in order to assess the hypothesis, are:

- literature analysis on the issue under study
- teacher and student questionnaires
- experiment
- knowledge and skills assessment of students participating in the experiment via testing
- statistical analysis of research results

The **theoretical value** of the dissertation deals with the analysis of such issues as student-centered education (from Socratic teaching to contemporary research of Weimer, 2002; Felder and Brent, 2009, Freire, 1995; 2005, etc.). It also concerns the link between language-teaching methods and student-centeredness. It is concluded that the traditional teacher-centered approach

needn't be totally denied, and, depending on what is students' age and language level, and what is happening in class, its role may find its place (e.g., while explaining new material), however, the philosophy of teaching should be based on the student-centered approach. For instance, even in presenting new materials where teacher's role is especially important and visible, induction (based on examples chosen by the teacher students induce the meanings and rules) is preferable to deduction (explanations of meanings and rules by the teacher). A modified model of the SCA is suggested, which embraces all stages of the educational process – planning, topic, material, activity and assessment task format selection by students. Ways to overcome teacher and student resistance to the SCA are viewed.

The **practical value** of the research deals with the syllabus and materials developed for the experiment. The practical recommendations offered in the Conclusions and Recommendations part will, hopefully, help practicing EFL teachers update their instruction and make it more student-centered.

Research results were presented at 4 international conferences and published in 5 papers.

The structure of the dissertation involves: introduction, three chapters, conclusions and recommendations, and appendices. There are 4 figures and 22 tables in the dissertation.

Chapter I. Teacher- and student- centered approaches to education and language teaching (literature review)

A short historic overview of approaches to teaching is offered: Socratic approach, Problem-Based Learning (PBL), Heuristic Teaching, on the one hand, and scholastic education, Direct Teaching\instruction, Assisted Learning and Reciprocal Teaching, on the other. Besides, such methods of foreign / second language teaching as Grammar-Translation, the Direct Method, the Audio-lingual Method, Suggestopedia, the Silent Way, Strategies-Based Instruction, and Communicative Language Teaching are analyzed from the teacher/student centeredness viewpoint, and it is shown how student-centeredness was increasing with time.

Nowadays both teacher-centered (TCA) and student-centered approaches (SCA), as well as a gradation between them, to teaching, including foreign languages are still very widely spread, however, the student–centered approach is being emphasized as answering the contemporary market demands of the democratic and technological society.

In the table 1 below I have analyzed the stages / components of educational process and the advantages and disadvantages of the teacher- and student-centered approach, as well as recommendations on how to compensate the disadvantages.

Table 1. Comparison of teacher- and student-centered approaches

Teacher-centered approach			Student-centered approach		
Advantages	disadvantages	ways to compensate the disadvantages	advantages	disadvantages	ways to compensate the disadvantages
Material presentation					
deductive approach			inductive approach		
clear explanation makes it available for all students	students are passive recipients, they may be bored	apply visual aids, do not talk much, immediately after explanation ask students give examples	arouses curiosity, students are mentally active, a correct guess is enjoyable and motivating	intellectually demanding, time-consuming	apply only for relatively easier materials, provide good examples, use cues to guide the students, finally sum up together, ask "weaker" students to explain
Practice and production					
texts, topics, drills and activities are chosen by the teacher; individual and group work are totally supported and controlled by the teacher			texts, topics, drills and activities are offered by the teacher and chosen by the students or nominated by the students; pair and group work only partly supported and controlled by the teacher		
teacher qualification guarantees the "right" choice, no or little error	often causes boredom and low motivation; students are totally	careful choice	students take the responsibility, once the choice is made, students are	not all students are ready to take the responsibility; some students remain passive,	distribute and rotate the functions in the group

fossilization occurs, students do what teacher expects them to do	dependent on the teacher; little time for practice, external motivation		motivated to study what was their choice, develops learner autonomy (strategies and creativity), forms continuous learning bases	being hidden in a group; student qualification may not be sufficient to make the choice	
Assessment					
Done completely by the teacher			Done by peers, self-assessment & teacher-assessment		
qualified	lack of self-confidence, high level of anxiety, often - feeling of unfairness of assessment; students keep making the same mistakes (lack of responsibility for the quality of answer), often no lesson is made from mistakes	application of clear rubrics, teacher feedback; only underlining mistakes – students have to correct them in the next homework	develops self-criticism and skills of self-editing, increases self-confidence, forms continuous learning bases	peer-assessment may have a negative impact on students' relationships; may be subjective	peer-correction without grading; working out the assessment rubrics by students and teacher together

It is visible from the table how advantages of one approach are linked with the disadvantages of the other, and how they can complement each other. It is also visible that not all drawbacks of

the teacher-centered approach can be compensated and this is probably the major reason why the student-centered approach is preferable.

The ways to promote learner-centered teaching/learning are discussed in the chapter, as student-centered approach often meets both teacher and student resistance. In order to be able to learn autonomously, students need to set adequate goals (e.g., not simply to pass the exam, but also to gain useful knowledge and skills), to choose the ways how to attain them, to manage the time, to know the ways to get assistance and gain self-confidence. Very often it is impossible without the teacher's recommendations. Teachers who support the SCA implement various methods and strategies to set up a positive learning environment. They apply: step by step strategies, modeling and demonstration, "learner talk-through" activity, periodic review, progressmonitoring, Think-Pair-Share technique, roundtable, discussion, debate, jigsaw, short quizzes in class, one-minute papers, technologies-based activities, peer partner learning, compare &contrast, and concept maps. Other **factors of supporting the SCA** are:

- enhancement of learners' self-belief- it means students' belief about themselves as learners, that they can overcome and learn from failure.
- autonomous learning
- engagement with others
- feeling that they are competent to achieve their own objectives.

According to Jean Piaget (1970), the Formal Operational Stage of human development (from age 12 onwards: the development of abstract or hypothetico-deductive reasoning) is the age at which children develop abstract thought and can easily conserve and think logically in their mind. Obviously, high-schoolers belong to this stage of cognitive development. Their brain by the end of the school period is as good as that of adults according to what they can do. Thus, high school (and further) is the adequate time to apply the student-centered approach.

Chapter 2: Student-centered lesson planning and classroom management

Various aspects of lesson planning have to be analyzed, to provide successful teaching and learning. Efficient planning begins with setting goals. Depending on the goals set, lessons can be planned very differently. In the student-centered approach it is the learning outcomes defined by the students that define the teaching goals, not vice versa, which used to be so in the teacher-centered approach. Thus, in the process of planning which is – if not done, then at least led by the teacher – we need to make planning as flexible as possible, to leave a chance to modify it according to students' choice. Only alignment between the goals, materials, activities, classroom

management style, assessment and outcomes can make the educational process really student-centered. Besides, lesson planning cannot be student-centered without student participation.

Ways to carry out student-centered planning are discussed in the chapter. Based on literature analysis and personal experience, it is possible to sum up:

- There is a certain conflict between worldwide standardization (caused by globalization) in writing curricula and syllabi and student-centered planning (which is an essential part of student-centered learning).

- This conflict may be solved not only by involving student-centered activities, such as pair and small group work, project work, role-play, etc., but also various options inside the syllabi (sub-topics, variety of activities to choose, variety of formats to assess and self-assess).

- The offered approach has limitations and cannot be fully applied for any subject (course).

- To remove the disadvantages of this approach either course books of a new type have to be created or teachers should be paid according to the amount of time required for such planning.

Needs assessments are valuable tools to help teachers to understand how learners grow and develop, to recognize the development across the cognitive, linguistic, social, emotional, and physical areas, to identify clearly what students wish to achieve in the end of any course, to measure any obstacles or difficulties which may arise, to increase the sense of ownership and involvement of the students, to determine what is the most appropriate delivery format - class based, online or a mix of these and other formats, to ascertain the most suitable evaluation mechanisms and achieve the best results. Needs assessment helps teachers to use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. Deep awareness and collaboration during the formative years results in more rounded individuals; it is essential to encourage our pupils to see things from different perspectives and to help them make informed decisions, acquire transferable skills that will be useful to them and will remain with them for life.

To make the lesson plan student-centered, various considerations should be identified to create an effective lesson plan:

1) Define the lesson goals based on student needs.
2) Take into consideration the diversity of students.
3) Do good timing.
4) Provide that students are attentive.

5) While presenting the new material, whenever mentally appropriate and not too time-consuming, address induction instead of deduction.

6) Provide a variety of speaking / writing topics and subtopics, reading and listening texts, activities, to enable all students find something interesting for them. Let students do the choice.

7) The complexity of learning material should correspond to the level of students' language skills (up to 10% of unfamiliar language is stimulating mental activity, keeping the task doable) and their age (mental development stage: the degree of concreteness/abstractness; background knowledge).

8) Some degree of improvisation makes the plan adaptable to concrete situations, at the same time, a clear general route is responsible for the cohesion of the process.

9) Incremental movement from one section to another for the unity of the lesson (from the easy to the difficult; acquiring some new knowledge/skill on each stage of the lesson).

10) While dividing students into pairs and small groups, using various techniques.

11) Activation of prior knowledge to draw learners into knew knowledge.

12) Teacher place in the classroom and his/her role in each activity may be central whenever necessary, but, to make the learning process more cooperative, it should more often be among the students. Teacher speaking time should not exceed student speaking time. As a facilitator, teacher should be always available for individual students, pairs and groups, s/he should participate in discussions (not lead them!)

Timing is an extremely important element of lesson planning. The amount of time that each activity will take depends on a number of elements:

1) The age of learners.

2) The complexity of the activities (explaining the instructions of the activities, performing the activities and correcting the mistakes, if needed).

Instructors cannot always accurately predict how long a certain activity will take or when the discussion will become so engaging that extra time should be allowed to proceed longer than planned. So, when preparing lesson plans, instructors indicate next to each activity how much time is expected to be taken for its implementation, they also plan a few minutes at the end of the lesson to respond to any remaining questions to sum up key points. A realistic timeline reflects on flexibility and readiness to adapt to the specific classroom environment.

Students should take part in **material selection**, to provide student-centered teaching. This can be done in two ways:

1)   The teacher gives the topic to the students two lessons in advance and asks them to bring reading / listening texts interesting for them. A lesson in advance students bring their selection, and teacher prepares it (vocabulary explanation, if needed, activities). Then the texts are offered for choice

2)   Teacher during the lesson offers 3-4 reading/listening texts with a short summery of each. The texts may be illustrated, to give more ideas about their contents. All texts have already been treated by the teacher, so the chosen one can be used immediately.

The first way is more student-centered, but has disadvantages: preparation time is long. To work on student-brought texts without teacher's preparation may cause problems, as, whatever teacher qualification, there may be unclear language and contents. The second way is relatively time-saving, but less student-centered. This is why the approaches should be used in turns.

The list of educational resources should be given to students in the SCA, which should include digital resources as well, especially if instructors use technology. Excellent materials and supplemental information are available online. Instructors can refer to and implement ideas and lessons from the material, modify and make a proper use of the tools to meet lesson objectives adequately.

Supplemental information and resources might include:

1) Additional resources and websites which are accessible and could be used in class presentation or research conducted by the learners.

2) ideas for extensions or opportunity to gain extra credit

3) extra material to enrich the content of the lesson

4) issues related to this lesson (or links to the information on the web)

Involving students into making up tests is almost not practiced and researched. Making up tests may be given to students as creative homework. Good and original (checked with an anti-plagiarism program) tests can gain a students a high grade. Then, in class, students may exchange the tests and hold peer assessment. If the test format (say, multiple choice) is agreed upon, then teacher can select best items with keys, checking their appropriateness, and then make up a tests/he will use for student assessment. This will be very motivating for several reasons:

- Students will feel proud of being the co-authors of the test
- No doubts of objectivity and difficulty level may arise
- While making up test items, students will improve their knowledge
- Students will take responsibility not only over learning, but also over assessment
- As the whole selection will be known beforehand, this will decrease the anxiety level.

In table two I summed up **teacher and student roles** that are necessary to develop the SCA. It is visible from the table that, with democratization of education, not only students' rights increases, as some students mistakenly think, but also their responsibilities did.

Table 2. Teacher and student roles in the SCA

	Teacher roles	**Student roles**
students' needs	defining student needs, based on experience, study of existing research, holding questionnaires, observing students, talking to them informally	filling in teacher-made questionnaires; expressing their requests
course / lesson goals	defining goals, explaining them to students; monitoring the fulfillment of the goals	defining expected learning outcomes, with teacher's help; assessing the fulfillment of the outcomes
overcoming the resistance to the SCA	study / spread among colleagues research in successful application of the SCA, explain the need in increasing students' role in the educational process	realizing the need in increasing students' role in the educational process, overcoming one's lack of self-confidence, passivity and laziness
promoting the SCA	supporting students' risk-taking, guesswork, self-regulation, etc.	taking the responsibility for one's learning
discipline	avoiding obedience model of discipline, promoting the responsibility view on discipline (it is needed for efficient learning); viewing discipline as consequence of effective planning and management	observing the discipline based on one's interest to learn better and more
organization and planning	keeping the lesson systematic and organized, by planning, being flexible and student-centered in planning	students should plan their learning, do the timing, control the time during fulfillment of assessment tasks
teacher-student and student-student relationships	being friendly and open with students, ready for reasonable bargaining concerning topics, educational materials and tasks,	being friendly, responsible, respectful, perspective-taking, both peers' and teacher's

	demonstrating unconditional positive regard, creating a friendly classroom atmosphere (no bullying, etc.), being cooperative	
motivation	providing external motivation (through fair and regular assessment, suggesting interesting topics / activities) which may eventually turn into internal motivation	demonstrating internal motivation, learning for gaining knowledge and skills, not just for passing the subject and/or grades
topic	offering interesting topics	suggesting some topics which, students believe, are useful/interesting, but not reflected in the syllabus; selecting the topics from the ones offered by the teacher
materials	finding and offering interesting materials	suggesting some materials, which, students believe, are useful/interesting, but not reflected in the syllabus; selecting the materials from the ones offered by the teacher
presentation	using induction more often than deduction, stimulating students to do guesswork and take risks	not expecting that everything will be explained by the teacher, trying to understand new material independently, using higher-order cognitive activities
activities	making up various interesting / authentic activities , applying individual, pair, group and whole-class activities with an emphasis on pair and group work	suggesting some activities, which, students believe, are useful/interesting, but not reflected in the syllabus; selecting the activities from the ones offered by the teacher; being involved in activities
assessment	prepare tests, some with keys (to permit self-assessment), work	participating in peer assessment, do self-assessment, making up

	out (with students) effective assessment rubrics, carry out the assessment, compare students' self-assessment and their assessment results, explain the difference, offer strategies that will help overcome the problems	assessment tasks for formative assessment
learning strategies	explain and organize practicing learning strategies	observing one's learning and finding learning styles / problem-solving strategies that are most effective for the particular student

Chapter 3. Research concerning the "traditional" and "wider" understanding of student-centered approach to lesson planning and classroom management in English language teaching

The research held consisted of two parts: a survey of teacher awareness of and readiness for teaching according to the SCA, and an experiment, held according to the model, developed by me in the theoretical part of the dissertation (the "wider" understanding of the SCA).

The **goal of the survey** was to find out how well aware are school teachers in Georgia of issues of effective classroom management. I also intended to find out whether teachers hold teacher-centered or student-centered views on classroom management. Time management was emphasized.

The **method of research** used was quantitative – a survey based on teacher questionnaire results.

Respondents were 40 English teachers from 5 schools in Tbilisi and other towns in Georgia. Their age ranged from 24 to 63. Only five (12.5%) were males. Their teaching experience also ranged from 1-3 years (novice teachers – 12.5%) to 30 years or more (45%). Teachers with the experience of 4-10 years constituted 13.5%, and with the experience of 11-29 years – 25%%. It is possible to say that the sample is rather representativeand the results, correspondingly, reliable. The survey was held in 2012.

According to survey results, the majority of teachers in the questionnaire expressed student-centered views, however, they are sort of hesitating– answers to some items are typically student-centered, while to some are not. Unfortunately, not only timing an efficient lesson is rather often a problem, but also teachers themselves do not spend (and have?) enough time to make teaching more student-centered (e.g., hold a questionnaire on students' interests and

needs).Thus, I came to conclusion that, although the student-centered approach to classroom management in English Language Teaching has already gained popularity among English teachers in Georgia, much still has to be done to be able to say that our classrooms are managed in a student-centered way.

The experiment(quantitative research) was held in Georgian-American private school in Tbilisi in the education year 2014/2015 during the autumn semester (totally 12 hrs with the given complex textbook, with 2 weekly hrs in both experimental and control group). Not only the tuition at school is done in English, but also English is taught according to an advanced program (Besides this, both groups had 7 hrsper week for English, with the same books and subjects).

18 students of the 12thgradesparticipatedin the experiment (9in the control group and 9in the experimental). The groups were rather similar in composition. The same teacher was teaching both groups, to avoid the impact of teacher qualification and teaching style. In the process of experiment the students were taught with the course book by Capel, A. & Sharp, W. (2012). CambridgeEnglish. Objective First (3rded.). Cambridge University Press: Cambridge. Student's Book & Work Book.

Lesson goals and learning outcomes (practically) coincided. Even the timing for the same types of activities was the same. Activity goals also coincided. The difference between the way how the lessons were planned concerned:

a) Possibility for the students of the experimental group to choose from teacher's offer or themselves name the subtopic within the compulsory topic taught

b) Possibility for the students of the experimental group to choose the task from teacher's offer

c) Possibility for the students of the experimental group to choose the homework from teacher's offer or suggest it themselves

d) Students of the experimental group making up some tasks and tests

e) Possibility for the students of the experimental group to choose the format of formative assessment from teacher's offer

Otherwise, teaching was student-centered in both groups (pair and group-work applied, discussions, debates and other communicative activities held, self- and mutual assessment used).

A questionnaire held with the control group students before and after the experiment showed that they don't find useful those activities that require higher order cognitive skills (average assessment 2.0 and below in a 4-point assessment system: eliciting, filling in a table according to the text heard / read, describing, comparing, discussion, making up sentences, explaining, and skimming reading). The same questionnaire (adding the new activities) held with the

experimental group students before the experiment gave almost the same results, but after the experiment the students' attitude changed in two directions: it

- decreased: towards matching and true/false activities
- increased: towards eliciting, filling in a table, comparing, discussion, making up sentences, explaining, skimming reading, guessing reading, paraphrasing, brainstorming, competition

It is easy enough to explain, as students started using activities more thoughtfully (they were responsible for their choice and had to think about their usefulness). The students liked all the new activities.

One more questionnaire was held with the experimental group students: finding out how interesting, difficult and useful they find the new approach to teaching. The measurement was held twice – in the middle of experiment and at the end of it. The results showed that by the end of the experiment the students found the new approach both interesting and useful (above 2.00 in a 3-point assessment system). What concerns the difficulty of the approach, initially its perception was relatively high (1.67-2.22 in a 3-point assessment system for choosing / naming the sub-topic, choosing the task, the homework and the assessment format and really high for making up tasks and tests- 2.78). However, at the end of experiment, when the students got accustomed to the new way of teaching, they started perceiving the difficulty of approach between "not difficult" and "reasonably difficult" (1.44-2.00), still perceiving making up tasks and tests as difficult, but not as difficult as in the beginning – 2.11.

As for the level of the language skills, it was gradually increasing in both the control and experimental group, but more impressively in the experimental group, especially in the first half of the experiment. By the end the improvement slowed down, as the results almost reached the maximum (see figure 1).

Figure 1. Changes in students' language skills level
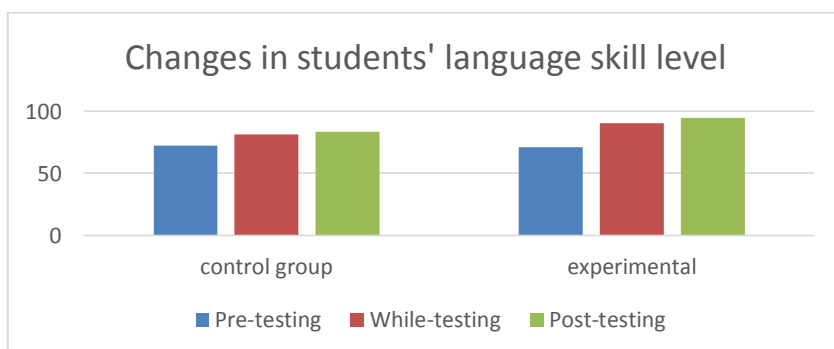
CONCLUSIONS AND RECOMMENDATIONS

1.   The student-centered approach to education gives a special importance to role shifting (instructors' role changes from knowledgeprovider to facilitator and knowledge co-constructor, while students' roles shift from passive knowledge receivers into people responsible for the building of their knowledge and skills).

2. The approach has already become an international standard. Consequently, it concerns teaching any subject and any aspect of teaching. Correspondingly, it should concern lesson planning and classroom management in English Language Teaching. This is actually in many cases so, though it sometimes, due to the relative novelty of the approach and its difficulty, causes teacher and student resistance.

3.I believe that the "traditional" for now practice of SCA in ELT involves only studying and considering student needs, applying pair and group work to increase student engagement and active learning time, which is by no means wrong, but that the SCA should be interpreted in a "wider" way:

- inductive teaching should be used more often than deductive teaching;
- students have to be involved in topic, material and activity type, as well as formative assessment format selection;
- students should participate in finding and making up reading /listening matter, making up some activities and formative assessment issues;
- and students have to shift the responsibility for learning to themselves (peer and self-assessment, responsibility model of discipline, organization and timing of learning must be applied).

4. A considerable part of the teacher-respondents in the questionnaire held with 40 English teachers from 5 schools in Tbilisi and other towns in Georgia expressed student-centered views. For instance, 40-45% of them, while planning, consider students' language level and interests, on the other hand, only 25% of the respondents respond to students' requests. Thus, although the student-centered approach to classroom management in English Language Teaching has already gained popularity among English teachers in Georgia, much still has to be done to be able to say that our classrooms are managed in a really student-centered way. Not only we need to persuade teachers and students in the benefits of the SCA and train them to apply it, but also we need to make the concept of the SCA wider and more attractive.

5. The experiment held in a Tbilisi school with eighteen twelfth-graders during a semester supported the conclusions to which I can in the literature analysis – that the student-centered approach to language teaching should be interpreted wider than it is interpreted and practiced today. The participants were control group students who were taught in a more or less student-centered way (applying pair and group work) and experimental group students who, in addition to that, were required to use induction in the process of study, had an opportunity and were strongly stimulated to choose the sub-topics within the given topic under study, as well as educational materials and activity type, to select the formative assessment format, and even to make up their own activities and tests which were later applied by the teacher.

The language skills' level formed in both groups was appropriate enough (as both groups were using the SCA), however, the experimental group is perceptibly more successful (71.11 → 94.67), than in the control group (72.11 → 83.56), which supports the idea that the SCA in foreign language teaching has to be based on a wider understanding suggested by me.

Before the experiment students of both group did not find interesting the activities which were demanding higher level cognitive skills. The control group students maintained this attitude after the experiment as well. On the other hand, the experimental group students, who practiced the choice of activities themselves, started valuing these activities.

The experimental group students eventually found the new approach interesting (2.44-2.78 points in a three-point assessment system), useful (2.33-2.89 in a three-point assessment system) and not too difficult; the attitude has become especially positive by the end of the experiment.

The difficulty level was, in fact, the only problem. While defined by the students as between 'reasonably difficult' and 'very difficult' at the beginning of the experiment (1.67-2.78), at the end of experiment, it already ranged from 1.44 to 2.00 (or 'reasonably difficult'), only the difficulty of making up tasks and tests was still defined as 2.11 in a three-point assessment system, which means it is a bit too difficult, at least for some students.

Of course the scale of the survey and the experiment requires to continue the research in this direction on a wider scale, but the general trend is quite definite, which permits to give certain recommendations to language teachers.

6. Based on the findings of both literature analysis and the research chapter, the SCA to language teaching should be widely used starting with high school, involving pair and group work, inductive teaching, selection of topic, material, activity type and assessment format by students, and shifting the responsibility for learning to students.

List of publications in which the main ideas and findings of the dissertation are reflected:

1. Kerdikoshvili, N. (March 19, 2011). Lesson Planning and Time Management. First International Research Conference on Education, English Language Teaching, English Language and Literatures in English. International Black Sea University, p. 110-118

2. Doghonadze, N. &Kerdikoshvili, N. (2012) Planning in Education and Student-Centered Teaching. International Conference of Education, Research and Innovation, Madrid, Spain p.3315-3321

3. Kerdikoshvili, N. (2012). Student-centered approach to classroom management in English Language Teaching. Journal of Education. IBSU. vol. 1, iss. 2, p.53-60

4. Kerdikoshvili, N. (April 19-20, 2013). Students' Needs Assessment for Lesson Planning. Third International Research Conference on Education, English Language Teaching, English Language and Literature in English, International Black Sea University. Proceedings, p. 313-327

5. Kerdikoshvili, N. (April 25-26, 2014) How to Use Teaching Time Effectively.Fourth International Research Conference on Education, English Language Teaching, English Language and Literatures in English, International Black Sea University. Proceedings, p. 207-224