



# **PEDAGOGICAL STRATEGIES FOR TEACHING ENGLISH TO NON-LINGUISTIC UNIVERSITY STUDENTS: A LEARNER-CENTERED APPROACH**

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## **Abstract**

Teaching English to non-linguistic university students presents specific pedagogical challenges, including low motivation, mixed ability levels, and limited classroom time. This article explores learner-centered pedagogical strategies that enhance engagement, communicative competence, and practical language use. The paper emphasizes the importance of task-based learning, content-based instruction, collaboration, and authentic materials. It argues that effective pedagogy should connect language learning with students' academic and professional needs.

**Keywords:** Pedagogy, learner-centered learning, English teaching, ESP, communicative competence, higher education.

## **Introduction**

English is widely recognized as a global language of communication in academic and professional contexts. However, students from non-linguistic fields often face difficulties in mastering it due to limited exposure and low motivation. This paper explores pedagogical strategies to address these challenges.

Traditional methods are often insufficient, requiring a shift toward more interactive and student-centered approaches.

## **Pedagogical Challenges**

Non-linguistic students often lack motivation because they do not see the relevance of English. They may also rely too much on teachers and avoid active participation.

Another issue is limited vocabulary related to their professional field, which reduces their ability to use English in real contexts.



### **Learner-Centered Approach**

Learner-centered pedagogy emphasizes active participation, autonomy, and relevance. Students learn better when they are involved in meaningful activities. This approach allows integration of subject-specific content, making learning more practical.

### **Task-Based Learning**

Task-based learning focuses on real-life communication tasks such as presentations, discussions, and writing emails.

This approach improves fluency, confidence, and problem-solving skills.

### **Content-Based Instruction**

Content-based instruction integrates language with subject knowledge. Economics students, for example, can learn English through business-related topics.

This increases motivation and relevance.

### **Collaborative Learning**

Group work allows students to interact and support each other. It reduces anxiety and increases speaking opportunities.

Collaboration also develops teamwork skills.

### **Use of Authentic Materials**

Authentic materials expose students to real-world language. These include articles, videos, and professional texts.

They help improve comprehension and practical language use.

### **Teacher's Role**

The teacher acts as a facilitator rather than a lecturer. They guide, support, and motivate students.

Teachers should adapt methods based on student needs and encourage independence.



## **Conclusion**

Effective pedagogy is essential for teaching English to non-linguistic students. Learner-centered approaches improve engagement and outcomes. Combining different methods leads to better language development and prepares students for real-life communication.

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