KAPITEL 6 / *CHAPTER 6* [6]
CREATING EFFECTIVE LEARNING ENVIRONMENT: LEARNER-CENTRED PEDAGOGY, ASSESSMENT AND FEEDBACK PRACTICES AND WEB-BASED TOOLS IN ESP EDUCATION

6.1. Introduction to learner-centred pedagogy

The learner-centred approach focuses on placing students at the centre of the educational process, while conventional language teaching strategies usually are teacher-centred. As a result, such outdated strategies may undervalue students' proficiency learning abilities and sense of self-agency. The notion of "agency" emphasizes a student's active participation in their own learning experience, which is defined by their ability to make choices and participate in activities that have personal significance to them, such as creating, teaming up, and sharing. In the opinion of Mercer (2015), adopting an agentic approach to language instruction depends on students' perceptions that their proficiency in a foreign language is dynamic and within their control. It is worth mentioning that even the most interesting teaching materials and exercises may seem pointless to students if they do not see the possibility for improvement in their language competency. Hence, teachers should place an emphasis on creating an atmosphere for successful language acquisition by encouraging students to adopt the growth mindset, which is a conviction that one can improve one's language skills (Mercer, 2015).

Learner-centred language education explicitly focuses on the motivating aspects of learning by personalizing teaching according to the needs, interests, and preferences of each individual student. With the increase of innate motivation, autonomy, confidence, this strategy generates a learning environment where students are not only

driven to learn but also more likely to achieve more profound and solid proficiency in languages and develop sense of self-agency. According to S. Mercer (2015) learner's agency as a key component of success in learning, and in creating a more engaging learning environment. The other key component of learners' psychology that influences language learning acquisition is engagement, which "emerges from the interaction of various cognitive, affective and behavioural elements" (Mercer, 2015).

Learner-centred strategies create an engaging and dynamic learning environment that encourages students' intrinsic motivation and autonomy and has a great impact on the outcomes of language acquisition and mastery. The focus on the learner in the language acquisition process places students and their interests, needs and preferences at the front, tailoring the educational process to those specific and diverse needs. The latter method acknowledges that each student contributes their experiences, preferences, and objectives to the language learning process. Students are encouraged to take ownership of their learning, establish personal goals, and study subjects that interest them. Understanding how learner-centred strategies affect these factors can help us discover the advantages of learner-centred techniques, which eventually result in more successful language-learning activities. Furthermore, such strategies inspire collaboration, peer interaction, and practical application of language skills. Following that, building a learner-centred environment in English for specific (ESP) education can lead to increased student involvement, deeper language competency and a more stimulating learning environment. Teachers can create environments where students are valued and inspired to contribute willingly by encouraging collaboration, interaction, open communication, and the development of a sense of self-agency. According to Weimer (2002), guidance and communication with the teacher are important for the transition to a learner-centred approach to be effective, as well as "providing relevant and honest feedback is essential". The role of the teacher transforms into the role of facilitators and mentor in the learner-centred educational

environment. Students have a greater incentive to learn and succeed when they feel recognition and guidance from the teacher. Fostering a learner-centred environment not only improves language skills but also invests in essential life skills such as critical thinking, problem-solving and self-reflection. By determining and responding to the individual learner's needs, we can transform their language learning experiences.

Online learning tools within the learner-centred environment. Looking into the integration of learner-centred methods with online learning tools offers an adaptable approach to meeting each student's differing needs and preferences. With the application of web-based tools, teachers can develop customized learning environments that allow students to take ownership of their educational path. The following are examples of web-based tools commonly used for educational purposes: Moodle, Google Classroom, Canvas, Miro, Blackboard, Kahoot, Quizizz, Peergrade, Turnitin, Flipgrid, Rubistar, Seesaw, Google Sites, Padlet, Nearpod, Mentimeter and many others.

Mentimeter, for instance, is a flexible web-based application that encourages participation, teamwork, formative assessment, and feedback in order to improve learner-centred environments. Teachers can use its interactive features to make interesting presentations, tests, surveys, and assessments that will motivate students to take part in real time. This increases interaction among learners, facilitates formative assessment, and gathers insightful feedback on teaching methods and instructional resources. Mentimeter has many advantages, and Pichardo et al. (2021) underline its value as an educational tool in higher education, particularly in the context of online learning. Participation from a diverse audience of different backgrounds and abilities is one of this web-based application's benefits, guaranteeing equitable education for all (Pichardo et al., 2021).

With the flexibility and functionality these digital platforms offer in the sharing of content, students can interact with the materials in a way that best corresponds to

their learning styles and at their own pace. The use of such interactive tools for the development of engaging and dynamic lessons, group activities, peer assessment and feedback techniques motivate students to explore their interests to accomplish their educational goals while growing in them an understanding of autonomy, individuality, and a sense of self-agency. Moreover, teachers can offer instant and personalized feedback to students due to the ease of use and accessibility of web-based tools, which helps them gain a better understanding and language skills. Ultimately, learner-centred approach in online learning environments promote active participation, increase student motivation, and foster a welcoming and adaptable learning environment.

Effectiveness of the learner-centred approach in language teaching. Reviewing the most effective ways to implement a learner-centred approach in the context of teaching English for Specific Purposes (ESP) highlights an essential shift towards the goal of developing a friendly and collaborative learning environment. Understanding each student's individual needs, interests, and learning preferences is important for this approach. Teachers prioritize adapted instruction and actively include students in the learning process rather than adopting a uniform approach. The term "learner-centredness" covers a wide range of teaching methods with the focus on the involvement, autonomy, and individual learning experience of the students and is not limited to any one person or definition. While scholars may have different opinions on the learner-centred approach, their common goal is to concentrate the educational process around the needs and preferences of each student.

The conceptual frameworks of the educational physiologist Carl Roger, whose notions of autonomy, motivation, and independence to learn have been adapted and applied in multiple areas related to education, such as language learning, serve as the source of the move toward learner-centred methodologies. Plenty of researchers, including A.S. Calvo, J. Hahn, & I. Podlásková, S. Mercer, and others, addressed the concepts of the learner-centred approach. It's necessary to recognize that a lot of people

contributed to the development of this approach, rather than it being developed by a single individual. The basic principles and practices of a student-centred approach to teaching and learning have been refined over time by educational study and practice. Calvo (2007) claims that learner-centred instruction provides a stimulating, effective, and satisfying option for conventional methods of teaching foreign languages.

Learner-centred approaches to teaching languages focuses on the value of collaborative tasks, discussions, cooperative assignments, and interaction among peers as means of building interpersonal relationships and increasing motivation through shared learning experiences. In this vein, Hahn & Podlásková (2016) mention videoconferencing as the "opportunity for the combination of collaborative learning, and autonomous learning" and claim that it "encourages students to take responsibility for their own learning in order to achieve a successful outcome" (Hahn & Podlásková, 2016). This approach values individual learning styles and pace while creating a supportive and inspiring learning setting. Learner-centred approach has the potential to significantly enhance student's involvement with the learning process.

The *potential benefits* of this technique in building language proficiency and communication skills, as well as "increasing engagement and motivation," has gained a great deal of support from a number of academics and language-learning experts (Mercer, 2015). The use of a learner-centred approach has several rewards, such as increased student motivation, engagement, and self-agency, which consequently develops an active supportive learning environment. By involving students in their education, these strategies foster a sense of responsibility in them and inspire them to achieve (Kutumba, 2020). Motivation can be greatly increased by employing various assessment types and allowing students to demonstrate their language proficiency in different forms, including presentations, projects, creative assignments, discussions, debates, and investigations, reports, etc. It is important to involve learners in meaningful, engaging activities to prevent boredom, preserve motivation, and sustain

their attention over time. Students can be greatly motivated to pursue their studies through providing self-assessment, goal setting, track of progress, and monitoring improvements in language proficiency. The above-mentioned are only a few of the positive aspects of implementing a learner-centred approach in education, especially when it comes to the acquisition of languages.

Learner-centred methods in language learning not only help students become more self-driven and responsible to their educational outcomes, but they also have many other advantages that help students achieve academic success. By creating an environment in which students pursue objectives and study areas that fascinate them, the learner-centred approach prioritizes the intrinsic motivation of learners—their own drive to learn. This feeds students' innate enthusiasm which contributes to "increased motivation" (Mercer, 2015). The involvement of students in the learning process is one key gain. Such techniques grab students' attention and make learning more meaningful and applicable to their daily activities by offering opportunities for active engagement, decision-making, and autonomy. A learner-centred learning environment 'learner-centred teaching environment is crucial for developing competencies such as collaboration and teamwork (Weimer, 2002). By promoting group activities, active engagement, and peer communication, learner-centred strategies give students the chance to interact with their peers efficiently. Students learn how to communicate effectively, share ideas, and cooperate to achieve common goals through collaborative tasks, discussions, and problem-solving activities. Students are also encouraged to step into leadership roles, delegate tasks, and help their peers in a learner-centred environment, all of which allows them to boost their teamwork and collaboration skills. In addition, learner-centred teaching improves students' sense of ownership, which increases their involvement and commitment to collaborative projects. Students develop social skills like understanding, active listening, and conflict resolution by experiencing the advantages of teamwork. Such skills are necessary for success in both

academic and professional contexts. Jaiswals (2019) suggests 'that student-centred approaches enhance students' ability to articulate ideas and communicate effectively'. Similarly, Bishop et al. (2014) mentions that there are numerous advantages to creating learner-centred environment including welcoming and pleasant atmosphere, engaging interactions and discussions, open communication, promoting the success of peer learning. Learner-centred means help students to take initiative in their learning by permitting them to make choices, establish goals, and assess their own achievements. On top of that, since students are motivated to look deeper into problems and establish connections between newly acquired information and what they already know, such methods promote a more comprehensive understanding of the subject. In time, this more comprehensive understanding contributes to improved knowledge and skill acquisition. Learner-centred techniques encourage students to analyse, evaluate, and apply material in real-life scenarios, which stimulates the development of problem-solving and critical thinking skills. The emphasis on real-world language use in learner-centred activities is one of their main features. Students' motivation peaks when they understand the practical application of what they are learning and realize how valuable their language skills are in the real world. According to Kutumba (2020), the learner-centred approach gives students an understanding of purpose and essential "life skills." This method offers an alternative perspective on the educational experience that students get when it comes to their communicative and real-life objectives. Students become more dedicated to their language studies when they are given more control over their learning process. In broad terms, the implementation of learner-centred strategies in the education setting provides an environment that is supportive and encouraging and in which students succeed academically, socially, and emotionally.

Feedback from students on self-agency in language learning within a learner-centred environment.

To evaluate students' sense of agency in the context of learning a foreign

language, a questionnaire survey was carried out in addition to the literature review. The 18–21-year-old technical university students who study English for Specific Purposes were offered to participate in the study. The definition of agency is given at the beginning, with context provided by references to the relevant research. The purpose of the questions is to determine out what level of agency students experience they have in numerous aspects of their education, namely setting goals, pursuing interests, and interacting with peers. In the survey, the participants were asked to rate their degree of agreement to each of six statements on a Likert scale: where 5 represents "strongly agree," 4 represents "agree," 3 represents "neutral," 2 refers to "disagree," and 1 represents "strongly disagree." The scale allowed participants to express their views on statements related to their language learning experiences and sense of self-agency. The responses provided the valuable insights into students' experiences and preferences in learning process. The questionnaire was designed to study their sense of agency and engagement in their language learning process, inducing features such as establishing goals, pursuing interests, peer interaction and collaboration, and autonomy. Overall, the questionnaire is a useful instrument for exploring and evaluating how students perceive their agency when studying a foreign language. The rate of agreement with the statements is presented in Fig. 1.
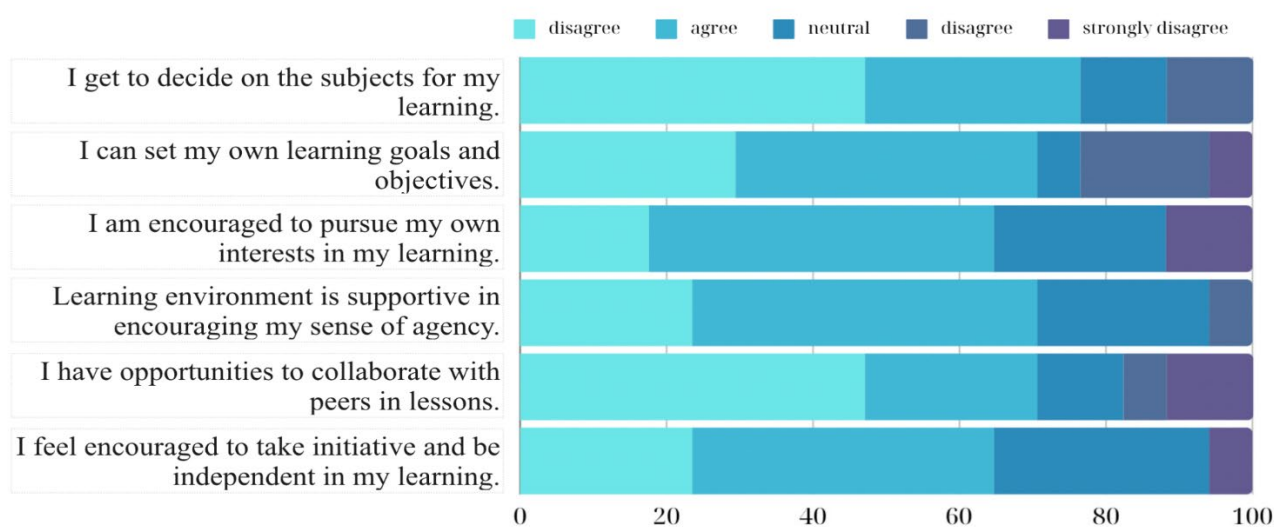

Figure 1. The rate of the agreement with the statements

It is obvious from the survey findings that students have varying levels of agency in their educational experiences. Majority of respondents (47.1%) strongly agree with the statements that they can decide on the subjects. This indicates a significant number of participants think they have a great deal of autonomy in choosing the subjects they study. Further, the statement is supported by 29.4% of respondents consider themselves as having a certain level of control over the subjects they learn. Although a small percentage of respondents (11.8%) disagree with the statement, showing that they think they have limited input in selecting the subjects for their study. A further 11.8% of respondents reported a neutral opinion, demonstrating that they are hesitant or uncertain about their level of impact on the subjects they are studying. Overall, many respondents express an optimistic view of their ability to choose the subjects they study, suggesting that they have a considerable amount of agency in this area of their educational process. The findings related to the statement, addressing the students' ability to set learning goals and objectives, reveal that a significant number of participants perceives they have a substantial level of autonomy in this area of their learning. More specifically, 29.4% of participants strongly agreed with the statement, indicating a high degree of autonomy and control over their educational objectives. Additionally, 41.2% of respondents agree with the statement, providing support to the idea that many students are encouraged to determine their own learning goals. Despite this, quite a few of respondents (17.6%) disagree with the statement, implying that some individuals think their ability to set their own learning objectives is controlled. Similarly, 5.9% of those surveyed strongly disagree with the statement, expressing an opposition to the idea that they have the authority to establish their own learning goals. Lastly, 5.9% of respondents give a neutral response, which may indicate uncertainty or confusion regarding their level of impact over the educational goals. Regardless the fact a significant number of respondents express positive views on their ability to set learning objectives, others feel less in control of this aspect of their education. The

results of the survey for the statement on whether they are encouraged to pursue their own interests in learning show a variety of opinions. At first glance, only a few respondents—11.8%—strongly disagree with the statement, implying that they are not encouraged to follow their own interests in their academic pursuits. This indicates that there could potentially be not enough of support for these students to investigate areas related to their own interests. Nevertheless, the majority of respondents (47.1%) strongly agree with the statement, revealing their strong encouragement to pursue their own academic interests. This suggests that a great number of the participants perceive a supportive environment that encourages to explore personal interests in language learning. Likewise, 17.6% of respondents agree with the statement, showing a favourable opinion of encouragement in pursuing their own educational preferences. Interestingly. 23.5% of participants remain neutral, neither agreeing nor disagreeing with the statement. Overall, the responses to the statement indicate a positive perception of encouragement to follow their personal interests, as well as suggesting areas for potential improvement in motivating students and their autonomy for the respondents. For, the statement focused on evaluating the perception of the respondents on the matter of how supportive the learning environment in is encouraging their sense of agency. The survey findings highlight the overall positive perception, indicating the majority of participants (47.1%) view the learning environment as supportive in developing their sense of agency. It underscores the value of the learning environment in empowering students to actively participate in their educational process and make meaningful choices. Moreover, 23.5% of participants strongly agree with the statement, emphasizing the favourable opinion of the learning environment's contribution to the participants' sense of agency. Meanwhile, 23.5% of participants remain neutral and only 5.9% of participants disagree with the statements. The next statement intends to identify to which extent they have opportunity for interaction and collaboration with peers in lessons. It aims to find out whether students agree that their

educational environment promotes collaborative learning activities. The intention is to evaluate how effectively the learning environment promotes interaction and cooperative learning among students through quantifying students' views of peer collaboration opportunities. Most respondents indicate opportunities for collaborating with peers in lessons, based to the overall outcomes, underlining the important role of peer interaction in the learning process. Specifically, 47.1% of participants strongly agree and 23.5% agree with the statement, demonstrating a substantial level of satisfaction with opportunities for collaboration provided during the lessons. And a small minority of approximately 11.8% of those surveyed disagree with the statement, suggesting either they lack opportunities to collaborate with peers during the lessons, or they do not seek them. Another statement aims to assess the students' perception of how encouraged they are to be initiative and independent in their learning process, whether they see the learning environment as supportive of autonomy and independent learning. The responded for this statement reveal a mixed perception among the surveyed. A significant percentage of respondents either agree (41.2%) or strongly agree (23.5%) with the statement, indicating they feel motivated and encouraged to take initiative and be autonomous in their learning. 29.4% of participants answer neutrally, while only approximately 5.9% strongly disagree with the statement, indicating the areas for further improvements and growth. Additionally, participants were offered to provide feedback and useful insights regarding their perception of self-agency in their learning process, allowing them to share their comments and suggestions not included in the survey statements. The responses are varying and provide deeper understanding of students' experiences and identify areas for improvements. Some of the participants feel satisfied with the current level of agency and had no additional comments or suggestions, while clothes provided valuable feedback and reflection on their learning experience. Few respondents mentioned feeling satisfied in the level of encouragement in the opportunities for establishing

goals, following interests, and interacting with peers. Nevertheless, some also expressed a desire for more opportunities to decide on subjects for study and need for more customized guidelines to support their learning pursuits. A different participant pointed out the inner motivation to study when one is genuinely interested and underlined the significance of self-expression in the studying. This viewpoint underscores the significant role of personal interest and motivation in building a sense of agency.

In the whole, the responses demonstrate a positive view of agency in the learning experience in creating a supportive and effective learning environment. Such feedback can be valuable for teachers, providing the suggestions for improvements and enhancing the students' engagement, autonomy and educational outcomes.

6.2. Overview of assessment practices in learner-centred environment

Assessment takes place for a number of purposes in higher education, and there are many ways of assessing the accomplishments of learners and progression. In order to present an entire picture of how students are developing and advancing, assessments comprise a wide range of methods and options. Assessment in education covers an array of components, including assessing students' academic performance, language skills, progress, engagement with classroom activities, perspectives on learning, initiatives, and potential for future achievements. The assessment process involves not only the students but also educators, peers, and organizations. Educators play a central role in both formal and informal assessments; they organize quizzes, examinations, assignments, presentations, and written tasks in besides monitoring the students' participation in lesson activities.

Peer assessment, review, and feedback, in addition to self-assessment, are vital

components of the assessment process in current educational settings. In Kulkarni's et al. (2013) study, it was mentioned that peer and self-assessment can effectivity scale assessment in massive online classes. With the use of these methods, learners receive the opportunity to actively assess their own performance and their fellow students' academic achievement. Peer assessment improves teamwork and critical thinking skills when students analyse each other's work and provide constructive feedback. In a similar vein, self-evaluation allows students to reflect on their educational experience, define their strong and weak area, and set developmental goals.

The goal of *formative assessment* is to provide students with feedback to guide their learning and shape educational choices is, which is constant and ongoing throughout the learning process. Formative assessment serves different purposes and can take place before, during, or after the courses. It facilitates the understanding of students' requirements and the selection of learning activities and instructional materials. Through formative assessment, educators can monitor students' progress, measure their level of proficiency, and estimate their level of motivation and engagement. It also gives teachers and students constructive criticism which motivates them to maximize learning outcomes, adjust their instruction, and adapt to requirements. It improves in knowledge acquisition, identifies learners' areas of strength and weakness, and encourages reflection.

On the contrary, *summative assessment*, usually typically takes place as part of final assignments or tests, examines students' learning outcomes at the end of a course or module. Students have the opportunity to demonstrate that they achieved the objectives through summative assessments. It 'evaluates student achievement and involves determining which instructional goals were met and assessing the proficiency of students in demonstrating those goals' (Annette Von Alemann, 2022). This type of assessment allows students understand their progress and their potential for advancement based on their overall performance during the course of study. It also

gives them an idea of whether they have reached their educational goals. Numerous options for assessing educational achievement are provided by *alternative assessment* techniques, such as presentations, discussions, and portfolios. Formative assessment methods are more efficient than traditional approaches since they promote student learning and development rather than just assessing their outcomes.

In a similar vein, Wynetta Y. Lee (2010) underscores the value for effective assessment in higher education for advancing student learning and enhancing academic results. The above-mentioned assessment puts a greater focus on providing students with ongoing assistance and feedback during study versus summative assessment, that simply provides results at the end of the course. Hammerman (2008) underlines the necessity of modifying traditional views on assessment to implement formative assessment procedures that are aligned with the goals of improving the learning results. The primary goal of education is improving learning outcomes and enhance academic performance, and this strategy fulfils this goal far more effectively. In addition to emphasizing the need for alternative assessment procedures and reconsidering assessment practices of learning, teaching, and the needs of society, Dysthe (2007) indicates the major effect of assessment on teaching and learning that encourages the acquisition of a number of skills and competencies in building of an up-to-date and active learning community. Hence, to support learner-centred approaches and encourage meaningful learning experiences, there is growing focus on introducing formative assessment practices into educational programs.

Effective assessment procedures in ESP education within a learner-centred framework. Developing valuable educational experiences in ESP education within a student-centred approach involves an effective assessment procedure. These procedures focus on aligning assessments to student needs and learning objectives, ensuring they can be adapted according to each student's individual learning goals. In a student-centred learning environment, efficient ESP assessment procedures help to

foster a welcoming, flexible educational setting where students feel appreciated, valued, and free to explore their opportunities of their studies. All students are given equal opportunity to demonstrate language skills considering assessment procedures are objective, open to interpretation, and personalized to minimize favouritism. Teachers that implement a learner-centred approach put an emphasis on recognizing the specific needs, interests, and strengths of each learner.

Assessments in ESP teaching should not only test linguistic skills but also encourage the use of language for purposes that are appropriate in the context. Such method of instruction recognizes that learners have different backgrounds and proficiency levels, demanding flexible and adaptable assessment procedures. Likewise, assessments should encourage students' engagement and involvement through providing them the opportunity to demonstrate what they have learned through a variety of ways, including discussions, projects, and presentations. Students are encouraged to participate in self-assessment, peer assessment, and reflection in order to develop critical thinking skills and gain a deeper understanding of what they have learned, weaknesses and strengths. Teachers can create an engaging and autonomous instructional setting aimed at encouraging growth, independence, and achievement in ESP education by aligning assessment to learning goals and prerequisites.

What makes assessment effective? Effective assessment includes differentiated strategies that take into account the different needs of learners, when it aligns with clear learning objectives, and allows instruction to be adapted according to the results of assessments (Hammerman, 2008). Focused learning is supported by clearly stated learning objectives, which give students a complete understanding of expectations and how they will be assessed and graded. Teachers may track students' progress, determine their strongest and weakest points, and adjust their teaching methods according to assessment results, providing focused assistance and advancement. Differentiation in assessment and instruction likewise allows teachers to accommodate students'

particular learning preferences and styles, thereby increasing engagement and maximizing learning outcomes.

Through the incorporation of these principles into assessment procedures, teachers can guarantee excellent instruction and create meaningful learning opportunities for all learners. All the above-mentioned aspects contribute to creating an effective learning environment, such as setting clear educational objectives, using assessment results to customize instruction, differentiating learning and teaching to accommodate students' needs and diverse learning styles. These components make certain that learners understand requirements, get individualized education, and are actively involved in their studies, which in a result generates a pleasant learning atmosphere. Learning outcomes lead teachers in creating activities which encourage students in gaining essential skills and knowledge by providing them specific goals to work toward during their studies. Teachers can implement the concepts of Bloom's Taxonomy to make certain that objectives for learning include verbs that correspond to the appropriate level of complexity, which makes assessment criteria for assessing student progress apparent (Shabatura, 2022). Overall, implementing efficient methods of assessment is crucial to support students' progress and achievement in higher education. Educators can create an engaging and dynamic learning environment by utilizing formative assessment procedures. The move to student-centred methods for assessment and feedback not only optimizes learning results but also promotes ongoing development. Enhancing evaluation practices in higher education is essential to ensure that students have the chance to unlock their full potential.

Overview of web-based tools for assessment purposes in language learning. Teachers and students have a wide range of options for improving the assessment process in learning environments with web-based applications. These tools use online platforms and technologies to deliver individualized learning experiences, simplify the assessment procedure, and provide instant feedback. Online tests and questionnaires,

interactive learning management systems (LMS), digital portfolios, peer assessment platforms, and shared document editors are some of the examples of web-based tools for assessment. With web-based *questionnaires and tests*, teachers may easily create and share assignments, monitor students' progress, and quickly review the results. In order to support continuous assessment and interaction between learners and teachers, *interactive learning management systems (LMS)* incorporate functions like boards of discussion, submission of assignments, and assessment criteria. *Peer assessment* tools encourage group study and peer assessment, while *digital portfolios* allow learners to share their work and assess how they developed as they progressed. Shared projects and tasks in real time is made possible with collaborative document editors like *Google Docs*, which endorse teamwork and interaction. With everything taken into account, web-based assessment technologies enhance learner-centred educational approaches by offering adaptability, accessibility, and efficiency in the assessment processes.

Among the myriad of all digital tools that serve educational purposes, there are numerous of those available for assessment procedures, accommodating the various needs and preferences. Such web-based tools offer a variety of features and possibilities for creating and sharing the tests, survey, and questionnaires, making them suitable for a broad range of educational purposes, including assessment. Sari et al. (2020) outlined several positive aspects of using Google Forms as foreign language learning assessment tool, including efficiency in terms of time and efforts, alignment with students' characteristics, cost-effectiveness, and detailed results. According to Sari et al. (2020) the use of Google Forms can reduce the workload for teacher, create a paperless assessment system and can be a valuable tool for assessment. Similarly, Lailaturrahmi et al. (2020) conclude that Google Forms is a beneficial and effective tool for online assessment, as it offers valuable insights into students' understanding and progress, helping to identify areas that students frequently struggled with. Overall, teachers may simply build adaptable surveys and quizzes with Google Forms and share

them with students. It can be used for a variety of assessment reasons since it offers a multitude of question types, such as multiple-choice, short answer, and Likert scale.

Another web-based tool that can used for assessment is called Kahoot. This is game-based learning platform for creating quizzes, discussions, surveys and competitions accessible via a number of gadgets and promoting active participation and interaction with real-time feedback. Aulya and Guspatni (2023) states that Kahoot can be utilized for in learning various subjects and offers several advantages for both teachers and learners, such as it is easy to use, provides gamified learning experience, interactive quizzes, and competitions. Additionally, this platform provides real-time feedback and assessment results, enabling teachers and students to monitor progress and determine the areas for improvement with no delay. Furthermore, Kahoot allows accessibility across a variety of devices, including smartphones, tablets, and computers, making it convenient. Using Kahoot for educational purposes improves the overall learning experience by emphasizing active learning, student engagement, and knowledge retention, and as a result we get a fun, dynamic and engaging assessment tool (Aulya & Guspatni, 2023).

An excellent media for online collaboration and formative assessment is Padlet. Padlet is a digital whiteboard that allows teamwork and collaborative activities and can be used as a formative assessment instrument for a wide range of subjects. Teachers can create interactive boards where learners post their assignments, pictures, videos, links, encouraging peer interaction and peer feedback. Puspita and Hasyim (2022) introduced the use of Padlet for collecting students' works in e-Portfolio. Among the advantages of using Padlet as a digital media for online assessment and e-Portfolio in the English education researchers mentioned that is extremely helpful in facilitating the storage, access, sharing of ideas and discussions among the students.

Nearpod is another interactive platform for presentation that enables teachers to build multimedia lessons including such features as presentation slides, quizzes, virtual

reality, and formative assessment. According to Salvador-Cisneros and Armijos (2022) the use of Nearpod on the lessons improves the performance of students, is practical and easy to use. Huong, Mai, Ngo. (2019) claims the use of Nearpod "resulted in increased student engagement, confident teachers and effective integration of communication, collaboration, critical thinking and creativity skills".

A different type of digital tool that can be utilised for assessment purposes in language learning classes is called Flipgrid. This is a video interaction platform that allows asynchronous discussions and assessments. In order to encourage peer interaction and feedback, educators can give questions or prompts, to which students are able to respond with brief video recordings. Sativa et al. (2023) explored how teachers and students view the use of Flipgrid for speaking assessment in the context of incorporating technology into teaching and learning. According to Sativa et al. (2023) Flipgrid offers valuable 'benefits for speaking assessment, including opportunities for authentic and interactive language practice, enhancing student motivation and engagement, facilitating timely feedback from teachers, and promoting a student-centred and interactive learning environment. Similarly, Subiana et al. (2022) investigated use of Flipgrid for assessing students speaking skills as e-portfolio with scores, notes, and questionnaires, claiming that Flipgrid is a helpful electronic portfolio-based assessment tool for teaching and assessing speaking skills.

Thus, web-based tools for assessment have many advantages, such as simplifying the assessment process, giving immediate feedback, facilitating individualized learning. For example, real-time feedback, gamification, and convenience of use are the main features of Google Forms and Kahoot, while collaborative activities and formative evaluation are enabled by Padlet. Whilst Flipgrid enables real-world speaking practice and interactive assessment experiences, Nearpod provides multimedia lessons to improve student performance and engagement. In the end, both approaches enhance student motivation and engagement while providing valuable data

for teachers.

6.3 Role of feedback in learner-centred environment

Feedback is a very effective tool in education and language instruction that has an enormous effect on learning outcomes and student achievement. Feedback is an umbrella term used to describe providing students information or assistance on their performance, comprehension, or advancement in a learning environment. The role of the feedback in learner-centred contexts is multifaceted, enhancing language learning and proficiency. Hattie & Timperley (2007) characterize feedback as information provided by various sources, including teachers, peers, resources, and personal experiences, regarding an individual's performance or comprehension. One important aspect of language acquisition is feedback, which gives students helpful information about their performance, development, and areas for growth. Feedback is essential in a learner-centred environment since it helps with reflection, improves instruction, motivates learners, facilitates communication, and encourages autonomy, error correction, amid other things. In addition to reviewing students' progress, feedback is important for developing self-awareness and a solid understanding of the material, which in turn increases motivation, engagement, and overall development. As this field of study develops, teachers are better equipped to provide feedback to students in a way that maximizes their learning and helps them reach their full potential. Additionally, investigating students' perspectives on receiving feedback supports a positive learning atmosphere by advancing a student-centred approach to education. According to Weimar (2002), feedback is an instrument that helps students understand how their learning outcomes are affected by the methods, strategies, and activities used in the classroom. Feedback's *effectiveness* is reliant on the responsibilities and

commitments of feedback providers, among which are teachers, peers, and self-assessments. In a constantly evolving learning environment, teachers play a key role in delivering feedback that is specific to each student's needs, while peers may offer valuable insights. According to Henderson et al. (2019), teachers play an important part in creating effective methods for feedback that include promoting reflective thinking and embracing advances in technology. Technology also makes it possible to keep comments online, making it easier to find them for upcoming assessments and fosters deeper engagement without peer pressure. According to Hattie & Timperley (2007), students can receive and review feedback at their most convenient time when it is given through technology, which is one of the benefits of this type of feedback delivery. To optimize feedback's effect on students' comprehension and responsiveness, it is important to correlate it with clearly stated learning objectives. A number of factors affect the responsiveness of students to feedback; therefore teachers have to adapt their effective feedback procedures correspondingly. Students can drift away from feedback due to emotions, inaccurate feedback, or feedback that is thought to be irrelevant to the learning objectives. Furthermore, way students respond to criticism is influenced by their assistance seeking behaviour, responses of accomplishment or failure, and confidence levels. In order to overcome these obstacles and promote feedback engagement, teachers need to establish an encouraging learning environment, provide explicit and constructive feedback, and offer direction on how to effectively use of feedback. Building feedback procedures that connect with students and create a positive feedback attitude requires a thorough understanding of their specific requirements and preferences. Feedback can take many different forms, and each one has a specific function in promoting learning and development. Written, verbal, formative, summative, constructive, peer, and feedback from teachers are all presented as examples. As per Hattie & Timperley (2007), formative feedback is given to students at each step of the learning process in order to promote progression. There

is no doubt that error correction and feedback have positive effects on speaking activities. While summative feedback is given at the end of a learning period and usually includes a final assessment or grade, corrective feedback aims to improve accuracy by identifying and correcting mistakes. Ammar & Spada (2006) state that communication activities that include corrective feedback—like prompts and recasts— benefit participants more than tasks that do not. Thus, corrective feedback lets students perform more accurately by pointing out and fixing their mistakes. This strategy has proven successful in communication tasks and has promoted a more dynamic and encouraging learning atmosphere. Like the above, Lyster & Ranta (1997) expand on the discussion about feedback types by introducing metalinguistic feedback, which consists of questions about the structure, content, or comments in a student's statement that are given without specifying the correct structure. The goal of metalinguistic feedback is to be used as a powerful tool focusing on linguistic features and promoting a deeper understanding of language principles without the need for direct correction. In the context of enhancing language acquisition and proficiency in a learner-centred environment, feedback is pivotal, adapting itself to different situations and the accessible resources.

Teachers can use a variety of procedures to develop an effective learning environment and increase the value of feedback. Peer assessment, self- assessment, and the use of technology for audio-visual feedback are examples of activities that improve student engagement and encourage deeper learning. In EFL/ESL writing classrooms, Woodard (2016) presents audio-visual feedback, using technology to effectively deliver accurate and understandable feedback. Additionally, measures like postponing the release of results until after the students have responded to feedback stimulate more active participation and focus on learning objectives. By integrating these methods into language learning activities, educational outcomes are maximized and student engagement and effectiveness are fostered. Through customized feedback delivery and

innovative activities that foster collaborative learning, educators can empower students to take charge of their language learning process.

Overview of web-based tools for providing feedback. Feedback is a cornerstone of effective learning, particularly in the realm of language acquisition and proficiency development within learner-centred environments. Digital feedback is one of the most well-known solutions in this area. The way of providing feedback includes several distinct digital tools and platforms in addition to more traditional methods including emails, message boards on the internet, and recordings. Hepplestone et al. (2011) underline the effectiveness of electronic feedback tools, like statement banks, for providing structured feedback that aligns with assessment criteria. Additionally, audio feedback offers full understandings that can't be achieved with traditional written methods.

Web-based technologies serve the various needs and preferences of teachers and students by presenting an assortment of alternatives for providing feedback in language learning environments. These tools generate effective, interactive, and personalized feedback delivery possible by using the potential of technology. The following are a few examples of web-based tools that offer feedback on language learning and skills development. Schluer (2022) provided a comprehensive overview of different digital feedback methods for online and in-class learning environment, including a variety of learning platforms, tools, text editors, cloud documents, chats, forums, wikis, surveys, emails, video conferences, recorded audio and video, and screencast feedback. Among the advantages of incorporation web-based tools for feedback, Schluer (2022) outlines their effectivity for constructive feedback, adaptivity to diverse learning environments. Cloud-based technologies and text editors offer flexibility and convenience for feedback on written assignments, while chats and discussions forum enable real-time communication and peer feedback. Furthermore, emails and survey tools offer possibilities for gathering useful insights on students' preferences and needs for

personalized feedback to address those needs. Recording video, audio, and screencast feedback allows synchronous and asynchronous interaction, increasing clarity and depth of provided feedback.

One of the most favourable tools for audio feedback is called Vocaroo. It is a versatile web-based tool that allows teachers and learner to record the voice and is a convenient alternative to traditional written feedback procedures. Teachers can record audio messages that are specifically personalized to each student's needs using Vocaroo, offering support, constructive criticism, and detailed explanations. Vocaroo's ability to precisely convey intonation and emotion is one of its main benefits when used for feedback. When compared to written feedback, which can occasionally come across too general or impersonal, audio feedback enables teachers to add comfort, understanding, and encouragement to their comments. By setting up a feeling of connection and rapport, this interpersonal touch may significantly improve the effect of feedback among teachers and students. Additionally, Vocaroo makes communication easy to understand and concise, which helps teachers clarify challenging thoughts and give constructive criticism. Teachers that interact directly with students are more equipped to focus on specific areas of growth, avoid misunderstandings, and offer useful tips for advancement (Stannard, 2011)

Another valuable web-based tool for providing feedback is Turnitin. Turnitin is an online plagiarism detector with feedback options. Turnitin gives teachers an opportunity to assess, evaluate, and pinpoint certain areas in which students' writing needs improvement in addition to making sure the work is authentic. It gives students comprehensive assessments to identify areas of concern along with revision suggestions. Halgamuge (2017) lists a number of advantages of using Turnitin for feedback, such as enhancing academic writing skills, reducing plagiarism levels, optimizing the writing process, providing subject-specific analysis, advancing learning outcomes, and taking into account multiple factors impacting plagiarism. Teachers can

improve their feedback procedures and help students acquire critical academic skills using Turnitin properly, and as an added perk, reduce the level of plagiarism.

Google Docs and Google Classroom are probably the most common web-based instrument in educational settings nowadays. With the help of Google Docs, teachers may work together to give students instant feedback on their written assignments. Teachers can interact with students, edit, and offer suggestions, or simply comment on the document. With Google Classroom's effortless integration with Google Docs, teachers can assign tasks, collect submissions, and offer comments all from a single centralized location. According to Agustina and Purnawarman (2020) Google Classroom can be effectively used for academic-related and learning activities, formative assessment, and formative feedback in online learning environment.

Overall, feedback plays a paramount role in acquiring language skills and proficiency in the learner-centred environment, and web-based tools have appeared as effective solutions in this context. The integration of digital tools for feedback includes a number of advantages, such as adaptivity to differentiating learners' needs and different learning settings, constructive feedback facilitation, improvement of learners engagement and maximization of learning outcomes. Among the described tools, Vocarro is highlighted as valuable option for providing audio feedback, while Turnitin serves as a powerful tool for written assignments. Google Classroom on the other hand offers seamless collaboration and feedback exchange between teachers and students. Implementation of web-based tools for providing feedback represents an advancement in fostering a student-centred environment for language acquisition. By using these instruments effectively, teachers can improve the quality of feedback, promote active engagement in the learning process, and contribute to the achievement of learning goals in language education.

Students' input regarding the preferences and experiences with feedback. In order to assess the feedback preferences and experiences of ESP university students

when learning a foreign language, a questionnaire survey was conducted. The survey was completed by technical students studying in English for Specific Purposes at the Igor Sikorsky Kyiv Polytechnic Institute in Ukraine. With the aim to obtain insights from the participants about their observations and opinions on feedback in the context of learning a foreign language, a set of questions was used in the survey process. The questionnaire included fourteen items, all of which focused on various aspects of feedback: its sources, forms and ways of delivery, effects on learning outcomes and motivation, and individual experiences, challenges, and perspectives regarding feedback's role in the process of learning. In order to learn more about the participants' perspectives on feedback in education and to find common trends in their feedback experiences, responses were gathered and analysed. The survey respondents offered informative insights of their experiences receiving feedback in the framework of their education. According to the survey's findings, all respondents stated that they were given feedback from teachers about their assignments or academic achievement. In a similar vein, all participants (100%) said that they feel comfortable accepting feedback from peers or teachers. Nobody of the respondents selected "No" in response to either question, indicating the experiences and satisfaction with getting feedback were generally recognized among those surveyed. The survey's findings show that while 37.5% of respondents prefer conversations in person, 25% of respondents prefer written feedback, such as comments. Furthermore, 32.5% of respondents mentioned they preferred both options, indicating that, depending on the situation or their own requirements, they are receptive to getting feedback through written comments or face-to-face interactions.

According to the results of the survey, an overwhelming 87.5% of participants assert that receiving feedback has improved their comprehension of the material or a skill. Not a single respondent stated that receiving feedback hadn't enhanced their comprehension. 12.5% of respondents, nevertheless, claimed that the kind or quality

of feedback received determines exactly how much of an impact it has on their comprehension. Overall, these findings indicate that, in the view of most survey respondents, feedback is important for improving students' understanding and skill development.

The responses to the questionnaire provide an extensive overview of the multifaceted nature of feedback in educational environments, including a range of viewpoints on its significance, challenges, and effects. Throughout the responses to various survey questions, participants provided useful data about this important part of the learning process through offering their experiences, viewpoints, and methods for giving and receiving feedback.

Participants shared a variety of opinions about feedback in their answers to the following questions, underscoring its importance in promoting academic and personal growth. Some respondents took a neutral position or highlighted the essential role feedback plays in their academic path, while others viewed feedback positively as a helpful tool for improving their skills. Participants also acknowledged the significance of regular timely feedback in improving learning outcomes, emphasizing its paramount role in fostering skill development and enhancing academic achievement. Participants nevertheless understand the challenges caused by receiving unfair or confusing feedback, and they provided a range of helpful suggestions for managing it, including asking for clarification or making corrections.

Additionally, participants reflected on the impact of feedback on their perceptions of skills and goals. While some respondents expressed resilience or confidence in their skills and goals, others pointed out that feedback could cause uncertainty or raise questions about those goals. These difficulties could be addressed by staying focused choosing to put in more effort, or asking for information and reflection. Likewise, participants specified their preferences for specific types of feedback that they thought would be helpful, such as constructive feedback involving specific examples or

feedback that was given in an uncommon manner, namely in the form of a video.

The respondents also highlighted the importance of involving students in the feedback process, namely self-reflection or peer feedback. The advantages of engaging in feedback, such as improved communication skills and critical thinking abilities, were cited by the participants. Some respondents nevertheless chose to underscore the significance of equality in the feedback process, while others indicated uneasiness or a lack of experience with such kinds of procedures. In addition, the participants addressed how technology or specific applications might improve the feedback process.

At last, the answers to questions provided insightful remarks as well as advice on how to adequately accept and use feedback. The value of keeping an open mind when receiving feedback, asking questions when needed, and understanding how to use the information to one's own development was emphasized by the participants. Additionally, they stressed the need of respectful communication and supporting relationships during the feedback process, underscoring the importance of constructive feedback in promoting growth in knowledge and skills.

In a nutshell, the survey data presents a comprehensive picture of the peculiarities of feedback in a learning environment. They draw attention to its numerous implications, value, and challenges while providing feedback and helpful tips on how to give and receive feedback efficiently.

Conclusions

The learner-centred approach is a revolutionary methodology that places the needs and goals of students at the forefront of the educational process in the teaching of languages. This approach promotes intrinsic motivation and a sense of agency in

students by placing a high value on their active participation, autonomy, and engagement. This leads to deeper language proficiency and personal growth. Learner-centred approaches are incorporated into online learning systems to improve student participation and language proficiency in online environments. All things considered, the learner-centred method is a shift in mindset that gives students an opportunity to take charge of their language learning process and eventually prepares them for success in both academic and professional settings.

Effective strategies for assessment are necessary for encouraging learning and activity among students in higher education, especially when student-centred approaches are employed. Teachers can give students insightful feedback and opportunities for reflection through use of a variety of assessment techniques, including formative, summative, peer, and self-assessment. This will ultimately improve students' academic performance and support a deeper understanding of the educational material. Additionally, in the context of English for Specific Purposes (ESP) education, establishing that assessment procedures are objective, unbiased, and adaptable to individual learning goals within a learner-centred framework is fundamental. The use of web-based applications for assessment purposes improves the educational process significantly by offering accessibility, efficiency, and flexibility.

Feedback is essential for facilitating language learning, improvement of skills, and general learning goals, especially in learner-centred settings. Feedback comes in many ways and from a variety of sources, giving students useful information and support to improve their understanding, abilities, and drive. Web-based tools provide creative ways to give feedback, meeting the requirements and preferences of a wide range of learners while increasing effectiveness and engagement. Furthermore, it is of the utmost importance to use feedback techniques in ESP education to support students' autonomy and self-management. The study of feedback experiences and preferences among ESP university students emphasizes the value of feedback in enhancing their