Integrating Teacher-Centred and Student-Centred Approaches for Effective Online Teaching

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Abstract

Since the outset of the COVID-19 pandemic, online teaching and learning has replaced traditional face-to-face instruction and will inevitably disrupt the educational demand. Both students and teachers face the challenges that come with the sudden transition, especially in the issue of teaching approaches. Teachers employ both teacher-centred and student-centred approaches in online processes, and both approaches present advantages and disadvantages when applied to online settings. However, the two approaches must be redefined according to a change of context. The transformation and comparisons of the pros and cons of the two approaches will enable teachers to design and organize more effective online teaching. Therefore, this paper provides a new approach, namely the integrated-centred approach (ICA), which teachers of online classrooms can adopt to achieve effective online instruction, along with practical guidelines for teachers to apply this approach and the significance for further research of online teaching pedagogy.

Keywords: Student-centered approach, Teacher-centered approach, Online teaching

Introduction

During the Covid-19 outbreaks, the government's measures and policy forced schools to operate on the online teaching approaches. The sudden transition replaced traditional face-to-face teaching during these pressing times (Mpungose, 2020; Kulikowski et al.,2021). As schools adapted to the "new normal", teachers were required to familiarize themselves with the new means of teaching, causing uncertainty and worries among the teachers and students alike. However, many researchers speculate that the end of the pandemic would not rewind the educational climate to the conventional teaching methods. In the post-COVID-19 era, online teaching will be rekindled or continued from time to time based on the local pandemic situations. It could be in the hybrid model, combining online with face-to-face teaching to benefit the students with different needs (Saboowala & Mishra, 2021; Li, 2021). In other words, schools will enforce online teaching more frequently in future education. In a classroom,

teachers play a vital role in conducting it and undertaking the challenges of choosing or redesigning the teaching pedagogy to adapt to the online teaching context.

The teacher-centred and student-centred approaches have been discussed since the 21th century. The teacher-centred approach (TCA) is defined as a traditional way of teaching where the teachers deliver the content knowledge by lecturing (Mascolo, 2009). On the contrary, the student- centred approach (SCA) encourages students to learn independently through teamwork, open discussion, and student-centred activities (Froyd & Simpson, 2008). Some studies showed that the student- centred learning approach promoted the students' achievements better than the teacher-centred approach (Kassem, 2019; Precious & Feyisetan, 2020). However, there are also studies indicated no significant difference between those two approaches with students' achievement (Upadhya & Lynch, 2019). Besides, many studies recommended the student-centred approach as a better teaching pedagogy (Bradford et al., 2016; Kim & Hwang, 2017), but some studies found that the teacher-centred approach was more frequently conducted in actual practice (Kaymakamoğlu, 2018; Muganga & Ssenkusu 2019). Some students are willing to learn through applications and discussions and value teachers' lectures in imparting the content knowledge (Murphy et al., 202; Emaliana, 2017). Additionally, the transition from a teacher-centred approach to a student-centred approach has been mentioned in many studies (Rajnish, 2016; Awacorach et al., 2018). However, most of those studies were conducted in the context of a face-to-face learning setting only. The pros and cons of these approaches have changed in the context of online teaching. Therefore, reviewing and rethinking these two approaches in the new context is helpful and necessary for teachers to design new online teaching pedagogy.

This position paper reviews the previous research, redefines the teacher-centred and student- centred approaches in the online teaching context, compares the advantages and disadvantages of the two approaches, and provides a new approach, namely an integrated-centred approach for teachers of online classes. The recommendations provided in this paper would be beneficial for future research - namely, academic achievement, students' or teachers' motivation and teacher training program in the online setting.

Literature review
Teacher-Centered Approach (TCA) in the traditional setting

Teacher centred approach or TCA is a traditional way of course design that derives from its content. The teachers decide what to teach, how to teach and the way to assess is made by the teachers (Schreurs, et al., 2014). The teachers in this approach are required to acquire the stark responsibility for transmitting knowledge to learners (Mascolo, 2009). This practice arose from the perspective that teachers are best positioned to select the structure and content delivered in classrooms because they acquire mastery of a given subject (Mascolo, 2009). With this approach, the instruction is communicated through lecturing, providing feedback and correcting errors where the teachers are central to information. The textbooks play a part at the heart of classroom activities (Serin, 2018).

The teachers are expected to present the course content from the whiteboard or overhead projector in a TCA classroom. At the same time, students direct their attention to taking notes and asking questions during the session (Peyton, et al., 2010). With the purpose of the classroom to disseminate knowledge, the teachers typically assume a lecture format that is viewed as a unilateral way of communication where the students are expected to listen, rehearse, and recite or replicate the knowledge delivered from teachers (Scheurman, 1998). As the teachers take a directive role, the students are set out to meet the objectives set by the teachers. Teachers often adopt grading systems as a motivation factor to encourage students to achieve better academic outcomes (Thomas, 2013).

The behaviourism theory supports the teacher-centred view, asserting that the mediator or reinforcer strengthen the connection between stimulus and response (Skinner, 1974). The behaviourist suggests that this approach is practical for acquiring factual knowledge (Hense, et al., 2012). Extrinsic motivational factors like formative assessment methods can serve as a tool for learning as they can help the student become aware of their contribution to their learning process (Weurlander, et al., 2012). Behaviourism emphasizes the behavioural shift that the learning (stimuli) occurred and overlooked the thought processes. It suggests that their response contributes to the human learning process to the physical environment. This theory ignores the impact of innate or inherited behaviour while focusing on both objectively observable behaviours and quantifiable and observable events. With such strong reinforcement of the physical environment's effect on learning, behaviourists believe that validity can be achieved from the visible indicator, not the individual's mental activities (Baghoussi, 2021). Behaviourism became prevalent through the 20th century until the beginning of the 21st century as constructivism emerged.

The advantages of TCA in a traditional school setting can be seen as suitable for large classes. Teachers in this approach can prepare the learning materials prior to class, leading to teachers being confident and less nervous (Nagaraju, et al., 2013). This approach also allows the teachers to maintain control over the students. They can adopt motivational strategies to retain students' attention to the lesson being taught and encourage students to engage in class for better academic achievement (Serin, 2018). This factor leads some researchers to support the application of TCA because the instructional style effectively teaches students in short steps (Espenshade & Radford, 2009).

However, the teacher-centred approach has received several censures due to its passive nature (Freiberg, 1999). Teachers who employ this approach rely on textbook-dominated instruction, which limits developing students' problem-solving and decision-making skills. This limitation leads to more support towards a student-centred approach that aims to provide a comfortable learning environment which is the key to better students' achievement (Serin, 2018).

Additionally, technological development has propelled different expectations towards the teaching approach, making interactive learning a significant trend. This shift leads to more people being aware of the importance of independent, creative, and collaborative learning

(Mascolo, 2009). Consequently, behaviourism takes a step back in modern teaching and learning pedagogy.

Student-Centred Approach (SCA) in the traditional setting

In contrast to the teacher-centred approach, the student-centred approach or SCA places students at the centre of the learning process (Froyd & Simpson, 2008), where students influence the content, activities, materials and pace of learning. SCA includes replacing lectures with active learning experiences and assigning open-ended questions that require thinking critically and creatively, which cannot be taken from text-based examples. Students participate in simulations and role-play, applying self-paced and collaborative learning.

In the SCA classroom, teachers' roles shift away from "sages on the stage" to "on the side" (Weimer, 2002). The teachers are assigned to facilitate the process of learning not necessarily as a subject-matter expert (Tärnvik, 2007) and avoid directly imparting knowledge. Instead, students take an active role in the learning process (Serin, 2018), trying to make sense of what they have learned by making connections with prior knowledge and sharing it among peers.

The role of teachers is not suppressed in the teaching and learning process. The instructors give students more time and autonomy to explore and always exerts teacher influence subliminally. The solid beliefs and actions of passionate teachers help students acknowledge their intrinsic value and passion and further increase teacher motivation and performance (Mart, 2013). Being directly involved and invested in discovering their knowledge, students learn through collaboration with others to engage in experiential learning that is authentic, holistic, and challenging. Collaborative and problem-based learning are prevalent in SCA classrooms that develop problem-solving skills, where students are allowed to take ownership of situations (Jacobs & Renandya, 2019; Ali, 2019).

The student-centred perspective is supported by constructivism theory (Jacobs & Renandya, 2019). Constructivism originated in the 20th century and received influence from Piaget and Kelly and gradually developed. Piaget proposed that learning is not passive reception, but occurs through the active construction of meaning. Twomey Fosno defined constructivism since 1989. The term "constructivism" emphasizes the crucial role that peers and surroundings play in students' learning. As 'knowing' can occur through the construction of the knower (Gray, 1997), students do not construct the learning process alone but do so through interaction and contextualization with peers. One of the fundamental principles of constructivist educational psychology suggests that teachers should not merely impart knowledge to students because students must be encouraged to construct knowledge internally (Blais, 1988). The cognitive change only occurs when previous concepts undergo an unbalanced process because it emphasizes new information, suggesting mixed ability learning groups to facilitate conceptual change (Efgivia et al., 2021). Constructivism encourages experimental, hands-on and collaborative learning to facilitate learning (Blais, 1988).

In the 21st century the advantages of a student-centred approach can be seen as more in line with modern trends in education. Adopting SCA requires the participation of both

teachers and students, and this approach also allows students to be the subject of learning with teacher guidance. By being highly involved in the classroom, students can enhance self-exploration and learning.

However, there are limitations to the implementation of the student-centred approach. It requires a high level of teacher and student role orientation. Teachers using this approach need to have a more detailed knowledge of the students' situation, while students need to have a sense of independent thinking, learning skills, and teamwork. The process of SCA is essential but also fallible and unstable in the actual teaching and learning process, leading student learning outcomes and assessments to be updated and refined.

Previous studies on the outcomes of TCA and SCA in traditional setting

Even though most educators are promoting SCA today (Bradford et al., 2016; Kim & Hwang, 2017), the clear comparison regarding the effectiveness of two teaching approaches has not been established. Several comparative studies indicated that the student-centred approach was more effective in promoting students' effect and achievements than the teacher-centred approach (Camac, 2018; Kassem, 2019; Precious & Feyisetan, 2020; Nurjannah et al., 2017). On the contrary, some findings showed no significant difference between these two teaching approaches with students' achievement (Upadhya & Lynch, 2019; Mohammadi & Lynch, 2021).

Kassem (2019) stated that the SCA positively impacted the students' motivation, attitude, self-efficacy, autonomy, and beliefs in learning English. Meanwhile, the SCA also led to better students' English achievements than the TCA. Similarly, Precious and Feyisetan (2020) found that the SCA increased the students' achievement in biology while the teacher-centred approach decreased it. Consistently, Nurjannah et al. (2017) stated that students who followed the SCA had higher GPA scores than students who followed the opposite approach.

However, some research indicated no significant difference between the TCA and SCA regarding students' achievements. This preference is more pronounced when the teachers are more familiar with conducting TCA, acquiring expertise in content delivery through skilled lectures, rather than practising SCA while being hesitant of its application in the classroom (Upadhya & Lynch, 2019; Mohammadi & Lynch, 2021). Even though the teachers enforce their beliefs in a student-centred approach or combination of two approaches, they conduct a teacher-centred approach more frequently than the student-centred approach in both perceived and actual practice (Kaymakamoğlu, 2018; Muganga & Ssenkusu 2019).

Moreover, the teacher-centred approach has not been opposed to by students. In Murphy and his colleagues (2021) study, the students across different academic majors in a northeastern American college preferred a mix of teacher-centred and student-centred approaches where the teacher imparts the content knowledge in the classroom, allowing students to apply and internalize the knowledge through practice. Similarly, Emaliana (2017) stated that in the Indonesian context, students' attitudes toward teacher-centred and student-centred approaches showed the necessity to combine these two approaches to enhance the effectiveness in teaching and learning and meet the students' needs.

The Online Class Process of Teacher-Centered Approach (TCA) and Student-Center Approach (SCA)

Shifting from traditional school setting to online setting, TCA and SCA are required to re-consider and re-construct the class process. The TCA online class can be characterized as pre-recorded and live classes. In the pre-recorded online lessons, teachers must film the lecture for each session similarly to the traditional setting. The video, then, will be uploaded on the schools' platforms and grant students access. Some schools may impose the regulations for the students, while some may give the students freedom to access at their preferred time and place. Students are usually expected to follow the teacher's instructions, take notes, and finish the assignment given at the end of the video. According to the assigned deadlines, students can submit the assignments via emails or school preamble platforms. Moreover, teachers often would adopt summative assessment to this form of teaching, where students must take exams by the end of the semesters or terms.

On the other hand, the live online classes require teachers to use video conference applications to conduct the class. The students will be given the link to each lesson and are expected to be punctual as teachers check their attendance at the beginning of the period. Some teachers instruct students to turn on their cameras while muting their microphones so that students' presence is visible throughout the lessons without causing noise distractions to other classmates. The live online teaching process is similar to the teacher-centred approach in traditional settings. A teacher would introduce the class, lecture the subject content, ask students some questions, and end with the homework assignment.

In regards to applying SCA to online settings, the operational processes and design ideas have to be slightly adapted to the characteristics of the online classroom. The SCA class process maintains the same pattern of "introduction - assignment - independent/cooperative learning - conclusion", but teachers and students are required to be proficient in using online teaching tools and platforms to support better interaction. For example, the teacher introduces the learning in an outline 10-15 minutes before starting the online class. Students review it independently based on the outline and the material provided by the teacher. Students may be assigned to separate 'rooms' to study independently, seek formation and learn based on the topic that interests them most. Once they have completed the set topics and content provided by the teacher, they are free to explore other sections of interest and discuss with their peers online.

As the class process has changed, the definitions of TCA and SCA online classes must be adjusted accordingly. In a traditional TCA setting, teachers guide the students solely, whether the content, time, and place. However, TCA would only take part in content delivery in the online context. Students can self-organize timetables and are not restricted to only one environment, like onsite classrooms. In other words, teachers are lecturers maintaining the centre position of the class during lecture time, while students are on the receiving end where the decision for time and place is up to their preference.

Similarly to TCA, the definition of the SCA must be reconsidered in the online setting. In the traditional SCA classroom, communication between students and teachers is direct and

effective. However, the SCA is not confined to a fixed place and time in the online environment. The student remains the subject of learning, but the teacher's role of supervision and facilitation becomes less significant. As a result of this shift in teacher function, teachers need to use different platforms to enhance monitoring and assistance to ensure that students are in a stable state of learning in the online classroom. Traditionally, the teacher can guide students regarding the learning materials in an SCA classroom and establish a basic learning framework. After a brief explanation of the critical elements of the framework, students will spend the rest of the class working independently or in small groups so that they can receive immediate help from the teacher.

The online class process of teacher-centered approach (TCA)
Advantages of teacher-centered approach in online setting
Effective learning process. Students can pause or replay the video at their preferred pace in recorded online classes. Some teachers can provide subtitles in the recorded video, which could be highly beneficial for students struggling with a certain degree of the language barrier. As students can pause and play the video, they can also take time off to process the information being delivered in class, take notes and questions, and reach out to teachers for further clarification or assistance after class. Through this method, students can gain more control in their learning process, leading to better learning outcomes.

Fairness. With the teacher-centred approach in traditional settings often receiving the criticism of practising favouritism, this method can help to ease this concern. The recorded class will not consider subjective matters during the assessing process. Teachers can only look at the assignment submission and tests to assess the students. Moreover, teachers can provide more precise feedback in written form instead of verbal form that can easily be misunderstood. Pre-recorded lessons can present fairness by nature. Whether they are using highly advanced equipment or low-tech media to learn, all students will be viewing the same video. SCA, on the contrary, benefits students with more financial support and better equipment that allow them to engage in class more than those who obtain less. Hence, in online classes, all students of TCA can be assured to receive the same amount of transmission of knowledge from the teachers.

Effective classroom management. In an online teaching context, teachers are enabled to manage class more effectively with the teacher-centred approach as teachers can 'mute' the noise or voice of the student when it is irrelevant to the lecture. With this approach, the class can better stay focused on the lessons given by the teachers without the additional effort to ignore distractions from peers. Unlike the student-centred approach, teachers in TCA only encourage the students to interact with themselves rather than with peers, leading to classroom disorganization and distraction.

Precise instruction. The teacher-centred approach can provide the students with precise instruction and facilitate the learning process through the lesson, leading students to be more focused on the task given and clearly understand what to expect from the class. Moreover,

instructional guidelines from teachers can prevent the students from confusion when working independently and achieving the learning objectives more effectively.

Disadvantages of teacher-centered approach in online setting

Lack of student involvement. The teacher-centred approach engages the learners with stimuli to achieve the best outcomes. This approach is deemed to hinder students' involvement in their learning process and obstruct their potential learning outcomes. As teachers take the central position in classes, activities and lessons are designed to deliver a one-way communication to students or being 'passive'. In the online context, this matter can potentially be worsened. Teachers in live online classes usually ask students to mute their microphones to cancel the noise. Muting the microphones could make the students more afraid to raise questions or participate in class discussions (Deslauriers. et al., 2019). While SCA focuses on the benefits of having students participate in class for better learning outcomes, TCA seems to emphasize having the class organized and undisturbed.

Lack of collaborations and teamworks. In traditional settings, a teacher-centred approach includes minimal collaborative tasks. Especially in an online context, this matter could potentially worsen. In the pre-recorded online classes and the live online classes, collaborative work might be higher in the latter form as teachers could create 'breakout rooms' and assign tasks in groups. However, whether this method could be applied more or less depends on the class size, especially when the teacher still maintains the central role in students' activities.

Moreover, time limits must also be taken into consideration. For example, if one class conducts a subject within 50 minutes with 50 or more students in one class, a TCA teacher is responsible for lecturing, assigning tasks and supervising students. With such restrictions on time to work in different groups, many TCA teachers do not feel encouraged to assign group discussions or projects in class.

Lack of relatedness. A Teacher-centred approach in an online context can exaggerate the feeling of unrelatedness among the students. In pre-recorded lessons, students do not get real-time feedback and see their peers' reactions to the lecture. The feeling of isolation can be intensified and demotivate students to learn.

The online class process of student-centered approach (SCA)
Advantages of student-centered approach in online setting

Learning autonomy in the learning process. The student-centred approach means that the role of the teacher changes, with students becoming the main subject of the classroom. Students can determine the learning process according to their specific learning situation- including their focus on the content, the time they spend on learning, and how they choose to learn based on the teacher's instructions and assistance. By doing so, the learning process is in the hands of the students. As different students have different levels of understanding, they choose different ways to assimilate and accept knowledge.

Higher independent learning skills. Different people can have different amounts of learning time. Compared to TCA, applying a SCA to online teaching takes some learning out

of class time, reducing the presentation and time spent on knowledge points and devoting more class time to support practice or discussion. Teachers need to observe and get feedback from students actively. Students need to be self-motivated to practise study skills in the online classroom, for example, using online learning platforms and online media to learn.

High level of student involvement. In contrast to teacher-centred online classrooms, students are encouraged to actively participate in class discussions and classroom activities in student-centred online classrooms. Student engagement is a crucial indicator and reflection of SCA, and the discussion or lecture sessions do not include the teachers. Compared to TCA, students will lead more in the class's progress, where discussion and teamwork take up most of the class time, leading to increased communication and involvement.

Development of collaborative skills. Teachers set objectives and tasks based on learning goals, and students will explore and learn in small groups in a student-centred online learning environment. Teachers can assign personalized digital projects based on the delivery platform, and students will need to define their learning objectives and assign tasks within their groups. All division of labour, exploration and discussion needs to be done during the majority of the class time. When one member encounters problems, such as technological incompetency, other group members or the group leader need to provide timely assistance. This arrangement gives students opportunities to learn and discuss with their peers. Students will exchange their insights between one another and receive independent and group study time for the same chapter or topic. Teamwork is essential in collaborative work: assigning tasks, leading discussions, and sharing experiences.

Disadvantages of student-centered approach in online setting

Classroom management challenge. Online teaching is different from face-to-face teaching in that it is more complex to manage in the classroom. Teachers must use the mute function to restrict students' microphones during class to ensure that all students receive a consistent message in the first instance. SCA is often practised in small-sized classrooms or classes with higher grade students. Classroom management in a student-centred online classroom also faces many problems. Some classes are large; students are not easily assigned and managed in online activities. It is highly challenging in lower grades. Lower level students need more guidance from the teacher. They ask questions constantly and can easily miss the learning content without constant guidance and intervention from the teacher.

Lack of monitoring. Group activities or collaborative learning are an essential part of student-centred learning, and students become accustomed to discussing and exploring knowledge in this way. When teaching online, the teacher can only enter each group individually to observe the learning process. The teacher can only observe and monitor one group at a time. When students encounter problems, they can ask the teacher for help via email or group chats. If students use different platforms to communicate with the teacher, the teacher will not respond to students' questions promptly, leading to less efficient learning.

Unfairness. Students will search and find appropriate learning materials or supporting resources to support their learning outcomes in the student-centred online classroom and discuss and communicate with group members to solve a problem based on their gathered

information. However, this is limited by the equipment used by the students and the environment in which they are located, for example, unstable networks or malfunctioning equipment, which can seriously affect the progress of teaching and learning as the students take the leading role in the SCA classroom. Therefore, the more advanced equipment students have, the higher the probability of gaining better education. Consequently, it can potentially raise the issue of fairness among students from different levels of readiness.

Recommendations

Integrated-centered approach (ICA)

The Integrated Center Approach or ICA combines TCA and SCA, making it an ideal approach for online teaching. This integrated approach encourages the teachers to use practical platforms and applications to deliver academic content while promoting students' interaction and collaborative activities in the online classroom. The teacher's role can be adjusted flexibly to either transmitter or facilitator according to the learning objectives and the students' needs. The teacher-centred lecture time can guarantee the effectiveness, fairness and clearance of delivering the content knowledge, while the student-centred time can promote interaction, discussion, demonstration, and revision time promotes the students' involvement, autonomy, and collaborative skills.

There are two ways to combine these two approaches in the online teaching context. The first one is to balance the class time of both TCA and SCA in one class period under the synchronous online learning environment. For example, there are 50 minutes for one class period. The teacher who prefers to use this mixed approach can assign 20-30 minutes for the teacher's lecture in a real-time online classroom using Google Meet, Microsoft team or Zoom. The rest of the period can be allocated to group discussion, teamwork, or practice using the breakout room function in the aforementioned platforms or allowing the students to work independently, while teachers are available online to simultaneously assist students if needed.

The second way is to combine TCA and SCA in class sections. For example, there are 18 class periods for one semester. The teachers can spend 8-10 periods for TCA lecture sections by recording videos or real-time online classes. The remaining periods can be spent on tutorial sections where the students can lead the discussion and demonstrate their understanding and teamwork projects using particular applications. The synchronous online class is highly recommended for the tutorial sections since it allows real-time interactions between teachers and students. The instant feedback will benefit the students' learning and the feeling of relatedness.

However, there are challenges when combining these two approaches. During the online class, the unstable internet connection and the technological problems may affect the lectures' flow and the student's engagement. The teachers may need more time for lectures, and the students may need more time to discuss or finish their tasks. Thus, ICA requires the teacher's pedagogical capacity and expertise in technology so that the flexible and timely adjustment can be well facilitated when the issues arise. The teacher must be an expert in imparting content knowledge by using different applications or platforms and be familiar with

the student-centred strategies, teaching and learning process, and assessments by utilizing various types of resources. Critically, the teachers should integrate all the resources previously recommended in TCA and SCA to redesign the online teaching pedagogy based on the context. The teacher training programs in related topics, such as teacher-centered vs student-centred approaches discussion and practical applications, are crucial for improving teachers' capacity, effectiveness, and innovative teaching process in an online setting.

Conclusions

The Covid-19 pandemic had driven the educational demand to evolve perpetually. The change in an educational setting results in students obtaining education through online media, whether through pre-recorded or live online classes. Consequently, teaching approaches must be discussed, adjusted, and redefined according to the ever-changing circumstances.

In the traditional setting, the teacher-centred approach might not have been favoured in the last decade, while many researchers promote the student-centred approach in teaching. However, as the context changes, these two approaches must be redefined in the new setting. The advantages and disadvantages of each approach are seeing change. For the teacher-centred approach (TCA), the online setting has led to (1) effectiveness in the learning process, (2) fairness, (3) effective classroom management, and (4) explicit instruction. However, it could be criticized for (1) lack of student involvement, (2) lack of collaborations and teamwork, and (3) lack of relatedness.

On the contrary, the student-centred approach in an online setting can result in (1) learning autonomy in the learning process, (2) independent learning skills, (3) student involvement, and (4) collaborative skills. It can also be limited by (1) classroom management challenge, (2) lack of monitoring and (3) unfairness.

While many argue in favour of the student-centred approach (SCA), schools and teachers are still employing the teacher-centred approach (TCA). The advantages and disadvantages analysis for both teaching approaches has led to the introduction of an Integrated-Centered Approach (ICA) where the teachers merge the two approaches to maximize teaching and learning efficiency for both teachers and students. Through ICA, teachers and students can reap the TCA and SCA benefits. The process of ICA can be conducted in two different ways: divided class time or divided course section. However, the teachers can face several potential challenges in this approach, such as technological problems, class time arrangement, timely adjustment, and inadequate resources. Therefore, to employ this approach, the schools can consider the teacher training program that can address the obstacles that teachers face and provide the teachers with necessary resources and equipment that can maximize the benefit of an integrated-centered approach.

This study merely suggests the new teaching approach based on existing literature, which is deemed inadequate for the TCA and SCA in an online setting. Future researchers with mutual interest are highly encouraged to further explore ICA and conduct related experimental research to establish empirical-based conclusions.

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