The Efficacy Of Teacher-Centered And Student-Centered Approaches In Foreign Language Teaching: A Quantitative Analysis

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Abstract

Introduction: The focus of the study is to examine the methods of teaching a foreign language and a validation of the same on basis of the effects on student success. The position is that the teaching methods should have a direct role in enabling the learners to attain success and improvements in their performance in foreign language studies.

Methods: The study adopts confirmatory research due to the need to test hypotheses. In this regard, a quantitative research has been sought hence the execution of statistical analysis. The confirmatory design relies on mathematical processes to understand the relationship of variables.

Results/Discussions: The findings have indicated that teacher-centered methods of teaching foreign language do not have a positive perception as compared to student-centered approaches. The findings have demonstrated that reinforcement-led methods of teaching a foreign language do not have significant incremental effects on student achievement. In a different context, learner autonomous approach or student-centered methods in teaching a foreign language have significant incremental effects on student achievement.

Conclusion: Overall, the policy should be to enhance student-centered methods to attain success of the students at the same time increase their motivation as foreign student learners. The student-driven methods have positive impact on the improvement of linguistic skills of the candidates.

Keywords: Student-Centered, Teacher-Centered, Foreign Language, Grammar-Translation Method, Communicative Teaching Method

1.0 Introduction

In this article the focus is on methods of teaching a foreign language with the goal to enhance student achievement. Therefore, the study seeks to explore the problem topic in context of the cross-cultural and socio-economic perspectives that may have a mediating effect on the success of the foreign language learners. As held by DurakÜğüten (2016) traditional language learning environment is considered to be more teacher-centered and the latter play a role as information givers. Moreover, the same study indicated that even when applied to traditional setting of language education the environment is still teacher-centered. In other words, the teacher is perceived to have a central role in the development of foreign language learners within a traditional learning environment. According to Sanal (2017) teachers serve as the giver of information while the learner acts as the agent that receives the information. In this regard, in traditional learning environment for foreign languages the learner is simply passive. On the contrary, Benson (2015) are among the studies that have proved that there is evolution of learner-centeredness away from teacher-centeredness in foreign language classrooms due to the changes occasioned by modern theories and emergence of new technology. For example, the understanding is now changing in that learner-centeredness is much popular and that teacher and learners have shared responsibility in the classroom. The learners are not required to simply sit in the classroom and passively assimilate the

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information delivered to them by the teacher without questioning as noted by DurakÜğüten (2019). In agreement, DurakÜğüten (2015) held that the learners should take charge of their learning process. In a different context, Balci (2016) held that learners have individual differences when it comes to their participation in language learning. Thus, teachers should take cognizance of these differences since they have an impact on the learners and their responsiveness to the styles of learning administered to them. Moreover, Balci (2016) stated that developments in the education sector have impacted on foreign language education and this should form an important basis for policy decision-making in the field. Balci (2016) also stated that there are several theories that have been developed to understand the process of foreign language teaching with the main ones been **Mentalism** and **Behaviorism**. In conclusion, the findings above open the stage of this study with a background understanding of the foreign languages learning environment and the conspiracy around it. For instance, the question of concern is on the teacher-student role in the process of learning a foreign language and the pre-existing dispositions such as where the teacher plays a more proactive role in the learning process. Nonetheless, the findings also depict that there are efforts to revolutionize the classroom setting for foreign language learners where the students participate fully and actively on their class roles whilst leaving the teacher as the mid-wife. Indeed, this is an important consideration for the study and whether the modern methods or rather approaches for teaching foreign language support learner-centeredness or teacher-centeredness. Moreover, it is imperative to investigate how selected methods of teaching foreign language impact on academic excellence in foreign language learners.

1.1 Theories and Models

In this section a review of theories and models on foreign language has been addressed and implications to the study evaluated. According to Chen (2000) behaviorism is characterized by three-phase stimulus namely reinforcement and response basis on the maxim that an animal can undergo training and hence do everything. In this regard, conditioning serves as the key point and the proponents of this theory affirm that there exists no theory in relation to language but rather the mere application of general principles in terms of language learning. In conjunction to the above views Gao and Li (2006) stated that learning is influenced by the conditions in which it is administered thus whenever the subjects are confined to the same conditions, they learn in identical ways. In addition, it was stated that throughout language learning the utterance are generated as a result of some stimulus. For instance, verbal, physical, or internal stimuli are considered as the basis for any utterances by the subject hence being the actuators of responses on the part of the learner (Sanal, 2017). In line with the above Xia (2014) held that when an individual is learning to develop responses to the identified stimuli as explicated above the first effort is its reinforcement. For instance, the subject can be reinforced in several ways as held by Yin (1990). Overall, the position by proponents of behaviorism is revealing that learning a foreign language can be a conditioned process and is driven by the stimulus in place. Therefore, the understanding is that learning a foreign language is on how much the learners are subjected to their environment and actually this revisits the notion of teacher-centeredness that has been mentioned earlier in the research. The implication of behaviorism is that it introduces a matrix for the methods that may adapted to teaching foreign languages by the role of conditioning and stimulus in the process. The hypothesis to be examined is as follows:

H1: Reinforcement-led methods of teaching a foreign language increase student achievement

According to Halliday and Hasan (1985) mentalism contrasts with behaviorism in that the process of learning language remains a mental initiative as opposed to habit formation. The proponents of mentalism theory argue that whenever an individual is born they evolve with an in-built potential for language acquisition. Thus, as a result of this inborn capacity it renders the subjects to establish a hypothetical judgment regarding the language. Thus, the individuals are capable to construct personalized sentences in context of the above hypothesis and validate the same based on the language they encounter from other subjects. In support of the above views, Pădurean (2014) argued that individuals at a tender age have exposure to a system of language considering that their cognitive capabilities mature simultaneously with the learning of mother tongue. For that reason, a subject at a tender age is capable to build rules of language significant to the degree of their maturity to be referred to as "creative construction" which is embedded on self-created rules. The arguments presented above by proponents of mentalism assert the initiative for learner-centeredness and this distances itself from behaviorism which does not advocate for the inbuilt potential of the subjects to learn language by themselves without some kind of conditioning. On the above presuppositions the following hypothesis is going to be examined:

H2: Learner autonomous approach in teaching a foreign language increases student achievement

1.2 Conceptual Framework

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On basis of the established theories for foreign language teaching namely mentalism and behaviorism a conceptual framework for the study is as envisaged below in Figure 1 below.

Figure 1: Study's conceptual framework
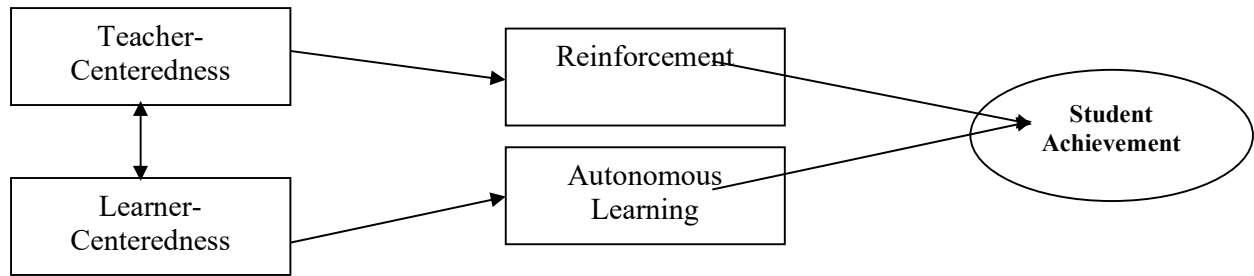
Source: (Author, 2023)

The conceptual model presented in Figure 1 above reveals the anticipated relationship between teacher-centeredness and learner-centeredness in the sense in that both have a sporadic effect on reinforcement and autonomous learning environment respectively. Therefore, the position is that both reinforcement and autonomous learning system has its peculiar impact on student achievement. Student achievement refers to the capacity of the foreign language learners to attain high scores or success in the foreign language they are currently enrolled in. For that reason, the present study seeks to validate the relationships established in the conceptual framework in due course. The main assumptions that can be drawn from the conceptual work are that methods of teaching foreign language are either characterized by reinforcement or autonomous learning which has unique effects on student success.

1.3 Aims and Research Objectives

The study aims to establish whether foreign language learners perceive specific teaching methods of foreign language is instrumental to their linguistic growth and linkage to their confidence in certain dimensions of language utilization. Further the objectives in the study include the following:

a) To identify the methods of teaching foreign language
b) To analyze the effectiveness of the methods of teaching foreign language and impact to achievement of learners
c) To recommend the most suitable method(s) of teaching foreign language

1.4 Research Question

In the study, the following research question is going to be deliberated:

RQ: Are the methods of teaching foreign language collectively impacting positively on student positive achievement?

1.5 Empirical Review

In this part a review of literature has been achieved with the mission to understand the different criteria for teaching foreign languages and the similarities or differences between them. According to the study by Gusevskaya (2017) the **grammar-translation method** is an approach considered in teaching foreign languages. The approach mainly consists of the translation initiative from second language into the foreign or target language. For instance, the researcher envisages a case where foreign language students translate Uzbek texts into English or German or French. In addition Kashina (2016) affirmed that in grammar-translation method the focus is more on writing and reading while there is minimal attention to listening or speaking. In line with the assertions above Shchukin (2017) held that in grammar-translation method the native language of the students is maintained and therefore is considered to be a critical reference point in the development of second language. In conjunction with the above Celce-Murcia (2018) indicated that language learners in grammar-translation method remain passive throughout their language learning whereas teachers are considered as authority i.e. a model that is teacher-centered. In tandem with the above assertions Solontsova (2019) held that despite the method rendering it possible to comprehend foreign language being trained it failed to generate fundamental communicative skills. For instance the learners hardly expressed their thoughts including being incapable to communicate effectively with the native speakers. Overall, the affirmations above are fundamental to the study as they revisit the expositions presented in the conceptual framework of the study on the position of teacher-centered modality and the projected effects to student achievement. Therefore, it means that grammar-translation method is by and of itself a passive learning

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process for foreign language hence characterized by reinforcement as opposed to autonomous learning.

Textual-translation method is considered to be another approach for teaching foreign language. As held by Richard, Jack, and Rodgers (2019) the goal of training was to develop the students of foreign language relying on reading of classical literature. For instance, in various textbooks there are shown line arrangements within the texts: the first line consisted of a text expressed in foreign language while the second line presented its transcription while the third line bore its literal translation whereby the structure of grammar was similar to the foreign language. Thus, upon a repeated reading of the text after the teacher several times including noting on the transcription the students were required to make analysis of the translation and recommend the relevant literature translation. In support of the views above Bussmann (2017) indicated that the learners in textual-translation method indulged in practicing pronunciation, vocabulary, and grammar. However, for this method the learners do not indulge much in studying the grammar in use but rather got to analyze the material presented in the text. Indeed, the findings above reveal that for the textual translation method the teaching of foreign language is an irregular process.

Thirdly is the assessment on **direct method** as an approach for teaching foreign language. According to Stern (2015) direct method differs sharply from grammar-translation method since the target language is the sole channel of instruction as well as communication medium in the classroom. In agreement Anukam (2019) holds that in direct method there is avoidance in the adoption and use of the first language including the non-use of translation as a criterion. Moreover, the direct method was a basic initiative to render the learning of foreign language as the means of language use for communication. In addition Okenwa (2017) indicated that the method invites the inventiveness of the instructors or tutors to develop new strategies of teaching language to include the use of objects or pictures, spoken narratives, imitation, dictation, and question and answer protocols. In conclusion, the researcher upon evaluating the above issues is concerned on the degree to which the direct method guarantees against misunderstanding devoid of translating especially in the case of abstract ideas without referring to the first language. The other concern is on the application of the method in a manner superseding elementary phase of language learning. The researcher also holds that the direct method would be much relevant if implemented by instructors or tutors that are native speakers of the foreign language or that have native-like fluent skills in the same. Although, it is difficult to always meet this standard in majority of foreign language institutions.

The other approach for teaching foreign language refers to the **audio-lingual method** is linked to psychology as well as linguistics. As held by Satya (2017) the psychological tenets of this method is behaviorism whereby language learning is interpreted in context of response and stimulus, reinforcement, conditioning, and operant. Moreover, the method holds the assumption that learning a foreign language consists of the mastery of the components or building blocks in relation to the language. In conjunction to the above views, Stern (2015) held that the audial-lingual method learning a foreign language requires upholding the rules within the elements of the language: this consists of the phoneme to phrase to word to morpheme in a given sentence. Anukam (2019) further asserted that the method utilizes dialogues as the principle criteria of the presentation of the language including the listening and speaking, pattern drills, and mimicry. In conclusion, the assertions around the audio-lingual method signify elements of grammar-translation method on the aspect of reinforcement and conditioning meaning it is more teacher-centered as opposed to being student-driven.

The other approach to teaching of foreign language refers to **communicative teaching method**. As held by Gusevskaya (2017) this method was considered in the teaching of foreign language with consideration on communicative proficiency as opposed to mere mastery of structures and blocks. Therefore, the goal is to help students of foreign language to attain communicative competence. Supporting similar claims Shchukin (2017) stated that communicative teaching method propagates for activities that involve real communication as well as conducting meaningful tasks with the learners. In addition, the students as the language learners are considered to play a significant role in the process as negotiators while teachers only offering guidance, counsel, and corrections. Aligned to the affirmations above Celce-Murcia (2018) holds that communicative method are effective in teaching foreign language since they create a more interactive environment that stimulates the development of linguistic skills of the learners. The findings above reveal that communicating teaching method is more learner-centered and can be associated with autonomous learning. Therefore, it shows that communicative approach to teaching foreign language seeks to render teacher a less proactive role whole the learners are invited to develop their competencies in the target language.

1.6 Gaps in Knowledge

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Upon the review of literature it is evident that there is still little research among past scholars on the effects of different methods of teaching foreign languages on student achievement. Moreover, inasmuch as past studies have duly classified the teaching methods as teacher-centered or student-centered the implications such has on the achievement of the students in foreign language classroom is still hanging. Thus, it is valuable that the study addresses this gap in knowledge and this is set to be achieved in the efforts to validate the conceptual framework in the study. The next section, therefore, outlines the methodological process to be sought to achieve or rather to counter the gaps in the research. Nevertheless, the study has significance to future scholars since based on the formulated literature there will be developed a survey that can be used in the future to pursue knowledge on different methods of teaching foreign language and the subsequent effects on student achievement.

2.0 Method

2.1 Participants

In the study the respondents were students in the Tashkent University of Information Technologies, Foreign Language Department. The entire cohort sample were students in the three programs for French, English, and German with high proficiency in the languages but that they were all native Uzbek speakers. Thus, the participants were invited to take a survey that lasted 15 minutes and it contained basic questions regarding themselves and the manner in which they read different texts in English or French or German, for example and then requested to summarize the same text in Uzbek. In the same respect, the process was initiated again requiring them to translate from Uzbek to English or French or German. The text passages picked for translation was academic in pretext. The selection of the participants required that they prove to have quality communication, reading, and writing skills as they were critical to interpret and respond to the survey. Thus, a sample of 40 students was selected to participate in the survey and the researcher considered that the cohort constituted of some of the most successful learners in the said second languages.

2.2 Instrumentation, Material, and Procedure

As indicated, 40 students were involved in the survey with the focus to establish the perceived experiences with various teaching methods of foreign language applied to them. Therefore, the closed-ended questionnaire was uploaded in the SurveyMonkey portal and the participants were asked to login to the system and respond to the survey as guided. Moreover, prior to accepting the survey the participants were assured of their right to withdraw from the study out of volition and without any offense to the researcher or any other party. The guarantee for anonymity and protection of privacy was also affirmed in an expressed manner prior to starting the survey. In the end, the results were transferred to SPSS spreadsheet for further analysis and interpretation including testing of hypotheses formulated in the study. The study considered that there was no right or wrong answers whatsoever.

3.0 Results

In this section the results of the survey have been presented with the aim to establish the relationship across the teaching methods based on the perceptions of the foreign language learners in the Tashkent University of Information Technologies, Foreign Language Department.

3.1 Demographic Statistics

The findings indicated that 47.5% of the participants were males while 52.5% being females as shown in Figure 2 below.

Figure 2: Gender of the participants

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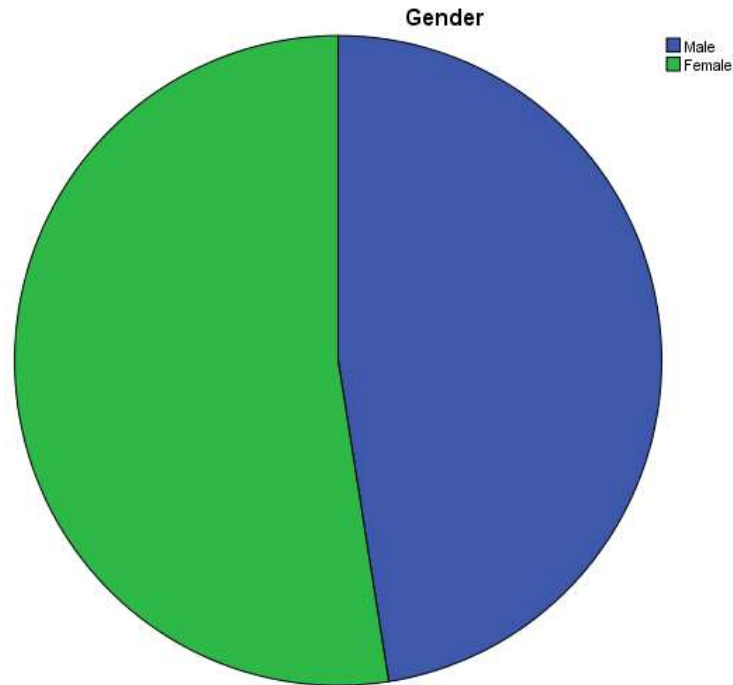
In terms of age, 30% of the respondents indicated to be in the age bracket 18-21 years while 42.5% reporting to fall in the age 22-25 years and 27.5% 30+ years. The distribution is as shown using a bar-chart in Figure 4 below.

Figure 4: Age of the participants
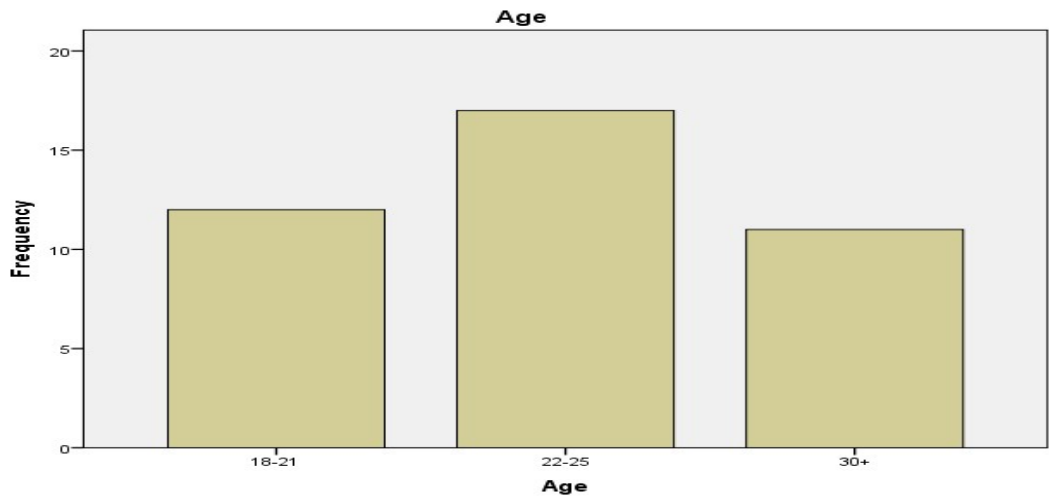
Lastly, the participants were asked whether they considered to have been successful with their foreign language studies. The feedback depicted that 47.5% said they were successful while 30% replied with a no and 22.5% were not sure about the actual status of their progress. The results are presented below using a bar chart in Figure 5.

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Figure 5: Success with foreign language studies

3.2 Descriptive Statistics and Trends

Further empirical findings refer to the perceptions around the teaching methods of foreign languages as reported in Table 1 below.

Table 1: Summary statistics on individual teaching methods of a foreign language

Key Variables	Mean	S.D
I would achieve much linguistic growth whenever translating from second language into foreign language	2.7750	.97369
The invitation by our teacher to translate Uzbek text into foreign language like English or German or French makes me improve my linguistic skills	2.8750	1.32409
I have liking for intense writing and reading as compared to listening or speaking as it enhances my linguistic growth	2.9250	1.16327
I feel the teacher been the center of my foreign language learning and dictating my activities has been improving my linguistic skills	3.7250	1.01242
I much prefer to just follow what my teachers says in class by taking a passive role and with no peer interaction	3.8250	1.12973
I support the invitation to read classical literature as it enhances my linguistic skills	3.9500	.84580
I prefer reading classical literature and develop relevant textual translation as this will improve my linguistic skills	2.9000	1.03280
I prefer to indulge more in practicing pronunciation, vocabulary, and grammar as it enhances my linguistic skills	3.2500	.80861
I believe it is not vital to engage in studying grammar but then analyze the material in the text as it guarantees progress in linguistic skills	2.8000	1.04268
I would be pleased if the foreign language remains the sole channel of instruction and communication modality	2.4500	1.08486
I support that in learning the foreign language the focus should never be on the first language	2.3750	1.07864
In teaching foreign language I would gain more if there are no activities such as translation	2.2000	1.04268

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I feel that with some reinforcement and teacher control I can improve my linguistic skills	2.2250	1.04973
Mastery of the building blocks of the target language is the best way to improve my linguistic skills	2.2500	.86972
Learning a foreign language while adhering to the core rules of its structure and origin is the way to enhance my linguistic skills	2.4000	1.08131
I support the optimization of communicative proficiency as a student of foreign language	3.1500	1.07537
Communicative competence is better compared to mastery of foreign language	3.7250	1.01242
I have preference for real communication tasks and activities	3.8250	1.12973
Direct involvement of the learner in the foreign language development is much preferable	4.0500	.84580
Valid N (listwise)		

As per the results presented in Table 1 above it is evident that all the cases for the specific methods of teaching foreign language have the mean above the standard deviation. Thus, it means that there is consistency and stability in the trend and that the perceptions around each of the cases by the students of foreign language are consistent.

Table 2: Summary statistics on teaching methods

Descriptive Statistics

Teaching Methods Summative	N	Minm	Max	Mean	Std. Deviation
Grammar-Translation Method	40	2.00	5.00	4.0500	.84580
Textual-Translation Method	40	1.00	5.00	2.3500	1.18862
Direct Method	40	1.00	4.00	2.4750	1.13199
Audio-lingual Method	40	1.00	4.00	2.4250	.95776
Communicative Teaching Method	40	1.00	5.00	3.0500	1.10824
Valid N (listwise)	40				

The results presented in Table 2 above reveal the teaching methods summary trends and the standard deviation is below the mean thus affirming a consistency in the reported feedback by the participants. The assertion, therefore, is that the respondents firmly believe in the perceptions that have on different teaching methods that may be applied to them in learning a foreign language. The same trend confirms that the perceptions can be considered at policy level in the foreign language department towards increasing success of the foreign language learners through selecting the optimum approach.

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Table 3: Correlation of teaching methods

Correlations

		Grammar-Translation Method	Textual-Translation Method	Direct Method	Audio-Lingual Method	Communicative Teaching Method
Grammar-Translation Method	Pearson Correlation	1	-.145	-.320*	-.375*	.107
	Sig. (2-tailed)		.371	.044	.017	.512
	N	40	40	40	40	40
Textual-Translation Method	Pearson Correlation	-.145	1	.540**	.362*	-.169
	Sig. (2-tailed)	.371		.000	.022	.296
	N	40	40	40	40	40
Direct Method	Pearson Correlation	-.320*	.540**	1	.566**	.083
	Sig. (2-tailed)	.044	.000		.000	.612
	N	40	40	40	40	40
Audio-lingual Method	Pearson Correlation	-.375*	.362*	.566**	1	.173
	Sig. (2-tailed)	.017	.022	.000		.287
	N	40	40	40	40	40
Communicative Teaching Method	Pearson Correlation	.107	-.169	.583	.573	1
	Sig. (2-tailed)	.512	.296	.012	.047	
	N	40	40	40	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The results captured in Table 3 above signify that there are vast cases there is correlation among the teaching methods that can be used to develop the skills of the foreign language learners. The regions that have been colored in Table 3 are indicating presence of both negative and positive correlations at 95% confidence interval. For instance, Grammar-Translation Method proves to have negative but moderate significant correlation with Direct Method and Audial-Lingual Method. For Textual-Translation Method shows to have positive but moderate correlation with Direct Method and Audial-Lingual Method at 95% confidence interval. In addition, Direct Method proves to have significant strong correlation when linked to Audio-Lingual Method at 95% confidence interval. Communicative-Teaching Method also proves to have positive correlation on Direct Method and Audio-Lingual Method at 95% confidence interval. As such, Grammar-Translation Method proves to have negative linearity to the rest of the teaching methods at the same time with no significant linkage to communicative teaching method considering they are teacher-centered and learner-centered respectively. However, the correlation matrix proves that there is relationship across the teaching methods of foreign language and that means they form a good model to influence the success rate of the learners in terms of their growth in linguistic skills among others.

Table 4: Validity of specific teaching methods of foreign languages

Communalities

Specific Teaching Methods	Initial	Extraction
I would achieve much linguistic growth whenever translating from second language into foreign language	1.000	.866
The invitation by our teacher to translate Uzbek text into foreign language like English or German or French makes me improve my linguistic skills	1.000	.737

I have liking for intense writing and reading as compared to listening or speaking as it enhances my linguistic growth	1.000	.872
I feel the teacher been the center of my foreign language learning and dictating my activities has been improving my linguistic skills	1.000	.939
I much prefer to just follow what my teachers says in class by taking a passive role and with no peer interaction	1.000	.949
I support the invitation to read classical literature as it enhances my linguistic skills	1.000	.762
I prefer reading classical literature and develop relevant textual translation as this will improve my linguistic skills	1.000	.793
I prefer to indulge more in practicing pronunciation, vocabulary, and grammar as it enhances my linguistic skills	1.000	.676
I believe it is not vital to engage in studying grammar but then analyze the material in the text as it guarantees progress in linguistic skills	1.000	.675
I would be pleased if the foreign language remains the sole channel of instruction and communication modality	1.000	.571
I support that in learning the foreign language the focus should never be on the first language	1.000	.723
In teaching foreign language I would gain more if there are no activities such as translation	1.000	.651
I feel that with some reinforcement and teacher control I can improve my linguistic skills	1.000	.859
Mastery of the building blocks of the target language is the best way to improve my linguistic skills	1.000	.848
Learning a foreign language while adhering to the core rules of its structure and origin is the way to enhance my linguistic skills	1.000	.840
I support the optimization of communicative proficiency as a student of foreign language	1.000	.730
Communicative competence is better compared to mastery of foreign language	1.000	.939
I have preference for real communication tasks and activities	1.000	.949
Direct involvement of the learner in the foreign language development is much preferable	1.000	.783

Extraction Method: Principal Component Analysis.

The results captured in Table 4 above reveal that all the specific aspects of teaching methods for foreign languages have attained validity at above 40% meaning each of the issues are critical to the participants. Thus, it would be worthwhile to incorporate in the policy framework for teaching foreign languages in the institution each of the mentioned factors as they have importance to the learners.

Table 5: Validity of summative teaching methods of foreign languages

Communalities

Summative Teaching Methods	Initial	Extraction
Grammar-Translation Method	1.000	.346
Textual-Translation Method	1.000	.593
Direct Method	1.000	.738
Audio-lingual Method	1.000	.721
Communicative Teaching Method	1.000	.921

Extraction Method: Principal Component Analysis.

In the results shown in Table 5 above it is evident that Communicative Teaching Method (.921) which is learner-centered has more validity followed closely by Direct Method (.738) and Audio-Lingual Method (.721) and then Textual-Translation Method (.593). However, Grammar-Translation Method (.346) proves to have no validity which means as a teacher-centered method it is not much considered as important support by the students in improving their linguistic skills.

3.3 Test of significance

The results for the effects of teaching methods on foreign language success are as reported in Table 6 below.

Table 6: Test results on impact of teaching methods on foreign language success

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Model Summary[b]

Mod el	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
					Change Statistics					
1	.286[a]	.802	.563	.82976	.082	.607	5	34	.005	.385

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.091	5	.418	.607	.005[b]
	Residual	23.409	34	.689		
	Total	25.500	39			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Toleranc e	VIF
1	(Constant)	.707	.950		.745	.461		
	Grammar-Translation Method	.071	.175	.074	.402	.690	.802	1.246
	Textual-Translation Method	.140	.139	.206	1.007	.021	.643	1.555
	Direct Method	-.034	.162	-.047	-.208	.037	.527	1.896
	Audio-lingual Method	-.019	.179	-.022	-.104	.918	.599	1.669
	Communicative Teaching Method	.182	.129	.249	1.406	.009	.858	1.165

a. **Dependent Variable: Are you successful with your foreign language studies?**

The results presented in Table 6 above portray a test of significance between each of the teaching methods of foreign language versus success of the subjects on foreign language studies. Foremost, the model summary reveals the Adjusted R^2 and R^2 to be 56.3% and 80.2% respectively and significant at 95% confidence interval. Therefore, it means that the specified teaching methods of foreign language explain success in foreign studies as perceived by the students by the mentioned rates and this asserts the presence of a goodness of fit in the relationship of the mentioned variables. In addition, the ANOVA (F = .607, Sig. = .005) proves that the entire model is significant and that the teaching methods of foreign language as perceived by the participants have real-life effects on student success in their foreign language. Moreover, the actual model parameters reveal that Textual-Translation Method (β = .206, Sig. = .021), Direct Method (β = -.047, Sig. = .037), and Communicative Teaching Method (β = .249, Sig. = .009) have significant predictive effects on student success in their foreign language at below 5% margin of error.

Table 7: Test results on impact of teaching methods on foreign language success moderated by demographic factors

Model Summary[b]

Mod el	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
					Change Statistics					
1	.442[a]	.696	.449	.78838	.196	1.338	6	33	.269	.048

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.989	6	.832	11.338	.009[b]
	Residual	20.511	33	.622		
	Total	25.500	39			

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Coefficients[a]

Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
1	(Constant)	.718	.902		.796	.032		
	Grammar-Translation Method	.152	.171	.159	.888	.381	.763	1.310
	Textual-Translation Method	.085	.135	.125	.628	.034	.620	1.613
	Direct Method	.085	.163	.119	.523	.004	.467	2.141
	Audio-lingual Method	-.093	.174	-.111	-.537	.595	.575	1.738
	Communicative Teaching Method	.087	.131	.120	.668	.000	.762	1.313
	Moderator_Demographics	.347	.161	.383	2.159	.038	.774	1.292

a. **Dependent Variable: Are you successful with your foreign language studies?**

The outcomes shown in Table 7 above examine the moderating effects demographic factors i.e. age, gender, and age of the participants on the perceived relationship between teaching methods of foreign languages and success. The indication is that the entire model proves to be a goodness of fit since the R2 is at 69.6%. The same means that 69.6% of the cases for the teaching methods in foreign languages explain success of the students in linguistic skills in foreign studies. On the other hand, the model proves to be significant and non-spurious considering the ANOVA (F = 11.338, Sig. = .009) hence the effects of the predictor variables i.e. teaching methods of foreign language cannot be taken for granted in real life. For the actual model Textual-Translation Method (β = .125, Sig. = .034), Direct Method (β = .119, Sig. = .004), and Communicative Teaching Method (β = .120, Sig. = .000) and the moderator variable i.e. demographics (β = .383, Sig. = .038) prove to have significant predictive effects on success in foreign language studies as perceived by the students. Overall, the moderating effects of the demographic factors have improved the model significant meaning at policy level it should also be taken into consideration when contemplating on the best way forward to enhance foreign language teaching environment in Tashkent University in the future.

As per the results **H1** is rejected in that reinforcement-led methods of teaching a foreign language do not have significant incremental effects on student achievement. However, **H2** has been supported or upheld in that learner autonomous approach in teaching a foreign language has significant incremental effects on student achievement.

4.0 Discussions

The findings of the research have shown that the participants attribute significant to each of the teaching methods of foreign languages whenever they are used to develop their skills as candidates of foreign languages. The affirmation is that the findings prove a liking or rather orientation to learner-centered approach denoted by direct methods and communicative teaching method. Moreover, these methods have proven to attain higher validity on basis of the students' perceptions on the best criteria for teaching foreign languages. Therefore, the study has supported the suitability of learner-centered methods as mentioned above and this aligns to the works by Shchukin (2017), Gusevskaya (2017), and Celce-Murcia (2018) whereby the value for learner-centered approach has been considered the best method for teaching foreign languages. In addition, through test of significance the research has proved that teacher-centered methods receive some degree of invalidity as per the perceptions of the students as candidates of foreign language including having non-significant predictive effects on success in foreign language studies. The findings above fail to support the research by Richard et al. (2019), Bussmann (2017), and Stern (2015) who advocated for teacher-centered methods of teaching foreign language and there is affirmation that the subjects need more room that can accommodate their direct involvement in their process of learning. Nevertheless, the findings have also prove that the teaching methods of foreign languages have meaningful correlation among themselves hence would require to be considered at an equal level playing field when formulating policies meant to enhance the teaching methods currently practiced in the foreign language

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department in Tashkent University. Although, it is also clear from the findings that not there are teacher-centered methods with dimensions allowing student participation that render them to influence positively student success in foreign language studies. The findings are linked to the literature by Okenwa (2017) and Anukam (2019) in the sense in which indirect teacher-centered methods of foreign language were found to enhance the linguistic skills of the candidates. Overall, the findings reinforce the need to have student-centered methods of teaching foreign language since it builds their zeal and morale hence taking the lead in achieving success as students.

5.0 Conclusion

Overall, the study has evaluated the different methods that can be sought to teach foreign languages. The study has evaluated the following teaching methods of foreign language: grammar-translation method, textual-translation method, direct method, audio-lingual method, and communicative-teaching method. The findings have shown that the demarcation in the methods is how much they directly involve the teacher or the learner in the process. For instance, grammar-translation method was seen to have a pure approach on teacher-centered measures meaning the students are only passive players and do not influences much process of their learning. On the other hand, communicative learning method was reported to be the proxy for student-centered approach in the sense that the learners contribute a greater role in their learning process of foreign language. The study has taken the position that it is better to have a student-centered approach since it guarantees success rate in the students including attaining excellence in their scores among others. The recommendation is that there should be more investment on student-centered learning and this should be the direction of the development of resources meant to make foreign language education a success.

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APPENDIX A: QUESTIONNAIRE TEMPLATE

SECTION A: BIO-INFORMATION

Q1. What is your gender? ☐ **Male** ☐ **Female**

Q2. What is your age? ☐ **18-21** ☐ **22-25** ☐ **30+**

Q3. Are you successful with your foreign language studies?

☐ > **Yes** ☐ **No** ☐ **Not Sure**

SECTION B: QUESTIONS ON METHODS OF TEACHING A FOREIGN LANGUAGE

Please indicate by rating 1-5 the degree to which you agree or disagree with the issues stated:

	Survey	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Grammar-Translation Method	I would achieve much linguistic growth whenever translating from second language into foreign language					
	The invitation by our teacher to translate Uzbek text into foreign language like English or German or French makes me improve my linguistic skills					
	I have liking for intense writing and reading as compared to listening or speaking as it enhances my linguistic growth					
	I feel the teacher been the center of my foreign language learning and dictating my activities has been improving my linguistic skills					
	I much prefer to just follow what my teachers says in class by taking a passive role and with no peer interaction					
Textual-Translation Method	I support the invitation to read classical literature as it enhances my linguistic skills					
	I prefer reading					

	classical literature and develop relevant textual translation as this will improve my linguistic skills					
	I prefer to indulge more in practicing pronunciation, vocabulary, and grammar as it enhances my linguistic skills					
	I believe it is not vital to engage in studying grammar but then analyze the material in the text as it guarantees progress in linguistic skills					
Direct Method	I would be pleased if the foreign language remains the sole channel of instruction and communication modality					
	I support that in learning the foreign language the focus should never be on the first language					
	In teaching foreign language I would gain more if there are no activities such as translation					
Audio-lingual Method	I feel that with some reinforcement and teacher control I can improve my linguistic skills					
	Mastery of the building blocks of the target language is the best way to improve my linguistic skills					
	Learning a foreign language while adhering to the core					

	rules of its structure and origin is the way to enhance my linguistic skills					
Communicative Teaching Method	I support the optimization of communicative proficiency as a student of foreign language					
	Communicative competence is better compared to mastery of foreign language					
	I have preference for real communication tasks and activities					
	Direct involvement of the learner in the foreign language development is much preferable					