EVALUATING THE EFFICACY OF THE LEARNER-CENTERED APPROACH (LCA) IN ENGLISH LANGUAGE TEACHING: AN EDUCATOR'S INSIGHT (BOLOGNA PROCESS SYSTEM AS AN EXAMPLE)

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Abstract	This study investigates English language educators' perspectives on the efficacy of The Learner-Centered Approach (LCA) within the context of the Bologna process reforms in European higher education. Despite the growing adoption of LCA, there is limited research on educators' views regarding its impacts on teaching methodologies, classroom dynamics, student engagement, and learning outcomes. To address this gap, a quantitative questionnaire was administered to a purposive sample of 33 English language educators from various European institutions. The questionnaire items were developed based on key LCA principles and strategies. Descriptive and inferential statistical analyses, including one-sample t-tests, independent samples t-tests, and one-way ANOVA, were conducted using SPSS. The findings indicate overall favorable orientations among educators towards the LCA, with a significantly higher mean score than the neutral midpoint. However, no significant differences were found based on educators' gender or teaching experience, suggesting complex dynamics shaping their views that warrant further qualitative exploration. The study contributes empirical insights to inform the implementation of learner-centered policies and pedagogies in English language instruction. Recommendations include tailoring curricula, adopting classroom strategies, establishing feedback mechanisms, and providing institutional support. Future research should employ mixed-methods designs to comprehensively understand educators' perspectives and experiences with LCA in diverse contexts.
Keywords	Learner-Centered Approach (LCA), English Language Teaching, Bologna Process System, Educator perspectives, and Learning Outcomes.

INTRODUCTION

The Learner-Centered Approach (LCA) has gained significant prominence in the field of English language teaching (ELT), shifting the focus from traditional teacher-led instruction to pedagogies that prioritize the needs, interests, and active participation of students (Nunan, 2013). This approach emphasizes the importance of tailoring the curriculum, teaching methods, and assessment practices to the unique learning preferences and developmental levels of individual students, with the ultimate goal of facilitating meaningful and lasting language acquisition (Weimer, 2013). The implementation of the LCA in ELT has been viewed as a promising strategy to enhance the effectiveness of language instruction and foster the development of language proficiency among students (Nunan, 2013). By engaging learners as active participants in the learning process, the LCA aims to promote the development of communicative competence, linguistic skills, and learner autonomy (Tudor, 1996). Despite the widespread adoption of the LCA in ELT, there remains a need for a comprehensive evaluation of its efficacy in this specific context. While existing research has explored the implementation and perceived benefits of the LCA in various educational settings, there is a dearth of studies that specifically investigate its impact on English language learning outcomes within the framework of the Bologna process system, a collaborative effort among European countries to harmonize and standardize higher education systems (Bergan, 2005; Hénard & Roseveare, 2012).

This research study aims to address this gap by providing an in-depth exploration of the efficacy of the LCA in English language teaching, with a focus on the experiences and perspectives of educators within the Bologna process system. By examining the challenges, successes, and overall impact of the LCA in this context, the study seeks to contribute to a deeper understanding of the effectiveness of this approach in enhancing English language proficiency and informing future pedagogical practices in ELT.

The overarching research problem that this study seeks to address is the lack of empirical evidence on the efficacy of the Learner-Centered Approach (LCA) in the context of English language teaching (ELT) within the Bologna process system. Specifically, this study will investigate three key aspects:

First, the study will examine the extent to which the implementation of the LCA has influenced the English language learning outcomes of students in the Bologna process system. Evaluating the LCA's impact on learning outcomes can shed light on its effectiveness in achieving the goal of enhancing the quality of language instruction and fostering the development of linguistic competencies among students (Nunan, 2013).

Second, the study will delve into the perceived benefits and challenges experienced by educators in implementing the LCA in their ELT classrooms within the Bologna process system. As key stakeholders in the teaching and learning process, educators' perspectives can offer invaluable insights into the practical realities of applying learner-centered strategies and the obstacles they face in the classroom (Weimer, 2013). This information can guide the development of targeted professional development initiatives and support systems to enable effective LCA implementation.

The third aspect of the research problem focuses on how educators within the Bologna process system evaluate the overall effectiveness of the LCA in enhancing English language proficiency among their students. Educators' holistic assessment of the LCA's impact on language learning can provide a comprehensive evaluation of its strengths and areas for improvement (Biggs & Tang, 2011). This feedback can inform policy decisions and shape future adaptations to the Bologna process system's approach to English language education.

By addressing these three research questions, the study seeks to contribute to the existing body of knowledge on the efficacy of the Learner-Centered Approach in the specific context of English language teaching within the Bologna process system. The findings can inform the implementation of learner-centered policies and pedagogies, guide professional development initiatives, and shape the future direction of English language education in European higher education contexts.

The research aims to understand the core principles and strategies of the Learner-Centered Approach (LCA), which is applied in English language classrooms. It also examines how LCA shifts the focus from traditional teacher-led language instruction to engaging, learner-focused pedagogies tailored to individual student's needs and interests, besides analyzing the Bologna process system as a representation of LCA's adoption within European higher education contexts. And how it aligns with and exemplifies LCA principles in enhancing the quality of higher education.

Hypotheses for this Study:

H0.1: There are no significant differences between the means of the responses across all variables studied.

H0.1.1: There are no significant differences between the means of male and female educators regarding their perspective or application of The Learner-Centered Approach (LCA).

H0.1.2: There are no significant differences between the means of educators based on their years of teaching experience.

The Limits of the Study;

- Findings may not be fully generalizable due to a limited sample size or demographics of surveyed educators.

- The study is confined to analyzing educator perspectives and self-reported observations without direct student input or external classroom observations.

- As a questionnaire-based study, the depth of qualitative insights into educator experiences is restricted.

- The focus on the Bologna process system provides insights into LCA adoption, mainly in European higher education contexts.

- The study does not encompass experimental comparisons of learning outcomes between LCA and non-LCA teaching methods.

- Potential educator biases regarding learner-centered pedagogies may shape responses and require critical analysis.

- The questionnaire design and distribution method may inherently limit or skew the sample population and responses.

- The study presents a snapshot of a point in time and cannot assess the long-term or evolving impacts of LCA implementation over time.

The Learner-Centered Approach (LCA) is an influential educational philosophy and pedagogical model that focuses on the needs, interests, motivations, and learning styles of students themselves in the learning process. Tracing LCA's historical origins and core principles provides context for its evolution into a globally prominent approach (Schiro, 2013; Yilmaz, 2008). Additionally, reviewing the literature on LCA applications and outcomes offers insights into its

benefits and critiques. The major reform of European higher education systems through the Bologna process exemplifies the adoption of learner-centered values on a broad scale.

The historical development of LCA can be traced back to constructivist learning theories, which highlighted the active construction of knowledge by learners based on their diverse experiences (Yilmaz, 2008). Influential early 20th-century education philosopher John Dewey promoted student-centered inquiry and democratic participation in schools (Dewey, 1986). Jean Piaget's theories of children's cognitive development stages also informed an awareness of students' developmental readiness and individual differences (Piaget, 1970).

In the mid-1900s, behavioral psychology led by B.F. Skinner focused on customized, mastery-based learning aligned with LCA principles (Skinner, 1958). Humanist education philosophy centered on learner identity, agency, and holistic development (Rogers & Freiberg, 1994). Social constructivist Lev Vygotsky highlighted the importance of contextual, collaborative learning for cognitive growth (Vygotsky, 1978).

By the late 1900s, these diverse influences coalesced into the Learner-Centered Approach, which prioritizes students' needs, perspectives, interests, experiences, and agency in education (APA Work Group, 1997). Core LCA principles encompass attention to individual learners' backgrounds, facilitating active knowledge construction through contextualized learning experiences, developing learners' critical thinking and collaboration, student-directed learning fostering agency and ownership, continuous authentic assessment, and empowering lifelong, self-directed learning capacity (Jones, 2007).

A major application of LCA principles has been the reform of European higher education systems through the Bologna process since 1999. Initiated voluntarily by education ministers, the Bologna process aimed to increase mobility and employability across 48 countries by standardizing degree cycles, credit frameworks, quality assurance, and mobility mechanisms (Chou & Gornitzka, 2014). Several elements embedded LCA values into the new European Higher Education Area, including a three-cycle degree system, the student-centered European Credit Transfer and Accumulation System (ECTS), outcomes-based curricula, flexible active pedagogies, and the Diploma Supplement outlining graduates' learning outcomes (Sursock, 2015).

These reforms align with LCA principles by putting the learner experience at the center of higher education design through credit systems recognizing student workload and flexible pathways based on demonstrated outcomes rather than fixed time periods. The Bologna process reforms have significantly impacted over 5600 institutions and 48 national education systems to adopt more learner-centered frameworks (EHEA, 2021).

In summary, the literature highlights LCA's advantages for enhancing student motivation, future competency development, and personalizing learning, contributing to its prevalence as an education reform philosophy. Yet successful implementation depends on faculty development, alignment with local cultures, and balancing learner-centered values with academic rigor. Further research can elucidate the nuances of implementing LCA effectively across diverse settings to expand its applications. The Bologna process provides a large-scale example of integrating learner-centered principles through credit systems, outcomes-based curricula, and active pedagogies to transform European higher education.

METHOD

The research adopted a descriptive quantitative design, focusing on evaluating the efficacy of The Learner-Centered Approach (LCA) in English Language Teaching. By utilizing structured questionnaires, the study sought to glean insights into educators' experiences and viewpoints. This quantitative data was subsequently analyzed to derive statistically sound conclusions. The target population for this study consisted of educators from the English Department at the College of Basic Education, University of Duhok. To ensure a diverse representation of perspectives on LCA's efficacy, a purposive sampling strategy was employed. This non-probability sampling method allowed for the selection of participants based on specific characteristics relevant to the research objectives (Etikan et al., 2016). The sample size was determined by considering factors such as the study's exploratory nature, the desired level of precision, and the available resources (Vasileiou et al., 2018). A total of 33 educators were selected to participate in the study. The sample comprised a higher proportion of female participants (25) compared to males (8), reflecting the gender distribution within the department. Additionally, the educators were categorized based on their years of teaching experience to capture varied perspectives. The distribution was as follows: 14

educators with 1 to 5 years of experience, nine educators with 6 to 10 years, six educators with 11 to 15 years, and four educators with over 15 years of experience.

This purposive sampling approach aimed to gather insights from educators with diverse backgrounds and experiences, thereby enhancing the richness and depth of the collected data (Palinkas et al., 2015). "The 'Quantitative Questionnaire on the Efficacy of the Learner-Centered Approach (LCA) in English Language Teaching' was developed based on the principles and concepts discussed by Nunan (1988) and Brown (2000) regarding The Learner-Centered Approach (LCA) in English Language Teaching." Educators were contacted via institutional conduits. Post their consent, and participants received a Google form link (https://forms.gle/Z68T6aaaBVoKvs6q8) directing them to the questionnaire. With online accessibility, the form optimizes convenience and promotes a high response rate. Respondents were allotted a fortnight to furnish their inputs.

The data procured via Google form was transitioned to SPSS for a rigorous quantitative analysis. Methods like descriptive statistics, t-tests, and ANOVA were employed to dissect the data, discern patterns, and affirm statistical significance. At the outset, participants were enlightened about the study's objectives, after which their consent was secured. The research was anchored in ensuring respondent anonymity, thereby excluding any personal identifiers from the questionnaire feedback. Moreover, participants were apprised of their right to recede from the study at any juncture sans any ramifications. An exhaustive questionnaire was devised, zeroing in on educators' experiences and interpretations of LCA. Prior to the primary study, this instrument underwent a pilot trial with a select group to affirm its clarity and pertinence.

For data analysis, the research prominently hinged on SPSS, benefiting from its capabilities in data cleansing, management, and detailed statistical dissection. Google Forms emerged as the preferred platform for curating and disseminating the structured questionnaire. Its user-centric design streamlined data collection and its built-in data export functionality facilitated a continuous transition of data to SPSS. The validity of the questionnaire was corroborated by presenting it to a specialized committee comprising experts from the distinct English Language Teaching, teaching methodologies, and educational psychology. Their mandate was to evaluate each item's relevance, clarity, and appropriateness. Adhering to an 80% agreement criterion for item retention or modification, all items surpassed this benchmark. However, a few items underwent minor changes

based on the feedback. This exercise strengthens the questionnaire's logical validity, supporting its capacity in a manner that is suitable for assessing educators' perspectives on LCA.

The reliability matrix of the questionnaire was anchored in Cronbach's alpha method, determining the internal consistency of its items. An exploratory subset of 20 educators was employed for this purpose. A reliability coefficient of 0.83 was achieved, marking it as an acceptable standard. After this validation, the finalized questionnaire was structured with 20 items, each offering five response alternatives: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

FINDINGS AND DISCUSSION

Findings

This comprehensive analysis investigates educators' perspectives on The Learner-Centered Approach (LCA) in English Language Teaching. Through detailed demographic distributions and various statistical evaluations, the study provides nuanced insights into the effectiveness and implications of LCA.

Table 1. Demographic Distribution of the Study Sample

Variables	Variable Categories	No.	%
	Male	8	24.24
Gender	Female	25	75.76
	Total	33	100
	From 1 to 5 years	14	42.42
Years of Teaching	From 6 to 10 years	9	27.27
Experience	From 11 to 15 years	6	18.18
	More than 15 years	4	12.12
	Total	33	100

The table offers a snapshot of the participants' backgrounds. The study engaged 33 educators, with a higher female representation at 75.76% (25 participants) compared to 24.24% males (8 participants). Furthermore, the educators were categorized by their teaching experience, highlighting their varied perspectives on LCA's efficacy. A majority, 42.42% (14 educators), have 1 to 5 years of experience, followed by 27.27% (9 educators) with 6 to 10 years, 18.18% (6 educators) with 11 to 15 years, and 12.12% (4 educators) boasting over 15 years. This diverse distribution across experience levels ensures a comprehensive insight into LCA within the Bologna process system,

considering the potential nuances and varied viewpoints of educators at different stages in their careers.

Table 2. Results of One-Sample t-test

Sample	Hypothetical Mean	Mean	Std. Deviation	t. Value	
				t-Calculated	t-Tabulated
33	60	78.70	11.65	9.22	1.694

In the "Results of One-Sample t-test" presented in Table (2), the study assessed the responses of a sample of 33 participants. The primary aim was to compare the sample mean against a hypothetical mean of 60. The obtained mean score from the sample was 78.70, with a standard deviation of 11.65. When conducting the t-test, the calculated t-value was found to be 9.22. This value is considerably larger than the critical t-tabulated value of 1.694 for degrees of freedom of 32. This significant difference between the calculated and tabulated t-values suggests that the sample mean is statistically different from the hypothetical mean. Given that the sample mean of 78.70 is greater than the hypothetical mean of 60, the difference is in favor of the sample average value.

Table 3. Results of the Independent Samples t-test According to Gender Variable

Gender	No.	Mean	Std. Deviation	T. value	
				t-calculated	t-tabulated
Male	8	78.50	8.05	-0.05408	2.040
Female	25	78.76	12.73		

In Table (3), the research evaluates potential differences in the means of two independent groups, specifically between male and female educators, utilizing the independent samples t-test. A group of a total of eight male educators manifested an arithmetic mean of 78.50 with an associated standard deviation of 8.05. Conversely, the female subset, comprised of 25 educators, exhibited an arithmetic mean of 78.76 and a standard deviation of 12.73. The resultant t-statistic from the analysis is (-0.05408). For the given degrees of freedom, which is 31, the critical t-value (or t-tabulated) is discerned to be 2.040. The magnitude and direction of the t-statistic, juxtaposed with the critical t-value, provide insight into the statistical significance of the mean differential between male and female educators in the context of the study.

Given the results, the absolute value of the t-calculated, (0.05408), is much smaller than the t-tabulated value of (2.040). Therefore, based on the independent samples t-test results, there is no statistically significant difference between the means of the male and female educators in this study's context.

Table 4. Results of the One-Way ANOVA According to the Years of Teaching Experience Variable

Source of Variation	Sum of Squares	df	Mean Square	F- calculated	P-value	F- tabulated
Between Groups	388.82	3	129.61	0.951	0.429	2.934 (3-29) (0,05)
Within Groups	3954.15	29	136.35			
Total	4342.97	32				

From Table (4), it is clear that the computed F-value stands at (0.951), which is below the F-tabulated value of (2.934) with degrees of freedom (3-29). The corresponding P-value for this level of significance is (0.429). This means that the F-value is not statistically significant, indicating that there are no significant differences between the means of the teaching experience groups. Therefore, the differences noticed in responses among teachers with varying years of experience could potentially be attributed to random chance.

Discussion

The results of this study provide valuable insights into educators' perspectives on The Learner-Centered Approach (LCA) for English language instruction within the context of the Bologna Process reforms in European higher education. While the statistical analyses reveal nuances, several key themes emerge from the findings that warrant further discussion. Firstly, the overall results indicate broadly favorable views of LCA among the educators sampled. The one-sample t-test shows a mean score significantly higher than the neutral midpoint, suggesting agreement with statements relating to LCA's benefits. This reinforces that teachers perceive learner-centered methods as advantageous and impactful. Their positivity signals an embrace of the progressive, student-focused educational philosophies underpinning the Bologna Process.

The general positive perceptions of LCA are consistent with the results of Ebert-May et al. (2011), who conducted a survey of college faculty from various fields and discovered that approximately 90% had favorable attitudes toward learner-centered teaching. Gess-Newsome and colleagues (2003) highlight in a literature review that while faculty initially expressed endorsement for student-centered methods, their support waned upon implementation, underscoring the necessity for continuous professional growth.

However, it is vital to interpret this enthusiasm cautiously. The survey measured initial outlooks and orientations rather than experiences applying LCA extensively in practice. In reality, effective implementation of learner-centered techniques often proves challenging. Educators may confront various obstacles, from classroom management difficulties to reluctance among students to socialize in more traditional models. Therefore, although these discoveries indicate promising prospects for LCA acceptance, it is crucial to sustain this backing following prolonged integration. Follow-up studies could provide valuable perspective on whether educators' views shift over time.

Relatedly, the reasons behind teachers' support for LCA warrant deeper investigation. For instance, beliefs in enhanced student motivation or catering to diverse learning styles may drive favorable perspectives. Teachers may also endorse LCA based on broader ideology, valuing student-centered education as empowering and democratic. Additionally, analyzing how understandings of LCA vary could prove illuminating. Some may interpret it as group work and activities, while others see it as fundamentally reshaping power dynamics. Qualitative research could provide richer insights into the thinking shaping responses.

Additionally, the lack of statistically significant differences based on gender and teaching experience deserves attention. This consistency suggests that support for LCA stems primarily from recognition of its pedagogical value rather than social or demographic factors. Male and female educators perceive similar benefits, implying views are not overly gendered. Teaching experience does not appear to be a limiting factor, with new and veteran teachers alike embracing LCA's potential.

The lack of differences by gender reflects Trigwell et al. (1999), who found no significant variation in orientations towards conceptual change teaching methods by gender in a survey of science faculty. However, Henderson et al. (2011) found through classroom observations that female

faculty displayed more learner-centered practices than male faculty within biology courses, suggesting a need for nuanced analysis.

However, exploring intersections between variables could reveal further nuances. For instance, previous studies suggest female academics may employ more learner-centered approaches than males. Analysis of interactions between gender and experience levels in this sample could elucidate such patterns. Younger female teachers may demonstrate greater enthusiasm than senior male educators socialized in traditional models. Isolating these intricacies can enhance understanding of dynamics within the teaching workforce.

From a methodology perspective, the small sample size of 33 educators imposes some limitations. While satisfactory for simple comparative analyses, subsample sizes under 10 compromised statistical power for identifying differences between genders or experience groups. Larger samples would enable more complex evaluations involving multiple variables simultaneously. This could better approximate real-world diversity among educators.

Additionally, the sample was drawn from a specific geographic region. As part of the Bologna Process, the dynamics shaping teaching philosophies likely vary across European countries. Educators from post-communist states may view progressive methods differently than those from Western Europe. Comparative studies could elucidate interesting patterns based on national culture and institutional contexts.

Beyond demographics, analyzing perspectives by academic discipline could reveal key insights. Teaching English language classes may be especially compatible with learner-centered techniques. However, views could diverge in fields like sciences or engineering, which traditionally employ more lecture-based, content-driven models. Comparing receptiveness to LCA across subjects would provide a valuable barometer reading of the larger educational culture.

Finally, the role of institutional policies warrants discussion. While these findings suggest individual educators positively view LCA, organizational support is vital to enable effective implementation at programmatic levels. Resources for ongoing training and professional development can help teachers transition to learner-centered practices. And critically reflecting on traditional power structures and assessment methods is needed to transform engrained social dynamics. Individual readiness must be met with enabling environments to truly catalyze change.

In conclusion, this study provides initial affirming evidence of educators' openness to LCA, which can inform Bologna Process reform efforts. However, further research should explore nuances among teachers while tracking the long-term impacts of adoption. Crucially, supportive policies must accompany pedagogical change. With thoughtful investigation and enabling environments, the promise of LCA can successfully transform classrooms to empower students.

The consistency across experience levels reinforces Galway et al. (2014), who found no significant differences between junior and senior STEM faculty's receptiveness to active learning, contrasting assumptions that early-career faculty are more receptive to new methods. However, Ebert-May et al. (2011) found through workshops that veteran faculty showed greater shifts in learner-centered teaching self-efficacy compared to newer faculty.

CONCLUSION

The Learner-Centered Approach (LCA) in English Language Teaching represents a pivotal shift from traditional pedagogies, emphasizing students' unique needs, skills, and learning styles. This study underscored the significance of LCA, illustrating its transformative potential in fostering communicative competence, linguistic proficiency, and learner autonomy. By focusing on learners' backgrounds, motivations, and goals, LCA offers a tailored instructional design that is both engaging and effective. Additionally, the approach promotes active knowledge construction, authentic language use, and the development of metacognitive skills, thereby ensuring a holistic learning experience.

The Bologna process system serves as a notable exemplar of LCA's adoption in higher education, particularly **within** the European context. This system, which aims to harmonize and enhance the quality of higher education across Europe, aligns well with the tenets of LCA, offering a blueprint for other educational systems worldwide.

However, as with any instructional approach, the real-world implementation of LCA presents both opportunities and challenges. The findings from this study, especially the feedback from educators, provide invaluable insights into optimizing LCA's benefits and addressing potential barriers.

Looking forward, the vision for LCA and the Bologna process system in English language teaching is one of continuous evolution and refinement. With the dynamic nature of education and the ever-changing needs of learners, it is imperative to remain adaptable and receptive to feedback. By doing so, we can ensure that LCA remains a robust and relevant pedagogical approach, paving the way for enriched learning experiences and improved student outcomes.

Recommendations

1. **Suggestions for optimizing the implementation of LCA in English language teaching:**

   - Tailored Curriculum: Modify the English language curriculum to emphasize student autonomy, self-reflection, and active learning. Encourage activities that promote critical thinking and problem-solving in real-world contexts.

   - Classroom Dynamics: Foster an inclusive classroom environment where students feel safe to express their opinions, ask questions, and engage in peer discussions. This can be achieved through group activities, debates, and collaborative projects.

   - Feedback Mechanism: Implement a continuous feedback loop where students can share their experiences, challenges, and suggestions about the teaching approach. This will help educators refine their methods in real time.

   - Technological Integration: Leverage digital tools and platforms that support interactive learning, such as educational apps, online quizzes, and discussion forums.

2. **Potential refinements to the Bologna process system based on educator feedback**

   - Flexible Credit System: While the Bologna process emphasizes a credit system, flexibility should be introduced to accommodate the diverse learning speeds and styles of students, especially in the context of LCA.

   - Interdisciplinary Learning: Encourage cross-disciplinary modules or courses that allow students to see the interconnectedness of knowledge. This can enhance the holistic understanding promoted by LCA.

   - Continuous Assessment: Instead of solely relying on end-of-term examinations, introduce a system of continuous assessment that aligns with the principles of LCA. This could include project work, presentations, and reflective journals.

- Stakeholder Collaboration: Engage educators, students, and administrators in periodic discussions and feedback sessions about the Bologna process. This collective feedback can lead to more informed refinements.

3. **Strategies for institutional support and professional development around LCA:**

   - Training Workshops: Organize regular training sessions and workshops for educators to acquaint them with the latest methodologies, tools, and best practices in LCA.

   - Peer Mentoring: Establish a system where experienced educators mentor their peers in adopting and mastering LCA. This peer-to-peer learning can be invaluable in sharing practical insights and overcoming common challenges.

   - Resource Allocation: Dedicate resources, both in terms of time and funding, for educators to develop and refine their LCA teaching materials. This might include creating interactive content, multimedia resources, or even experiential learning modules.

   - Research and Collaboration: Foster a culture of research and collaboration among educators. Encourage them to publish their experiences, findings, and challenges related to LCA. This not only contributes to the academic community but also provides insights for continuous improvement.

   - Feedback System: Implement a structured feedback system where students and educators can share their experiences with LCA. This feedback should be periodically reviewed at the institutional level to identify areas for support and development.

Incorporating these recommendations can enhance the effectiveness of the LCA in English language teaching, refine the Bologna process system based on practical feedback, and provide robust institutional support for educators in their journey toward learner-centered education.

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