

## **The Practical Implementation of Learning Stations to Enhance the Student-Centered Learning in Foreign Language Teaching**

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Traditional Foreign Language Teaching and learning strategies have changed from teacher-centered teaching to student-centered learning, moving students from passive receivers of information to active participants. Within the student-centered learning system, more attention is given to the interests of the learner, where the teacher grants an opportunity to select methods to improve their learning experiences focusing on learner's interests. Building Learning stations within foreign language classroom have been identified by many language teachers as one of the upmost methods to increase the interaction between learners allowing them to acquire knowledge independently. The main purpose of this research is to examine the impact of enhancing the student-centered teaching method by setting up learning stations to improve the communicative competency of foreign language learners. The research sample consists of second-year foreign language students. The class was divided into several small groups to set up learning stations during one of the literature teaching components where multiple learning activities and instructions are given for each group. Various information searching materials such as authentic text materials, computers with internet connection, dictionaries, magazines, books and maps are being placed in each learning station where the learners in each station is given a particular activity where they have to move from one learning station to the other finding information within a short period of time. During the learning process, the learners should communicate with each other sharing information which gradually increases their communication skills and interaction and also makes the learning process interesting. The research was conducted in two teaching sessions where one session was conducted using the teacher-centered method and the other was conducted using learning stations. The data was collected through observations during teaching, through interviews conducted with language teachers and some selected students. Furthermore, a questionnaire was distributed at the end of each lesson to evaluate the effectiveness of the session. The findings of the research indicated, that the setting up of learning stations with different learning activities has allowed the learners to access to multilevel learning resources which make the learning process interesting. Furthermore, learning stations have supported to develop a wide range of skills for language learners where the movement from one station to the other has assisted them to minimize their weaknesses in learning and the frustration that learners experience within a traditional language classroom.

**Keywords:** Learning Stations, Student-Centered Learning, Interaction, Language Teaching

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