A vibrant, cartoon-style illustration of a classroom. In the center is a large green chalkboard with a brown wooden frame. On the chalkboard, the text "Student Centeredness Vs Teacher Centeredness" is written in white, sans-serif font. Below the chalkboard is a brown wooden desk. On the desk, there is a stack of three books (yellow, orange, and pink) with a red apple on top. To the right of the books is a blue and white globe on a wooden stand. In the top left corner, a string of colorful bunting flags (blue, pink, orange, blue, pink) hangs diagonally. In the top right corner, a small green plant in a brown hanging pot is suspended. In the bottom left corner, a green plant with large leaves is in a blue and white polka-dot pot. The background is a light yellow wall with a blue vertical stripe on the right side.

Student Centeredness Vs Teacher Centeredness

My name is Hamed Sherif.

- **A teacher Trainer and CELTA Tutor at Future University in Egypt.**
- **A TEFL Program Manager & DELTA Module 1 Tutor at TEFLism College London.**
- **CELTA and DELTA certified teacher and have been teaching for more than 13 years.**
- **I am currently doing my MA in Professional Development.**
- **My previous experience includes teacher training with reputable organizations such as International House Sydney, International House Cairo, International House Rome, Oxfordtefl Spain, and Future University in Egypt.**





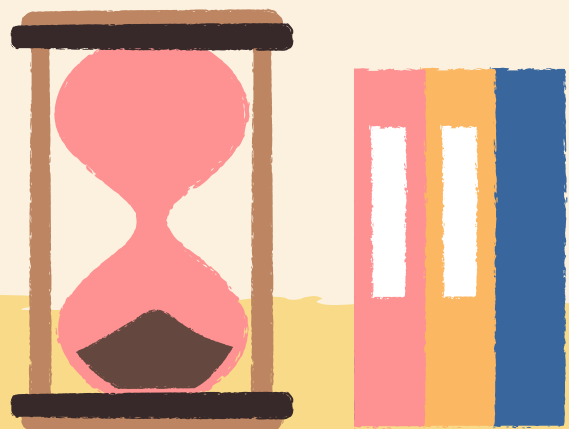
Presentation Outline

Clarify what learner-

centeredness is
Distinguish learner vs teacher
centered instruction

Converting teacher-centered
habits and classrooms

Explore the theory behind it



learner/student-
centeredness!!



What is
learner/stude
nt-
centeredness
?



A chalkboard on a wooden stand. The chalkboard is dark green with a brown border. On the stand, there are three books (yellow, blue, and pink) and a pink apple. The text 'learner/student-centeredness' is written on the chalkboard in white.

learner/student-centeredness

- The principle is that we move the learner to the focus of the learning process rather than the teacher.
- the focus then becomes the learners' learning, rather than the teacher's teaching.
- The process of learning and what the learner does in the classroom is emphasized rather than teaching techniques and teacher

A stylized illustration of a classroom scene. On the left, a brown wooden chalkboard stands on a matching wooden stand. The chalkboard has a dark green surface with the text 'learner/student-centeredness' written in white. In front of the chalkboard, on the stand, are several colorful books (yellow, blue, pink) and a pink apple with a brown stem. The background is a plain light beige color.

learner/student-centeredness

- There has been a marked shift towards learner-centeredness in education in most sectors and embraces a whole range
 - ✓ of:
 - Philosophies: e.g. discovery learning, activity-based learning
 - Approaches: e.g. Task-Based Learning, Communicative Language Teaching
 - Classroom Techniques: e.g. eliciting, pair work, jigsaw

It is believed that learner- centred instruction:

- maximizes learners' participation and engagement levels,
 - provides learners with more personalised and more meaningful learning experiences
- allows learners to be more involved in and take more control of their own learning processes
- creates more memorable learning experiences
- facilitates autonomy outside the classroom



Comparis

Student
Centeredness Vs
Teacher
Centeredness



TEACHER-CENTRED CLASSROOM

- The teacher transmits knowledge/lectures
- The teacher instructs learners on their knowledge of the language
- The teacher clarifies language using explanations
- More theoretical focus on language
- More teacher–whole class interaction
- Learners listen passively more
- Higher levels of individual work
- Higher levels of TTT (teacher talking time)



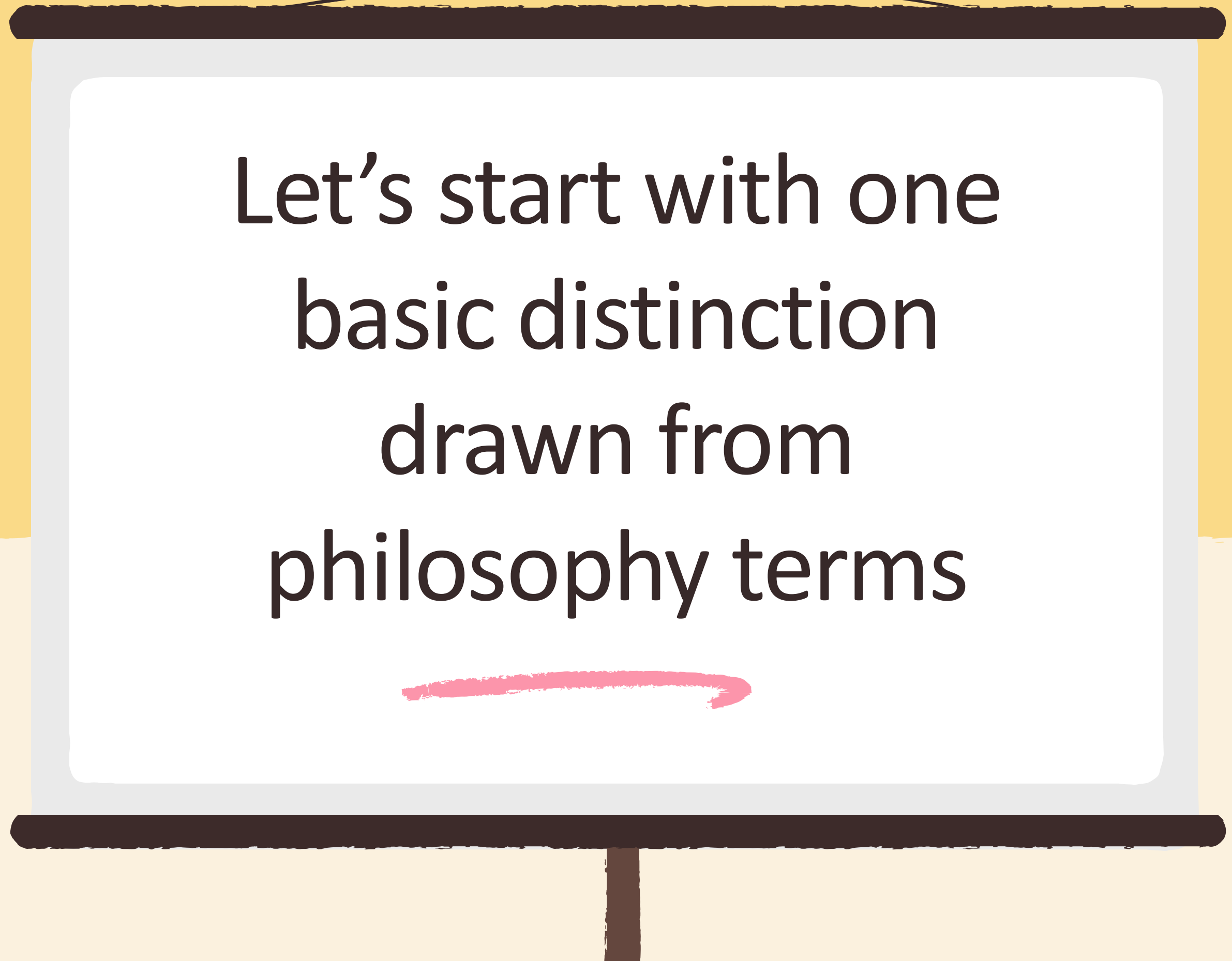
TEACHER-CENTRED CLASSROOM

- More activity-based learning Teacher guides learners in their discovery of the language
- The teacher clarifies language using eliciting and checking questions
- More communicative use of language
- More student interaction (pair/group)
- Learners participate actively
- Higher levels of pair and group work Higher levels of STT (student talking time)





Let's start with one
basic distinction
drawn from
philosophy terms



inductive
VS
deductive
learning



Deductive

This approach to instruction is a more **old-fashioned, traditional teacher-centered** approach. This means that the teacher **gives** the students a new concept, **explains** it, and **then** has the students **practice** using the concept.



Inductive

This approach makes use of student **"noticing"**. **Instead of explaining** a given concept and following this explanation with examples, the teacher presents students with examples showing how the concept is used. **The intent is for students to "notice"**, by way of the examples, how the concept works and how the concept is to be used and as a result **determine the grammar rule**. This is often classified as an approach known as **discovery learning**.



Other Terms

Discovery Learning
Cooperative Learning.
Experiential Learning

DEF
KLM
RST
XYZ





Discovery Learning



- learners are encouraged to find answers for themselves.
- A task can range from learners finding patterns in language (often called guided discovery in language teaching), to the elicitation of explanations or working through application/practice tasks.
- This type of learning can occur whenever the student is not provided with an exact answer but rather the materials or tools in order to find the answer for themselves.
- It focuses on problem-solving where the learner draws on their previous learning, experiences, and prior

Experiential Learning

- Educators purposefully engage with learners in direct experience and focused reflection to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.
- This is learning through reflection on doing, which is often contrasted with rote learning (memorization) or teacher-led instruction.
- Here the focus is on the learning process for the individual.
- An example is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. This is also related to Activity Based Learning although the latter tends to focus primarily on classroom activities.
- In simple terms we could say, 'learning by doing'.



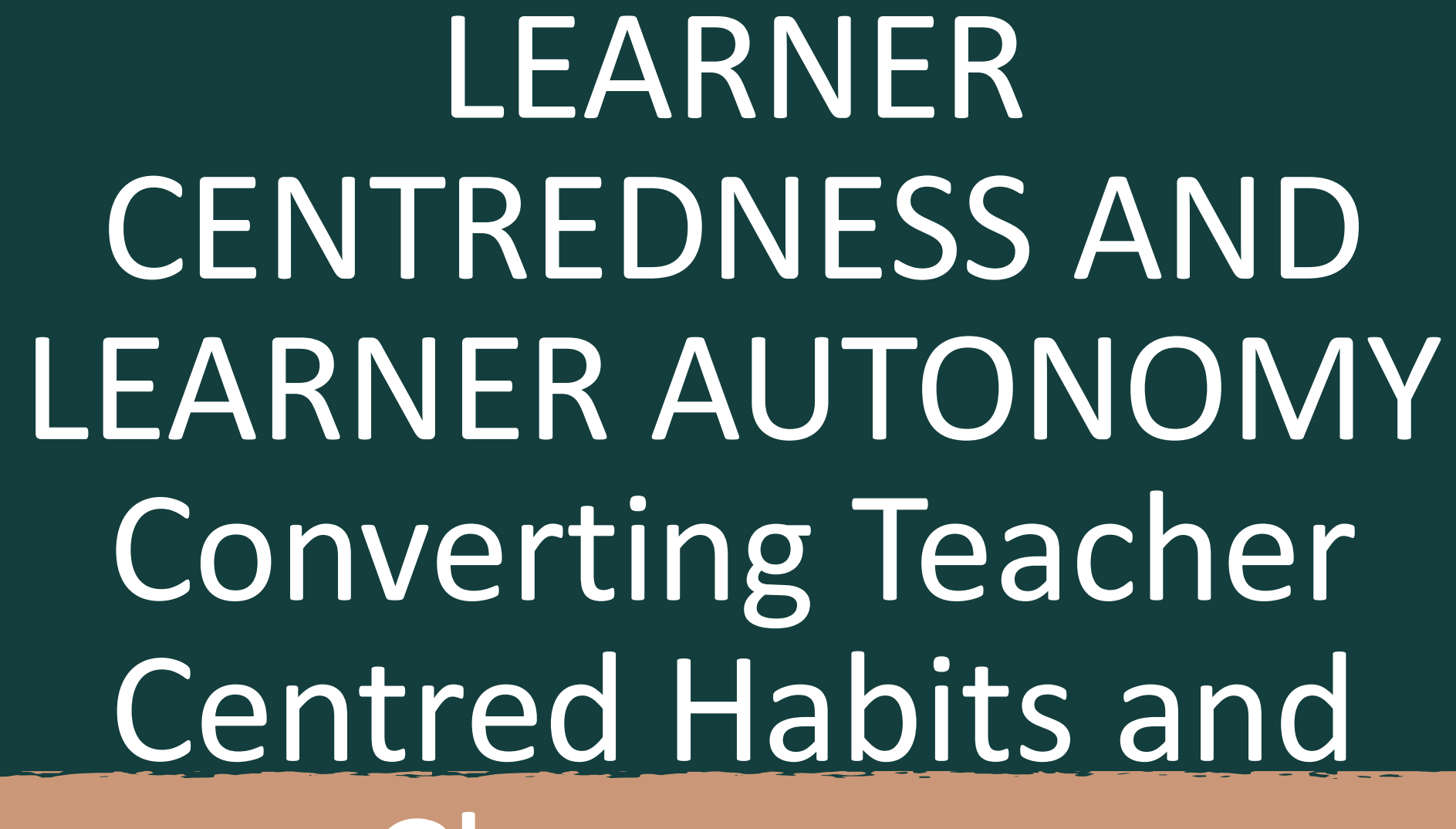
Cooperative Learning

- This approach to learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success.
- Its very nature revolves around interaction with other human beings
- This involves much more than sitting next to other students working in groups, discussing material, helping, or sharing material with other students.
- For example, asking one another for information, evaluating one another's ideas, monitoring one another's work, collective problem solving, etc.)
- In simple terms, we could say, 'learning by working together'.

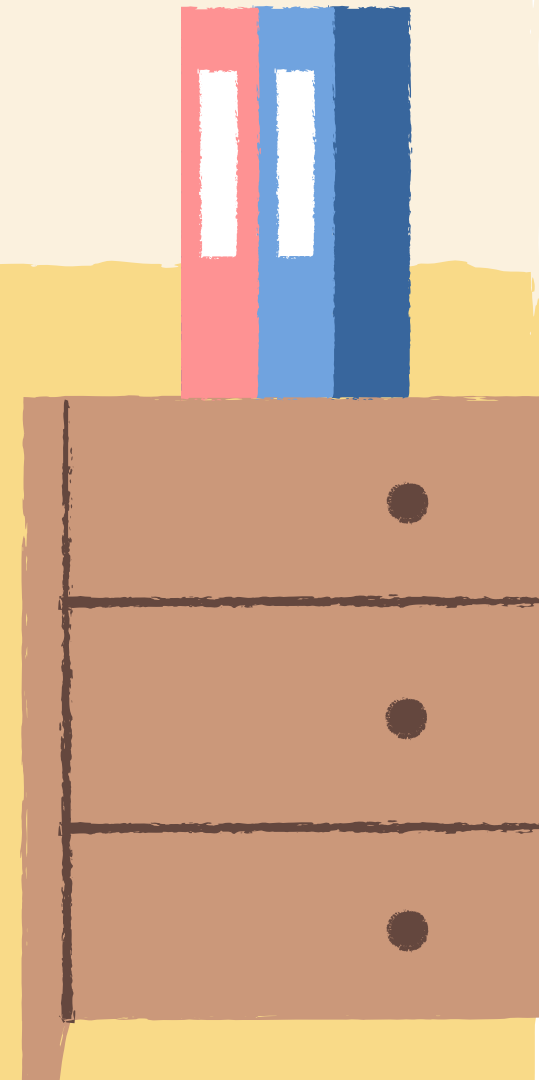





Practice Time



LEARNER
CENTREDNESS AND
LEARNER AUTONOMY
Converting Teacher
Centred Habits and
Classrooms



Look at the following situations with a partner. Convert them from a teacher-centered experience to a learner-centered experience.

1. Individual student reads out a text to the whole class while the others listen.



1. Learners read the text individually and silently

2. The teacher explains the meanings of new words.

3. The teacher goes over the answers to a task.

4. The learners tell about their holidays to the teacher one at a time.

5. The teacher explains the difference between two tenses.

6. The teacher tells learners what they have to write about in their writing tasks.

7. The teacher checks learners' writing homework.

Suggestions

1. Individual student reads out a text to the whole class while the others listen.

✓ 1. Learners read the text individually and silently

2. The teacher explains the meanings of new words.

✓ 2. Learners match meanings to words on cards or lists

3. The teacher goes over the answers to a task.

✓ 3. Learners write answers on the board and the teachers checks

4. The learners tell about their holidays to the teacher one at a time.

✓ 4. Learners tell each other in pairs or groups

5. The teacher explains the difference between two tenses.

✓ 5. Design a guided discovery task for the learners

6. The teacher tells learners what they have to write about in their writing tasks.

✓ 6. Give learners options about what they want to write where possible

A vibrant, cartoon-style illustration of a classroom. In the center, a dark green chalkboard with a white rectangular area contains the text "Any questions?". To the left of the chalkboard is a wooden cabinet with three drawers and a row of colorful books. To the right is a desk with a stack of books, a pink apple, and a blue and white globe. In the foreground, another desk holds a white pencil and a pink apple. The background is a light yellow wall with colorful bunting flags hanging from the top corners.

Any
questions?

Stay
in
touch

