LEARNER-CENTERED LANGUAGE TEACHING pdf

1: Teaching and Learning Center | University of the Sciences

Learner- centered approach in teaching of foreign language to engineering students is particularly characterized by the functional pedagogical activity of the educator to optimize teaching process which includes: a comprehensive analysis of educational activities in order to maximize the psychological comfort for the full development of an.

A minute video on YouTube in which Dr. Felder explains what active learning is and why it works and shows several illustrative clips of its use in a student engineering class. Active Learning in an Engineering Class. A minute video on YouTube containing clips of Dr. Felder using active learning in a large class, with narration by Dr. Rebecca Brent and post-course comments from several of the students about the impact of the teaching method on their learning. You can also take a multiple-choice quiz on the tutorial contents that provides feedback on incorrect responses. Exam grades and curricular retention of students taught actively in the introductory chemical engineering course were compared with grades and retention of students taught with traditional lecturing. Brent, "Learning by Doing. A column on the philosophy and strategies of active learning. Education, 33 4 , Fall Responses to the questions "Can I use active learning exercises in my classes and still cover the syllabus? Education, 28 3 , Summer Different types of questions that can be effectively asked in class. Prince, "Does Active Learning Work? A Review of the Research. Education, 93 3 , A paper by Michael Prince reviewing the research evidence for the effectiveness of active learning. Felder, "How About a Quick One? Education, 26 1 , Winter Formats for small-group in-class exercises and the one-minute paper. Felder, "It Goes Without Saying. Education, 25 3 , Summer An illustrative engineering lesson utilizing active learning. Course Delivery and Assessment. Education, 41 3 , Description of an implementation of the stoichiometry course that made extensive use of active and cooperative methods. Felder, "Stoichiometry without Tears. Education, 24 4 , Tips on teaching the introductory chemical engineering course material and energy balances , with an extended illustrative active learning exercise. An Experimental Course for College Freshmen. Description of a course taught in that made extensive use of active learning to help students develop critical thinking and communication skills. General principles and strategies R. American Chemical Society, A general overview of definitions and methods of cooperative learning and a review of CL applications in chemistry. A website containing a variety of tools for forming cooperative learning teams and helping them develop high-performance teamwork skills. Origins, validity, and application of the online peer rating system for cooperative learning teams that is part of the CATME Smarter Teamwork suite of tools. Brent, Cooperative Learning in Technical Courses: Procedures, Pitfalls, and Payoffs. An introduction to the cooperative learning model of Johnson, Johnson, and Smith references cited in the monograph , cooperative learning activities in science and engineering courses, and ways to overcome problems that may arise when this instructional approach is used. Brent, "Effective Strategies for Cooperative Learning. Tips on forming teams, dealing with dysfunctional teams, grading team assignments, and using cooperative learning in a distance learning environment. Review of program assessment terminology program educational objectives, program outcomes, course learning objectives, etc. Includes an appendix that outlines how cooperative learning can be used to address all 11 of those outcomes. Groupwork in Distance Learning. Education, 35 2 , Spring Methods and benefits of cooperative learning. In Italian, with an English abstract. Felder, "Active, Inductive, Cooperative Learning: An Instructional Model for Chemistry? Understanding and improving team dynamics B. Techniques for avoiding dysfunctional teams, dealing with them when they arise, and helping students acquire the skills they will need to form high-performance teams. Results from a Survey of Engineering Student Respondents. Education, 89 3 , Conversation analysis of work sessions of student groups is used to identify patterns of teaching-learning interactions and interactional problems. Accounting for individual effort in teamwork D. Education, 89 2 , Experimental study of the use of a peer rating system in an introductory engineering course. The study examines the incidence of students receiving low ratings from all their teammates, inflated and deflated self-ratings, identical ratings given by all teammates to one another, and possible gender and racial bias in the ratings. A longitudinal study of cooperative learning R. Instructional Methods and Student Responses to Them. A detailed outline of an instructional approach that incorporates

active and cooperative learning and a variety of other methods designed to address a broad spectrum of learning styles. Comparisons with Traditionally-Taught Students. Education, 87 4 , A synopsis of the preceding two references. Forms for cooperative learning. A set of forms that can be modified and used to form teams, establish course policies regarding teams, and help teams set expectations and assess their individual and team performance. Also included are checklists for implementing cooperative learning in lecture classes, project courses, and laboratories, and a list of CL-related publications and Web sites. Publications on Inductive Teaching and Learning M. Felder, "Inductive Teaching and Learning Methods: Definitions, Comparisons, and Research Bases. Education, 95 2 , Descriptions of several common inductive methods, including inquiry learning, problem-based and project-based learning, discovery learning, case-based teaching, and just-in-time teaching, and a survey of their applications in engineering education and the research base that confirms their effectiveness. College Science Teaching, 36 5 , Pros, cons, and comparisons of several different inductive teaching methods inquiry-based learning, discovery learning, problem- and project-based learning, case-based teaching, and just-in-time teaching. The paper describes illustrative applications of these methods in the sciences and offers guidance on their implementation. The origins and patterns of student resistance to active and cooperative learning, and suggested ways to deal with the resistance. Felder, "Sermons for Grumpy Campers. Education, 41 3 , Summer Short speeches to persuade students that active and cooperative learning are not violations of their civil rights, but instructional methods likely to improve their learning and grades and prepare them for their future careers. Felder, "Hang in There: Education, 45 2 , Spring If you tried active or cooperative or problem-based learning and got pushback and lower ratings from the students and feel discouraged, here are some things to think about. Active learning videos and CD Dr. Felder has made two active learning videos that he uses in the teaching workshops he gives with Rebecca Brent. One is a minute video in which he explains what active learning is and why it works and shows several illustrative clips of its use in a student engineering class. The second is a minute video in which he and Dr. Brent narrate and show clips of an extensive active learning exercise in a student engineering class, plus several post-class interview clips in which students in the class talk about what the experience of active and cooperative learning was like from their perspective. The videos use Real Player, which can be downloaded free from www. A vast collection of resources on cooperative and problem-based learning including an e-book, articles, faculty surveys, examples, and links to many other sites, compiled by Ted Panitz of Cape Cod Community College. Best Practices in Engineering Education. A collection of resources compiled by the Foundation Coalition, including excerpts from videotaped interviews with some of the leading practitioners of CL in engineering education on different aspects of planning and implementation. Guide to Active and Cooperative Learning. Handouts, some videos, and links to a number of other sites related to these two instructional strategies. This resource is part of the "Guide to Online Schools" colleges and universities web site. A large collection of resources for case-based instruction housed at the University of Buffalo. A collection of case studies in engineering archived at the Center for Case Studies in Engineering at Carleton University. A collection of resources including a newsletter, list of related organizations and links, and a search engine. Deliberations on Problem-Based Learning.

2: Student-centred learning - Wikipedia

Creating a Student-Centered Learning Environment to Promote Target target language A Learner-Centered Approach centered" approach of teaching languages.

Background[edit] Theorists like John Dewey , Jean Piaget and Lev Vygotsky , whose collective work focused on how students learn, have informed the move to student-centered learning. Rogers wrote that "the only learning which significantly influences behavior [and education] is self discovered". When students are given the opportunity to gauge their learning, learning becomes an incentive. Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. In the teacher-centered classroom, teachers are the primary source for knowledge. On the other hand, in student-centered classrooms, active learning is strongly encouraged. Armstrong claimed that "traditional education ignores or suppresses learner responsibility". In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall. Scaffolding is important when fostering independent thinking skills. It does not aim for a new stage of the developmental process but rather lags behind this process. Developing assessment that supports learning and motivation is essential to the success of student-centered approaches. Application to higher education[edit] A student-centered class at Shimer College Student-centered learning environments have been shown to be effective in higher education. They are characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning and foster transferable skills such as problem-solving, critical thinking, and reflective thinking. Subsequent use of the analysis to promote wider use of good practice. A compulsory teacher training course for new junior teachers, which encouraged student-centered learning. Projects funded through teaching development grants, of which 16 were concerned with the introduction of active learning experiences. A program-level quality enhancement initiative which utilized a student survey to identify strengths and potential areas for improvement. Development of a model of a broadly based teaching and learning environment influencing the development of generic capabilities to provide evidence of the need for an interactive learning environment. The introduction of program reviews as a quality assurance measure. The success of this initiative was evaluated by surveying the students.

3: Learner-centered language teaching: methods and materials - Anthony Papalia - Google Books

Leave a Comment Every teacher applies different approaches in their teaching and learning process. There are teacher-centered and students-centered approaches in language teaching. Teacher-centered is older model that language learning as a product of transmission. On the other hand, student-centered approach is newer one where the language learning is a process of discovery. The purpose of this essay is to compare and contrast the teacher-centered and students-centered approaches by emphasizes the similarities and the differences. The first similarity between teacher-centered and students-centered approaches is their purpose. Different teacher apply different approaches, either teacher-centered or students-centered, have the same purpose, which is to make the teaching learning process going well. So, it can be yielded the teaching learning process effectively and will give the maximal result for students. It means that, teacher who really competent is needed to be able in using both these approach. And then, the second one is use of the same material. Therefore, either teacher-centered or students centered approaches use the same material. It is impossible to use different material in teaching learning process because it will complicate the teaching learning process. After that, the similarity between teacher-centered and students-centered is presence of question and answer in teaching learning process. After that, the teacher will answer the question. As well as students-centered approach, students in group may ask a question to another group. And then the other student who knows the answer may answer the question. The teacher as an information resource should provide the correction about the question. Thus the teacher still play important role in both teacher-centered and student-centered to make the teaching learning process going well. It means that the teacher still as instructor and information resource for the students in both these approaches. There are not only similarities, but also the differences between teacher-centered and students-centered. The first difference is an activeness of students in teaching learning process. Teacher-centered approach views the teacher as active and students as fundamentally passive. Because of the focus in teaching learning process is a teacher. However, in students-centered approach, both students and teacher are active participants who share responsibility for the students learning. The teacher and students work together to identify how students expect to use the language. The second difference is how student work in classroom. In teacher-centered approach, the student work alone. All students listen to the teacher presentation, and then do related exercises by themselves. On the contrary, in students-centered approach, students work in pairs or in group depending on the purpose of the activity. Students and teacher leads to a dynamic classroom environment in which teaching and learning process become rewarding and enjoyable and active. By this dynamic classroom environment, students will easier to comprehend the material because the teacher invite student to thinking about the material actively. After that, the third difference is situation of classroom. In teacher-centered approach, the situation of the class is quiet. On the other hand, in students-centered approach, the situation of class is often noisy and busy and the teacher must be comfortable with the idea that the students may make mistakes that are not heard and corrected. Because they work in group and it may sound as though the teacher is not in control of the classroom. The most important thing is what the objectives of the teaching learning process and how to achieve it. In fact, in an effective teaching learning process, the teacher has planned the content of all activities and has set time limits on them. The teacher is not always the center of attention, but the teacher should still in control of students learning activity. Moreover, the seriousness of students is necessary to comprehend the material in teaching learning process. Both teacher-centered and student-centered can be the alternative options for teacher to teach in a class. It depends on what the right time to apply these approaches because these approaches have advantages and disadvantages in implementation. Therefore, teachers have important role to determine what the precise approaches to use in their class.

4: TEACHER â€" CENTERED AND STUDENT â€" CENTERED APPROACHES IN LANGUAGE TEACHIN

Foreign language teaching is a process which involves interaction, communication, personal contact, and a deep understanding of the student. Teachers must develop competencies in working with different kinds of learners if effective instruction is to materialize. This book identifies the.

The underlying assumption held by many is that learners will be more successful if they have an opportunity to enjoy while learning. However, the challenge is how to create learner centered teaching environment inside the classroom. This article aims to present few considerations on how to implement learner centered teaching in our daily pedagogic endeavors. In addition, the article includes tips, principles and challenges of learner centered teaching. From Grammar-Translation to the Communicative Approach and beyond, the best methodology for English language teaching ELT has supposedly been discovered many times. While many changes have occurred in ELT over the past five decades, good teaching is learner-centered one. In learner centered class, an effective teacher helps each student connect to the material and the subject and pay more attention to their activities rather than his own. As the years pass, the daily routine of teaching the same material through same method day in and day out starts to diminish the passion that was once so prominent years earlier. So what do we do? We do what so many of us have done when times get dull. The need is we have to recharge the batteries and break the routine of daily instruction. It is the time to employ new strategies to increase the intrinsic motivation of our learners so as to strengthen their language acquisition. Thus, learner centered teaching is assumed to be new recharge in our instructional practices. Equally, it is urgent to gear up teaching learning responsibilities to the learners, instead of having them only in the shoulders of teachers. Tips for learner-centered classroom The following ideas can be used in the classroom to create learner centered atmosphere in the classroom. Cultivate a relaxed atmosphere before the beginning of instruction. A relaxed atmosphere is conducive to free expression. A skillful teacher can create an atmosphere in which the student feels enough ease to struggle through a situation, and to find the words to express oneself. Praise the students when it is deserved The teacher should compliment students when they do well. Be enthusiastic and engender enthusiasm Enthusiasm is one of the most important factors to involve learners in a conversation class. The teacher should feel joy at the prospect of engaging them in learning, and put things into practice learned in the classroom. He should try to get the students to speak as much as possible. Be patient Patience, necessary in any encounter with students, is especially important in a learner centered class. The teacher should put himself in the place of the student. He should think of how he himself had to struggle to express his ideas when he was first learning a new topic. Be alert and foster alertness Since the learner-centered class provides practice in both speaking and understanding what is said, the teacher should stay alert and see to it that the attention of the students does not wander. For example, when a student is not paying attention, the teacher can call him; ask him back to the practice by directing a question to him; or he can ask him to repeat something that has been said. The teacher can also ask him to repeat a question he has just asked him another student. Making corrections What should the teachers do about mistakes in pronunciation, vocabulary, grammar and meaning? This is a delicate area in a learner-centered class. Students tend to insist that they want to be corrected. The teacher should let them find the good answers from the alternatives that he provides. He should always correct flagrant violations the moment they are made. The teacher should not overlook the value of an attention-getting-comment that might prevent a repetition of the mistake. He should not be necessarily rigid in their mistakes in such classroom. The teacher cannot learn for the pupil, he can only provide good conditions within which learning may take place. If things are made too easy for the learners, they will not be inclined to use their own learning resources. What he means is that as teachers, we would want to break up the learning process into a series of gradable steps and prevent movement form one step to another until the first step had been mastered. Treat the individual student as a person, on an equal basis with all the members of the class. A learner-centered class becomes successful if the teacher treats every students on an equal basis. He must look carefully at his classes to be certain that all the students are included equally. Leave emotional baggage outside the classroom Another consideration for a teacher in learner centered classroom is that the teacher

must manage his emotional activities. The classroom is a stage; and to be effective, the teacher must in some cases be an actor. For this, he must speak naturally with smile and concentrate on the student. They indicate that the purpose of the child-friendly classroom instruction is to facilitate and encourage the students to interact with speakers in the target language outside the classroom. General Principles for Language Lesson in Learner-centered Class A good language class is much more than a series of activities and exercises that the teacher has strung together to occupy the available amount of time. As language teaching is a career in a field of educational specialization, it requires a specialized knowledge base obtained through both academic study and practical experience. Some programs may seek to induct students into a particular method or approach such as communicative language teaching, genre based teaching or task-based instruction where, as other may operate on the basis of principled eclecticism, where teacher are introduced to a variety of teaching approaches and encouraged to blend or adopt them based on the contexts in which they will teach in learner-centered class Richards and Rodgers, In most of the cases: Kumaravadivelu purposes ten general principles that can be used as guidelines to be adopted or applied based on the need of learners as well as of specific situation. Activate intuitive heuristics for example, by providing enough textual data for learners to infer underlying grammatical rules.

Nowadays learner-centered approach is widely used in e-learning and distant education both at universities and secondary schools. Changing the atmosphere, which makes students passive and bored, was found necessary several decades ago.

Learner-Centered Language Teaching Introduction The concept of learner-centeredness is not difficult to understand. However, it can be difficult to implement in the classroom. In the following paragraphs, I will paint some verbal pictures of what I understand by learner-centeredness. When I came across the concept early in my own teaching career, it made intuitive sense, and so it was only natural that I sought to weave it into the fabric of my own teaching. As you read on, you will find that the points articulated in the paragraphs are interrelated. Each describes one face of a multifaceted prism. In a learner-centered classroom, learners take responsibility for their own learning. In a learner-centered classroom, learners are engaged in their own learning. In a learner-centered classroom, learners are involved in making decisions about what to learn, how to learn, and how to be assessed. In a learner-centered classroom, there are two sets of goals: In a learner-centered classroom, the strategies underlying the pedagogical tasks in which learners are engaged will be made transparent. The ultimate goal of a learner-centered teacher is to make him- or herself redundant. As my colleague Geoff Brindley wrote over thirty years ago: However, I believe that it is relevant to all learners. As I write this book, I am working with a group of ten–eleven-year-olds in Korea. They can also tell you how they go about learning and using language, not just inside the classroom, but outside as well. Vignette In this vignette, a group of high-intermediate young adults in an EFL setting are attending the first day of class with a new teacher. The teacher sets the agenda clearly in the very first lesson. The students learn that they will be actively involved in making decisions about what they will learn, how they will learn, and how they will be assessed. There is a clear expectation that they should look for opportunities to practice their English outside of the classroom. Class time will be used for active, collaborative learning rather than listening to the teacher. Second, learners will be actively involved in learning through doing. The pedagogical agenda will be negotiated, and there will be times when compromise will be necessary. In the final statement to the class, the teacher makes it clear that during the semester, there will be opportunities for learners to reflect on their learning preferences, and that their ideas are likely to evolve as they think about their own learning processes. Andragogy, the study of adult learning, has had a significant influence on learner-centered language teaching. A study that influenced my own thinking back in the early s was Brundage and MacKeracher Negotiated Learning The idea that learners can and should contribute to their own learning by making decisions about what they should learn, how they should learn, and how they should be assessed is controversial. Some teachers feel that the notion calls into question their professional expertise. At a seminar in which I spoke about the virtues of negotiated learning, a teacher asserted that asking learners for advice on what and how to learn was like a doctor asking a patient for advice on what medication to prescribe. This analogy is misguided. As teachers, we are not setting out to cure our learners of the malady of monolingualism. While it is true that we have professional knowledge and expertise on language teaching and learning, ultimately, if learning is to occur, it is the learners themselves who have to do the work. In fact, negotiation is a normal part of the teaching learning process. When students ask for an extension on an assignment, they are negotiating. When, in a lesson involving both reading and listening, you ask whether they would like to do the reading or the listening task first, you are negotiating. Another technique that I have found to be useful is to encourage learners to become researchers of their own language. Learners, regardless of their level of proficiency, can bring samples of language that they encounter out of class into the classroom. These can be new words and phrases, samples of environmental print that they can capture on their cell phones, snippets of conversation, etc. Although this can be challenging, it is also rewarding. By becoming ethnographers, students come to appreciate that communication, as well as learning, is negotiated. Provide Opportunities for Learners to Reflect on Their Learning Processes Reflective learning is fundamental to the whole concept of learner-centeredness. It is also a key component of experiential learning. They act and then reflect on their

learning, and through the act of reflecting, their learning is transformed. Being reflective is not something that comes naturally to all learners, and they therefore need systematic opportunities to think critically about their learning. Give Learners Opportunities to Contribute to Content, Learning Procedures, and Assessment The teacher can plan in advance opportunities to make choices and decisions, or they can arise spontaneously in the course of a lesson. The choices and decisions can be made at different levels involving not just what and how to learn, but also who to work with. Be Guided by Adult Learning Principles When Working with More Mature Learners Andragogy, or the study of adult learning, had an important influence on proponents of learner-centered instruction. A study by Brundage and MacKeracher , which sets out principles of adult learning, had a significant influence on my own thinking about learner-centeredness in the early s. Their principles include the notion that adults learn best when they are involved in developing learning objectives for themselves that are congruent with their current and idealized self-concept. They also learn best when the content is personally relevant to past experience or present concerns and the learning process is relevant to life experiences. Incorporate Learner Training into the Curriculum This is an important point: I have already mentioned the importance of having twin sets of goals in your curriculum, one set devoted to language and the other set devoted to the learning process and learning how to learn. There are two ways of interpreting the concept of learner-centeredness. On the one hand, the concept relates to the involvement of learners in making decisions and choices about content and procedures. On the other hand, it relates to learners taking an active role in learning through doing. If learners are to make choices, about what they learn and how they learn, they need training in the skills and knowledge that are required to make such decisions. Without such knowledge, it is impossible to make informed decisions. Also, if learners are conditioned to classrooms in which the teacher makes all of the decisions, they may find it strange that they are being asked to make choices and decisions. What Teachers Want to Know The focus of this discussion thread is learner autonomy and its relationship to learner-centeredness, along with the related concepts of self-directed learning and individualization. Awareness-raising activities such as these can be incorporated into the course once it has begun. For example, in my work with young learners in Korea, at the end of a unit, I get the learners in small groups to evaluate the unit by looking through it and selecting the task that they most enjoyed and say why, and the task that they least enjoyed and say why. They are permitted to carry out this task in Korean, but the reporting back to the class must be in English. In one particular unit, the majority of groups selected a vocabulary task as the most enjoyable. When asked why, they said that vocabulary was essential for language learning. This led on to a discussion of what strategies they used to learn vocabulary. It was clear from their responses that these young learners were capable of thinking about the learning process and articulating their ideas and opinions. Small Group Discussion The teacher introduces this discussion thread by stressing the importance of making links between classroom language learning and activating language outside the classroom. She begins by getting the teachers to reflect on their own second language learning experiences outside of the classroom. Commentary In this discussion thread, students talk about their own techniques for practicing their second language outside the classroom. The thread illustrates the rich contexts and opportunities for practicing languages in different parts of the world. One student used fairy tales for children. Another took part in an email tandem exchange. A third describes a conversation exchange technique, along with contact tasks with native speakers when on an exchange program.

6: Learner-Centered Teaching by Maryellen Weimer

Descriptions of several common inductive methods, including inquiry learning, problem-based and project-based learning, discovery learning, case-based teaching, and just-in-time teaching, and a survey of their applications in engineering education and the research base that confirms their effectiveness.

In here, I discussed about the differencess approaches between Teacher Centered and Student Centered. In a teaching process, we know, there are many terms which have near similar meaning. So, people are sometimes confusing to distinguish them. The terms are teaching approach, teaching strategic, teaching method, teaching technique, teaching tactic and teaching model. A student and a teacher are people who involve in teaching process. In the finally of this process, students are hoped to get the knowledge and after that they can apply the knowledge to increase their lives qualities. There are many problems which happen in teaching process. One of them is many students which know or remember the lesson but they cannot apply their knowledge in their lives. It also happens in language teaching. Most of them know about the skill of the language but they cannot them when they must communicate in the daily activities. Because of this, many teachers change the paradigm in teaching process. They change the approach of teaching when they are teaching. Teaching approach is very important in teaching process. It is because teaching approach is the view to the learning process, which refers to the generally process in teaching process including containing, inspiring, and supporting. Besides that, the certain theory is also including to the teaching approach. Based on the approach, teaching can be divided into two kinds of approaches. They are students â€" centered approach and teachers â€" centered approach. Both of teachers centered and students centered are very different. A teacher â€" centered approach is one where activity in the class is centered on the teacher. While a student â€" centered approach is one of where activity in the class is centered on the student. The purpose of this essay is to compare advantages, disadvantages and also similar of students â€" centered approach and teachers â€" centered approach. There are many advantages in both of the students â€" centered approach and the teachers â€" centered approach. The main advantages of student centred learning is that the pupil has more of an active role to play in their learning. In the studying of doing, these students can adapt the way they learn, to make their studies more effective. Students can also learn from one another through co-operative learning, the ideal situation for this type group work is that weaker students should be placed with more able students to act as scaffolding, another advantage of this that it can help to build social skills and self-esteem and also students gain more emotional and cognitive support from their peers. In any classroom, there has to be a knowledge base. Teachers attend a class to receive degrees in their chosen field and become experts in that sphere of knowledge. It is acceptable then that the teacher who is already the expert in a subject should be the one to import that knowledge to the students. In a teacher-centered classroom, that is exactly what is happening. Besides that, students â€" centered approach has advantages for both students and teachers. Students develop learning and other skills and gain meaningful knowledge that will help them throughout life. The relationship between rights and responsibilities is learned. Students discover that learning that learning is interesting and fun. Several have written in their course evaluations that they learned more because they were involved. Teachers have less work to do especially in the upper classes. Students are more attentive and willing to participate in the class. Complaints about irrelevance and unfairness decrease. In both approach, there are also disadvantages beside advantages. This is most prevalent at the lower levels but can occur in upper level classes because there are many teaching style when the teachers teach. It makes for the students have the opportunity to learn in alternate ways in many other classes. Another disadvantage is that the students have to work in teams. They appreciate real world experiences even when they do not like them. Also students find it difficult to work in teams because they have not been taught teams skills. Most teachers are not trained to teach team skills. It is different with students â€" centered approach disadvantages. The disadvantage of teachers â€" centered approach is that there is a lot of pupils in the classroom. The teacher has to be well organized and disciplined to control the class. The teaching space is cramped and not conducive to group projects. In most cases the furniture cannot be moved to accommodate the teaching of some subjects like literature. The biggest obstacle the teachers have

to overcome is boredom among their students. As soon as boredom sets in, chaos ensues. The teacher has to know how to deal with talking, paper throwing and minor offences like poking each other or hitting. The teacher has to know the tell tale signs before this happens. The pupils eyes start wandering and they stop answering or asking questions. He or she has to change tactics and try to gain their interest again. In the classroom, there is not enough student to student interaction, especially of the classroom is teacher-centered. They are being lectured to all the time. It is difficult for each student to go at his or her own pace. There has to be some group study arrangement to remedy the deficiency in this area. Teachers â€" centered approached and students â€" centered approached have also the similar of purpose. Both of them have the goal that by the teaching and studying process, students can get the knowledge and can understand the lesson or material which has studied. Other the same of purpose is the goal of learning which have been planed is able to reach. And the last purpose is the students can get a good mark and reach minimally target score. On the other hand, the most notable difference between these two kinds of approaches is the function of the students and the teacher in teaching process. In student â€" centered teaching approach, student learning is the focus of the class. The student is more active than a teacher. The teacher is not a speaker. She is only as a facilitator. Besides that, the teacher is as a guide on the side for the students. It is different with the student. In this approach, the students get the chance and facility to build his or her knowledge so they can understand by deep learning. On the other hand, in teacher â€" centered approach, teaching practices are the focus of the session. The teacher is to be an effective model of the target and an important source of information on how the students are doing. Besides that, in a teacher â€" centered approach, the teacher is more active than the students. The involving of the student is only minority. The student is only to be fundamentally passive. The teacher is responsible for transmitting all of the information to the students. The teacher talks and the students listen and absorb or take a nap. When the teacher teaches the language, the teacher should the focus of the classroom, since the teacher knows the language and the student do not. Based on the activities, every approach has different activities. In the teacher â€" centered approach, the teachers always read the material or the lesson. After that they explain the material and the lesson to the student. In this approach, the duty of the student is only a listener. Instructions are also given to the students and they must do the instructions. Besides that, the duty of the teacher in this approach is giving the information. The student must listen and record that information which is given by the teacher in their brain memories. The other activities of teachers in this approach are giving a lecture, giving the tasks and guiding the students in asking and answering activity. Every material or lesson that is taught will have to be evaluated, and if the learning is centered on the teacher teaching, the rate of learning will be apparent, and testing can be executed at the appropriate times. It is different with the student â€" centered approach. The activities of students are more active than teachers. The students are demanded to role play when there is a teaching process. Writing by own words is one of the activities students in this approach. This activity makes the student to be easy to understand the material because they must understand their own words. A student â€" centered environment is communicative and authentic. It trains students to work in small groups or pairs and to negotiate meaning in a broad context. Studying in a group is the characteristic of the student â€" centered approach. They try to solve the problem by discuss in a group. Every student can give the opinion freely. In actual teaching, the student â€" centered mode has been to a great extent perceived as class centered or group centered teaching that does not deliberately concentrate on the individual learner.

7: LEARNER-CENTERED APPROACH IN LANGUAGE TEACHING - IATED Digital Library

tailoring teaching techniques and materials so as to help students develop those language skills needed in a business environment, www.enganchecubano.com their future careers. In addition, the paper will deal with.

8: Learner-Centered Teaching

3 learner centered teaching and learning Standard Curriculum/Syllabus Curriculum/syllabus and/or framework is learner

centered and differentiated based on students' ability, interests, backgrounds, local culture, tradition, Islamic values, locally.

9: Learner-Centered Teaching: Some Considerations â€" ELT CHOUTARI

The main purpose of my project was to discover which learner- centered teaching methods used by the U.S. secondary education teachers have proved successful in enhancing learner motivation and engagement.

LEARNER-CENTERED LANGUAGE TEACHING pdf

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