ВСТУП ДО ФАХУ

Методичні рекомендації

Мигалина З. І. Вступ до фаху: методичні рекомендації для студентів 1 курсу денної та заочної форми навчання спеціальності «014 Середня освіта (Мова та література (англійська))» факультету іноземної філології ДВНЗ «УжНУ» (англійською мовою). – Ужгород, - 2024. – 46 с.

Укладач:

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Методична розробка з дисципліни «Вступ до фаху» призначена для студентів 1 курсу денної та заочної форми навчання спеціальності «014 Середня освіта (Мова та література (англійська))» факультету іноземної філології Ужгородського національного університету та студентів інших закладів вищої освіти, які цікавляться запропонованою тематикою.

Розробка містить матеріали, що знайомлять студентів з основними термінами та поняттями, а також цілями та структурою курсу. У розробці розглядається поняття взаємодії вчителя та учнів на уроці англійської мови, їх основні ролі та функції.

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The Methodology of ELT

Overview

1. The methodology of ELT as a scholarly and as an educational discipline.
2. Course objectives.
3. Course terminology.

Lead-in. Express your expectations of the course and share them with a partner.

What do you expect the most from this course?

What challenges do you anticipate?

What will you learn and what skills will you develop by successfully completing the course?

How important do you consider this course is for a language teacher?

Task. During the the course, you will come across a great number of methodology terms. Match the key terms with the definitions.

Term	Definition
Objectives	A technique used by teachers to enable students to notice features of language or language learning strategies
Workshop	A statement of what a learner is expected to know or be able to do, and to what degree, at the end of a lesson or course as a result of successful learning of the focus of the lesson or course
Learning outcome	An educational event that involves discussion, sharing knowledge/ experience and practical work on a particular subject and may focus on completion of specified tasks
Awareness-raising	Specific learning targets that help achieve lesson aims, e.g. Learners will be able to understand the gist of the text
Portfolio	Collecting data or forming an opinion on learners' achievement, proficiency or progress either formally (awarding marks) or informally

Case study	A practice used in the training of teachers that consists of teachers trying out short lesson sequences for an audience of their peers, some of whom adopt the roles of learners
Assessment	A collection of assignments developed in or out of class and documents that a learner has selected and collected to show growth and achievement over time
Microteaching	An approach to learning in which the learners use language to fulfil a specified task. Their focus is on the task rather than on the language they are using.
Task-based learning	A description of a real or hypothetical situation or a problem to be used as the basis for a task or activity. Students analyse the situation and come up with their own conclusions about the actions to be taken.

English Language Teaching (ELT) is one of the key subjects for language students and a long-lasting interest for language professionals. Nowadays the profession of a language teacher is becoming more and more prestigious. Our society is keen on studying foreign languages because it gives people, children first of all, a competitive educational and professional advantage. Language teaching has undergone amazing change in the last decades: from teacher-centered classrooms to individualized learning, from grammar-translation method to communicative approach and from the chalkboard to the Internet.

Methods of foreign language teaching deal with teaching methodology that helps language practitioners make learners acquire the *target language*. The object of the science is the educational process, the process of teacher-student interaction, which includes teacher's activity, students' activity and classroom management.

The methodology of ELT, its major problems and aims.

The term "**methodology**" (Greek *metodike*) is a branch of pedagogical study, investigating the laws of teaching a certain educational subject. Methodology of ELT informs teachers about different ways to organize teaching practices, helps to decide

with the help of what to teach, what teaching aids and materials are the most effective and relevant to teacher's aims, how to teach, what approaches, methods, principles and techniques will be the most successful in the language classroom for achieving necessary results.

The aim of teaching a foreign language is fourfold. Firstly, teaching foreign languages has its unique practical value. Learners are supposed to have an effective command of the language in familiar situations; to be effective communicators in social, cultural, educational spheres and in everyday situations. Secondly, the aim has an educational character as learners are supposed to get acquainted with a new culture and be involved into cross-cultural study. Thirdly, the aim is valuable from cultural point of view as learners are supposed to adopt an appropriate system of communication in a modern society, to show their positive attitude to the *target language* and traditions of the *target culture*, to be brought up as tolerant, hardworking, active, outgoing and helpful people. Fourthly, the aim has a developmental dimension, as learners are supposed to be able to provide problem solving activities, to develop their speech abilities.

The content of ELT should ensure the achievement of the main aim of teaching – to teach students to communicate in typical real-life situations in the range of material learned. Students' ability to communicate is provided through the acquisition of communicative competence, possessing certain language skills. So, skills acquired by learners contain **the first component** of the content of FLT. In the course of communication the communicators reveal themselves as bearers of appropriate interrelations and social contacts which appear in this or that sphere of activity and are realized in specific speech situations. Acquisition of communicative competence in educational process is possible with the help of modeling typical reallife situations which cover different topics and different spheres of social intercourse. Thus, spheres of social intercourse, topics and situations contain **the second component** of the content of FLT.

The third component is the language material proposed to train and practise such areas as grammar structures, vocabulary study, pronunciation issues, spelling.

Effective acquisition of content and achievement of aims of teaching by learners are possible as a result of appropriate organization of the teaching process according to some important principles, with the help of effective methods and approaches, using challenging techniques for language acquisition.

Methods of FLT is a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. It is a science which studies aims, objectives and content of the educational process, teaching aids and materials involved as well as methods and approaches, principles and techniques of training and instruction; educational value of teacher-student interaction on the basis of foreign language teaching.

There is a wide variety of methodological options, approaches, methods and techniques that a classroom teacher has to choose from.

There are four levels of organization at the level of methodology, namely, ***approach, method, procedure,*** and ***technique***. The following description is inspired by this framework.

Approach, method, procedure, and technique are viewed as flowing in a hierarchical model. First, an approach, which provides theoretical assumptions about language and learning, informs methods. Each method shouldn't contradict the approach on which it is based. Similarly, procedures are ordered sequences of techniques that have to be aligned with the theoretical assumption a method aspires to put into practice.

Approach

An approach refers to the general assumptions about what language is and about how learning a language occurs. It represents the sum of our philosophy about both the theory of language and the theory of learning. In other words, an approach to language teaching describes:

The nature of language, how knowledge of a language is acquired and the conditions that promote language acquisition. There are such approaches to ELT, as communicative approach, cognitive approach, situational approach etc.

Method

A method is a practical implementation of an approach. A theory is put into practice at the level a method. It includes decisions about:

The particular skills to be taught,

The roles of the teacher and the learner in language teaching and learning,

The appropriate procedures and techniques,

The content to be taught,

And the order in which the content will be presented.

It also involves a specific syllabus organization, choices of the materials that will boost learning, and the means to assess learners and evaluate teaching and learning. It is a sort of an organizing plan that relies on the philosophical premises of an approach.

Procedures

Procedures are an ordered set of techniques. They are the step-by-step measures to execute a method. A common procedure in the grammar-translation method, for example, is to start by explaining the grammar rules and exemplifying these rules through sentences that the students then had to translate into their mother tongue. A procedure is "smaller than a method and larger than a technique."

Technique

Implementing a procedure necessitates certain practices and behaviors that operate in teaching a language according to a particular method. These practices and behaviors are the techniques that every procedure relies on. Techniques, in this sense, are part and parcel of procedures. They are the actual moment-to-moment classroom steps that lead to a specified outcome. Every procedure is realized through a series of techniques. They could take the form of an exercise or just any activity that you have to do to complete a task. For instance, when using videos, teachers often use a technique called "silent viewing" which consists of playing the video without sound and asking students to figure out what the characters were saying.

In a nutshell, according to this framework, an approach informs methods with both the theory of language and the theory of learning. Methods are actual implementations of approaches. They are theories put into practice. Procedures, in

turn, are informed by methods. They are ordered step-by-step events that have specified outcomes. Procedures rely on techniques to achieve desired results.

The Lesson in Modern School

Overview

1. The lesson: different perspectives. A general definition of 'the lesson' followed by a discussion of some different ways of looking at it.

2. Lesson preparation. Some basic guidelines and practical tips for the planning and design of a varied, learning-rich lesson.

3. Written lesson plans. Guidance on the writing of lesson plans, based on a suggested template.

Lead-in

Brainstorm the words that you associate with the term "the lesson". Reflect on your experience. What makes a successful lesson?

1. The lesson: different perspectives

The lesson is a type of organized goal-oriented social event that occurs in most, if not all, cultures. And although lessons in different places may vary in topic, atmosphere, methodology and materials, they all have several basic elements in common. Their main objective is learning, they are attended by a predetermined population of learner(s) and teacher(s), and there is a pre-set schedule for where and when they take place.

Task. Split into groups. Discuss the metaphors. Think how they might reflect the reality of an English lesson.

1. A TV show   2. Climbing a mountain   3. A football game
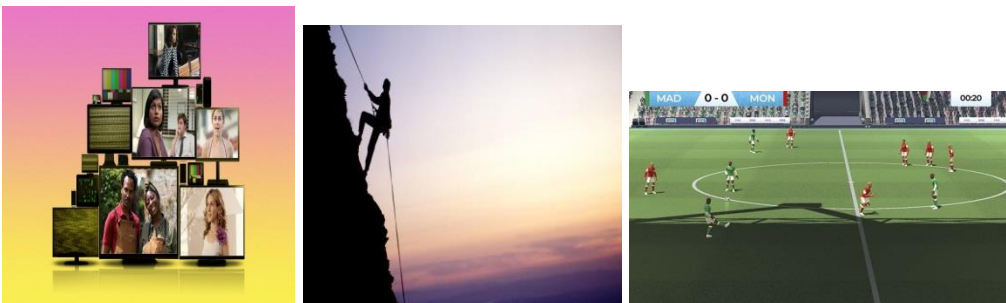
4. A menu   5. A conversation   6. Eating a meal

7. A wedding   8. Consulting a doctor

Task. Read the information below and check your ideas.

The lesson: metaphors.

The lesson is a very complex construct, which fulfils a variety of functions and can be seen from a variety of perspectives by different people. A study of the metaphors listed above can reveal many of these functions and perspectives. Your own choice of metaphor, if you did the task, will show which you feel are most important, and what 'images' of the lesson are most real to you.

Cooperative interaction

This is most obvious in the metaphor of conversation but is also represented by the wedding, the television show and, in perhaps a rather different way, the football game. In this image of a lesson, the most important thing is the dynamic relationship among students, or between students and teacher. A lesson is something which primarily involves cooperative social interaction, and which promotes the participation of all members of the class.

Goal-oriented effort, involving hard work

Here, climbing a mountain might be an appropriate metaphor, or perhaps a football game. This image suggests the existence of a clear, worthwhile objective, the necessity of effort to attain it and a resulting sense of satisfaction and triumph if it is achieved, or of failure and disappointment if it is not.

An interesting or enjoyable experience

Enjoyment may be based on interest and entertainment (television show), challenge and fun (football game), or the satisfaction of a need or desire (eating a meal). The main point is that participants should enjoy it and therefore be motivated to attend while it is going on, as distinct from feeling pleased with the results.

A role-based culture

In a role-based culture, roles of participants are predetermined. If the lesson is perceived in this way, then the role of the teacher typically involves responsibility and activity, and that of the students responsiveness and receptivity. So the consultation with a doctor or the wedding would represent a role-based culture of this kind. Participants in such events know and accept in advance the demands that will be made on them and their expected behaviours. This often implies ...

A social event with elements of ceremony

Examples here would be a wedding or a television show. Certain set behaviours occur every time: for example, there may be a certain kind of introduction or ending, and the other components of the overall event may be selected from a limited set of possibilities. In contrast, the lesson in some cases can also be ...

A series of free choices

Occasionally it may happen that participants are free to do their own thing within a set of choices (a menu) or a relatively loose structure (a conversation). They construct the event as it progresses, by making their own decisions. The teacher is less of an authority figure than a facilitator, participating with the students in the teaching/learning process.

Summary

As you will have found if you did the task with colleagues, the lesson is seen quite differently by different people. But each of the interpretations described above - and you may well have discovered more - represents one aspect of the whole picture. It is important in your planning and teaching of specific lessons that you remain aware of these different possible perspectives: a lesson is not just a type of

interaction, for example, or a goal-oriented process, or a ritual social event. It is all of these and more.

Lesson Preparation

Task. Read the information below. Think of more lesson components that can be added to the list below.

Most English lessons in schools are about 45 minutes long, though sometimes, particularly where the students are adults, they may be as much as 90 minutes.

An English lesson may include some or all of the following components:

- work on a listening or reading text, with associated comprehension tasks
- an oral communicative task, such as discussion of a controversial topic
- presentation and explanation of a grammatical point
- presentation and explanation of vocabulary
- exercises on linguistic usages, such as grammar, vocabulary, pronunciation, spelling or punctuation
- a writing task
- silent reading of simplified readers chosen by the students
- review of homework
- preparation for a test
- a test

Task. Read the information below and discuss the ways of making the lesson sufficiently varied.

Lesson variation

In a lesson which is entirely taken up with one kind of activity, interest is likely to flag. Students will find it more difficult to concentrate and learn, and boredom may, in some classes, result in discipline problems. A varied lesson will be more orderly and produce better learning. It will also be more engaging and enjoyable for both teacher and students, and cater for a wider range of learning styles. It may also prolong energy levels by providing regular refreshing changes in the type of mental or physical activity demanded.

Lessons may vary in a number of ways:

- **Tempo.** Activities may be brisk and fast-moving (such as guessing games) or slow and reflective (such as reading literature and responding in writing).

- **Organization.** The students may work individually, in pairs, in groups, or as a full class interacting with the teacher.

- **Material.** A lot of your lesson may be based on the coursebook, but it is good to spend at least some of the time working on teacher- or student-initiated tasks or computer-based materials

- **Mode and skill.** Activities may be based on the written or the spoken language; and within these, they may vary as to whether the students are asked to produce (speak, write) or receive (listen, read).

- **Difficulty.** Activities may be easy and non-demanding, or difficult, requiring concentration and effort.

- **Topic.** Both the language-teaching point and the (non-linguistic) topic may change from one activity to another.

- **Mood**. Activities vary also in mood: light and fun-based versus serious and profound, tense versus relaxed and so on.

- **Stir-settle.** Some activities enliven and excite students (such as controversial discussions, or activities that involve physical movement). Others, like dictations, have the effect of calming them down.

- **Active-passive.** Students may be activated in a way that encourages their own initiative, or they may only be required to do as they are told.

Obviously when planning a lesson you cannot go through each of the items above and check out your plan to make sure you are covering them all! But hopefully reading through them will raise your general awareness of the various possibilities.

Note that lessons with younger learners should, on the whole, be made up of shorter and more varied components than those planned for older ones. But even adults in my experience dislike spending a whole period on the same task and appreciate a shift of focus and activity-type during the lesson.

All of this applies also to a sequence of lessons. Make sure you don't get into a dull routine of doing the same sort of thing every lesson, and that you cover, over time, a variety of tasks, texts and materials.

Practical tips

1. ***Put the harder tasks earlier.*** On the whole, students are fresher and more energetic earlier in the lesson and get progressively less so as it goes on, particularly if the lesson is a long one. So it makes sense to put the tasks that demand more effort and concentration earlier on (learning new material, or tackling a difficult text, for example) and the lighter ones later.

2. ***Do quieter activities before lively ones.*** It can be quite difficult to calm down a class - particularly of children or adolescents - who have been participating in a lively, exciting activity. So, if one of your lesson components is quiet and reflective, it is generally better to plan it before a lively one, not after. The exception to this is when you have a rather lethargic or tired class of adults.

In such cases 'stirring' activities towards the beginning of the class can be refreshing and help students get into the right frame of mind for learning.

Keep an eye on your watch! Make sure that a particular activity doesn't run too long, and that you've left enough time to fit in all the components you wanted to include this lesson. See *Tip 7* below about having a reserve activity ready.

3. ***Pull the class together at the beginning and end of the lesson.*** We usually start with general greetings, attendance-taking and so on; but remember that it's a good idea to have some kind of rounding-off procedure at the end of the lesson as well (see the next tip). So activities which tend to fragment the class - group or pair work, or computer-based work, for example - are best done in the middle of the lesson, framed by full-class interaction before and after, which pulls the group together. Teachers of younger classes often find set rituals are useful for this: information about the date and weather at the beginning, for example, songs, greetings and goodbyes chanted in chorus.

4. ***End on a positive note***. This does not necessarily mean ending with a joke or a fun activity. For some classes it could be something quite serious, like

a summary of what we have achieved today, or a positive evaluation of something the class has done. Another possibility is to give a task which the class is very likely to succeed in and which will generate feelings of satisfaction. The point is to have students leave the classroom feeling good.

5.   ***Don't leave homework-giving to the end.*** Give homework in the course of the lesson, and simply remind the students what it was at the end. If you leave it to the end, then you may find that you don't have enough time to explain it properly. In any case, it is better to round off the lesson with some kind of planned ending (see previous tip).

6.   ***Prepare a reserve.*** Have an extra activity ready if you find you have time on your hands. Similarly, note down in advance which components of your lesson you will cancel or postpone if you are running out of time.

Written Lesson Plans

It is essential to write down in advance what you plan to do in the lesson. It is not enough just to think about it and put a bookmark at the relevant page of the textbook!

This is not just because you might want to refer to the plan during the lesson. A more important reason is that writing makes you think 'concretely' and practically. It ensures that you haven't forgotten anything and that you have planned and ordered all the components and materials appropriately.

Lesson template:

•   provides a framework for you to note systematically the various stages in the lesson and the order in which they will occur (beginning, main activities, ending);

•   makes you think about and note down what your teaching aims are, as well as the content of what you plan to do;

•   provides space to write down the particular language items (new words, grammar, spelling rules or whatever) that you plan to teach and/or review;

•   reminds you also to prepare a reserve activity to use if needed;

•   leaves space for later comment.

Note that you may plan fewer than four main activities, in which case you just leave the extra rows empty. If you plan more, then add them at the bottom. But try to make sure that the whole plan is only one page (or two at the most) so that you can lay it face up on your desk at the beginning of the lesson and glance at it quickly and easily when you need to.

Task. **Read and discuss the ways how to use the lesson plan during or after the lesson.**

Using the lesson plan

Here are some ways you can use the lesson plan during or after the lesson.

Share with the class

At the beginning of a lesson, many teachers like to write up on the board the main 'agenda' - a shortened version of their lesson plan - so that the students are also aware of what the lesson is to include and have a sense of structure and direction. In general, sharing your plans and objectives with the students can contribute to a pleasant and cooperative relationship with the class, and this is one simple and practical way of doing so.

Adapt

You will find as you gain experience that you will change and adapt the template given here to suit your own teaching style and needs. Many experienced teachers, for example, stop writing in explicit 'aims', because they are aware of these intuitively. If asked, they can always tell you what their objectives are. They do, however, continue to note down what they are going to do, the materials and lists of language items they hope to cover.

Add later comment

Try to make a habit of filling in the 'later comment' section after the lesson. You don't have to comment on every single activity, of course, but it is useful to note down particular things that went well, or didn't, and what you need to remember to do, or not do, next time. You will also find that you need to make some changes to the 'language to be taught' and 'language to be reviewed' sections.

Almost inevitably there are some items you don't get round to, and others that need to be added during the lesson.

The 'later comment' sections can also be used for useful reflection and self-evaluation. You will not have time to fill in extensive, careful evaluations for every lesson, so here are suggestions for brief notes that you should have time for at the end of the day, and that will inform later lesson planning.

1.   For each activity, write a S if it went as expected, and a S S i f it was particularly successful. If it did not work as well as you had hoped, note what went wrong, and add a suggestion about what you might do next time to improve it.

2.   On the lesson as a whole, write down a S or SS if you feel the students generally made good progress in the aspects of English that you were working on. After all, this is the main point of teaching a lesson! And add any note to remind yourself of practical things you need to remember to do differently next time, even if these are sometimes minor practical details like: 'Make sure I have enough time to explain homework!' or 'Don't let Johnny sit next to Sheila!'.

Functions of the Teacher in the English Language Lesson

Overview

1.   Teacher roles in the classroom.

2.   The implications of teacher roles.

Lead-in

Discuss the metaphors and decide which of them appeals to you the most. Depict your own vision of a teacher and teaching.

- *A teacher is a conductor, students are an orchestra.*

- *It's like trying to make a copy of Michelangelo's David out of play dough. You wrangle with it and struggle, but you have to constantly work to keep the dough warm and pliable*

- *Teaching is not the filling of a pail, but the lighting of a fire*

- *Teaching is like crossing borders: you should approach it like you have something to learn and something to offer*

- *Teaching is like skipping stones. Students are the stones and the ripples of water created are the infinite effects of teaching, whether you see the final product or not.*

- *A teacher is like a captain of a ship, sailing on unknown waters with students. being together with them in good and bad times, yet more responsible than them, when things do not turn out well.*

Task.   Work in groups.   Discuss the functions that English teachers have during the lesson. Make a list, then compare it with that of the other group.

Task.   Read the information below. Which roles did you mention in the previous activity? Which of the functions listed below was your school teacher good or bad at?

During the latter part of the twentieth century, there was a strong reaction against the old-fashioned image of the teacher as dictator and lecturer. As a result teachers have been encouraged to see themselves mainly as supporters of learning

rather than enforcers of it, and as 'facilitators' who help students learn how to think rather than 'tellers' who teach facts. You may have heard condemnations of the 'mug and jug' method (the student as empty mug and the teacher as a jug pouring information into it) and may have been encouraged to elicit ideas from students, rather than instructing them.

In principle, of course, most teachers would like to see themselves as supportive rather than dictatorial, and to encourage learner independence and autonomy. But an extreme learner-centred approach, where learning is totally based on student initiative, can actually be counterproductive, particularly in language courses. Language is composed of a collection of arbitrary sounds, words and grammatical combinations: there is no way the students can discover or create them without an instructor. Effective language teaching, therefore, should arguably be based on a substantial amount of teacher- initiated instruction; though student-centred activation has an essential place as well.

Besides the two main functions of instructor and activator, the teacher also has several more functions during any lesson.

Instructor

The teacher, together with the teaching materials, provides information about the language: its sounds, letters, words, grammar and communicative use. The most essential teaching skills are the ability to provide appropriate samples of spoken and written language and clear explanations.

Activator

Getting the students to use English themselves is essential for acquisition to take place. 'Using English' does not necessarily mean getting them to speak or write; it may involve only listening or reading. So you need to provide tasks that activate the students and get them to do something that involves engaging with the forms, meanings and uses of the language.

Facilitator

A successful facilitator embodies respect for others and a watchful awareness of many layers of the reality in a human group. A facilitator is a person who helps a

group of people to work together in a better way, understand their common objectives, and plan how to achieve these objectives during meetings or discussions. In doing so, the facilitator remains neutral, meaning he/she doesn't take a particular position in the discussion.

As a facilitator, the teacher's job is to support every student to do their best thinking and practice. As a facilitator, the teacher encourages the full participation of students, promotes mutual understanding, and cultivates shared responsibility among students. By supporting every student to do their best thinking, a facilitator enables all students in a group to search for inclusive solutions and build sustainable agreements.

Model

The teacher normally represents the prototype of the English speaker during a lesson. It is your accent, writing and language usages that the students will use as their immediate model. So don't feel uneasy about taking lesson time to provide such a model: students need to hear and see you using the language.

Provider of feedback

The teacher provides feedback on student oral or written production. Exactly when and how much corrective feedback to supply is a tricky is, but it is, along with the provision of approval and confirmation, an essential function. In order to progress, students need to know what they are doing right or well, what they are doing wrong or not so well, and how they can improve.

Supporter

The teacher encourages students, helps them understand and produce appropriate language, suggests learning strategies or resources that may be useful. This not only improves learning and raises motivation but also encourages the students to become independent learners who will continue to progress after and outside the lesson.

Assessor

Teachers occasionally have to spend some lesson time assessing students. This might be formally, through graded classroom tests, or informally, through quick

quizzes or dictations. This is because in any process we need to know where we are now in order to know where to go next, and assessment provides vital information on students' present achievements.

Manager

The management of classroom process includes activities such as bringing the class together at the beginning of a lesson and organizing group work, as well as making sure that individual members of the class are attending and responding appropriately. This may be more, or less, difficult to do, depending on the class population (teaching heterogeneous (mixed) classes).

Motivator

The level of initial student motivation when they come to study English may vary, but whether the language-learning process in the course of the lesson is interesting and motivating or boring and demotivating is largely up to the teacher (for more on interesting tasks). Even students who are at first unwilling to participate can be motivated to do so if they are given appropriate and stimulating tasks together with the teacher encouragement and support mentioned above.

Task. ***Read the descriptions of teacher behavior and match them to the roles, using the information above. There are some additional roles.***

Manager	Teachers give feedback, provide correction and grades to students in varios ways
Motivator	Students will enjoy the teacher joining their activity not as a teacher
Assessor	Teacher works with individuals or small groups
Facilitator	Teacher motivates students
Model	Teacher is in charge of the class or of the activity
Guide	Teacher is helpful and available

Participant	Teacher is the best example of the material learnt
Tutor	Teacher shows the route to knowledge

Task. Watch the video, make a list of teacher qualities and roles. Compare the list with what you learnt in the session.

https://www.youtube.com/watch?v=VfK7tfDCSIk

Learner Types.

Overview

1.   Individual learner types .

2.   Learner styles.

3.   How the knowledge of learner types can help in language learning and later in teaching English

Lead-in. Do you agree with the following statements?

- *Teaching is what teachers do; learning is what students do. There may be no direct connection between the two.*

- *The best way to learn how to teach is by observing and copying an experienced teacher.*

- *The key teacher's task is to dispense/transfer knowledge.*

- *The main purpose of education is to develop students' ability to think critically and integrate ideas, rather than to accumulate facts.*

- *"The art of teaching is the art of assisting discovery." Mark Van Doren*

Task. *Tick (✓) three activities that you think are most similar to language learning. Compare your answers with those of your peers.*

- Learning to play the piano

- Learning mathematical formulae

- Learning to swim

- Learning dates for a History exam

- Learning to walk
- Learning to play cards

Task. *Work in pairs. Read and analyze the case studies on a type of language learner. Match the learner with the name in the grid. Write down key words.*

Case Study 1

When I started learning English, I wanted to listen, listen, listen until I was ready to start repeating. So I listened to sentence patterns over and over again and when I repeated them often enough, I felt I really knew them. I was glad when my teacher insisted on drilling us in the classroom, paying attention to correctness in grammar and pronunciation. I would practise everything at home, just getting used to speaking and trying not to make mistakes. I wasn't too worried about matching the forms to meaning – there was time for that later. Now I speak English pretty well, I think, but I still worry about making mistakes.

Case Study 2

I think I am different from most people. They depend on seeing. I do not think I learn much through my eyes, through looking at the printed page. I seem to do most of my learning through my ears. One more thing is that I do not feel that everything I learn in English goes into some system. I do not worry about systemizing everything I learn – I just simply take these things in. I hate learning different language systems, e.g. the phonetic transcription system – I'd rather make up my own symbols than use ready-made ones in a book. And another thing – I do not know why but I can reproduce the sounds. It is enough for me to hear the teacher pronounce words with definite sounds so that I can remember and imitate them. What I really dislike is learning vocabulary lists. I try to guess the meaning of a new word in its context – isn't it fun?!

Case Study 3

I find it much easier to study English grammar and vocabulary by making charts. I make up my own charts. I get more value from doing so than from having

the same material presented to me by a teacher or by a textbook. When I started to learn the language I would try to reproduce the way my teacher spoke or I "heard" native speakers in my head. Then I would also imagine myself speaking with the same accent. The more I practised in this way the better my pronunciation got. In learning process I like being immersed in a problem and then allowed to try to find my own way out of it. I like role-play and simulation – in this kind of interaction I can play around with the things I am learning or have just learnt. There is always an imaginary speaker I carry on a conversation in English with – this is my way of learning languages.

Case Study 4

I like to learn English from books. I have to see things before I try to say them. I do not like to work spontaneously on the language things I am weak in – I should be able to know the stuff before I produce it in class. I try to put my whole self into language learning. I try to grasp each lesson step by step and do it thoroughly and completely. As to English grammar I always master the patterns that are presented to me in class. I prefer using paradigms. The more often I use them the less time it takes to learn grammar. For learning vocabulary I use ordinary word cards. Especially at early stages before I wanted to say something I had to write it down and say it a few times for myself before it became natural. I used to carry cards on the bus and put them around my house. I believe it is my thoroughness that enabled me to become a successful language learner.

Case Study 5

I know I speak incorrectly in English. When I started to learn the language I didn't study basic grammar and all those grammar charts. That is because I don't know much about understanding and memorizing – I don't think it is important for being able to speak English. I have never memorized things! Whenever students are supposed to learn a dialogue and to use certain words in it I feel depressed. I don't think drilling suits my way of studying – I have so many other words to express the same meaning rather than using the particular words that are in the book. Learning for me is not fun. Maybe because I feel under pressure in classroom situations. I think

that the other students are holding me back, keeping me from using what I know. For me communication as well as learning should be natural. I know some English not because I learnt it, but because I have acquired it in real situations. **Case Study 6**

I think that success in language learning depends largely on self-study. From the very beginning of my learning English I always started out with things I knew intellectually – teachers call it a rule. I liked to practise constructing a sentence first in my head, applying the rules I knew. In this way I understood how grammatical principles worked. Then when the sentence was still fresh in my head, I could put it in the conversation. I don't mind if I make mistakes. I think it is a natural process in learning a foreign language. I felt my teachers disliked me as my progress was painful and rather slow. I felt comfortable when teachers explained rules in class so that as a language learner I could say "I know it and use it because I understand it". I got frustrated when I had to memorise dialogues without any grammatical background to the forms, used in it, in other words, without being aware what I was memorising. I think grammar patterns should come first. It was only when I had the whole picture of English grammar that I felt rather free to construct long sentences and then conversations. **Case Study 7**

In the first weeks of studying the language I liked to read it out and get the sound, though I did not understand the words. Even now if I study at home I cannot study by just reading something silently. I have to pronounce everything. This helps me to memorise new words and to get the flow of the whole sentence – I understand the grammatical structure of complicated sentences better if I read them out! Vocabulary and grammar come to me via words and sentences I am pronouncing. Memorising things is not my strength. I don't like to learn single elements and then put them in a structure – I mean starting with words and prefixes and building them into sentences, words into sentence. I prefer to "manipulate" the words or sentence structures in a meaningful situation. I work actively to make up English sentences, based on basic grammar rules and some previous drilling. Though there is one thing I have noticed in my English learning – at the beginning of the English course I had a

lot of energy to study, but after a certain period my enthusiasm and level of energy went down. Since then the feeling comes and goes usually in cycles.

Learner type	Case study number and key words
An intuitive learner	
A formal learner	
An informal learner	
An imaginative learner	
An active learner	
A deliberate learner	
A self-aware learner	

Task. *As a group, decide which activity is most suitable for which learner type. Add your activities that cater for a particular learner type.*

- Transcribing words/texts

- Drilling to memorise patterns

- Students record their own voices

- Providing a lesson plan to students before the lesson

- Making students learn rules so that they could explain why they use this or that structure

- Asking students to imitate the teacher's/native speaker's pronunciation

- Role playing in class

- Spontaneous discussion

- Using patterns in teaching grammar

Task. Read the information below about learner styles. **Discuss.**

Learning styles

All students respond to various stimuli (such as pictures, sounds, music, movement, etc), but for most of them some things stimulate them into learning more

than other things do. The Neuro-Linguistic Programming model (often called NLP) takes account of this by showing how some students are especially influenced by visual stimuli and are therefore likely to remember things better if they see them. Some students, on the other hand, are especially affected by auditory input and, as a result, respond very well to things they hear. Kinaesthetic activity is especially effective for other learners, who seem to learn best when they are involved in some kind of physical activity, such as moving around, or rearranging things with their hands. The point is that although we all respond to all of these stimuli, for most of us, one or other of them (visual, auditory, kinaesthetic) is more powerful than the others in enabling us to learn and remember what we have learnt. Another way of looking at student variation is offered by the concept of Multiple Intelligences, first articulated by Howard Gardner. In his formulation (and that of people who have followed and expanded his theories), we all have a number of different intelligences (mathematical, musical, interpersonal, spatial, emotional, etc). However, while one person's mathematical intelligence might be highly developed, their interpersonal intelligence (the ability to interact with and relate to other people) might be less advanced, whereas another person might have good spatial awareness and musical intelligence, but might be weak mathematically. Thus it is inappropriate to describe someone as being 'intelligent' or 'unintelligent', because while we may not have much of a knack for, say, music, that does not mean our abilities are similarly limited in other areas. What these two theories tell us (from their different standpoints) is that in any one classroom we have a number of different individuals with different learning styles and preferences. Experienced teachers know this and try to ensure that different learning styles are catered for as often as is possible. In effect, this means offering a wide range of different activity types in our lessons in order to cater for individual differences and needs.

Identifying learning styles is important because it allows teachers to tailor their teaching methods to individual needs, making learning more effective and engaging.

By recognizing whether a learner is visual, auditory, kinesthetic, or a combination of these, you can provide materials and activities that align with their

preferred learning modalities. This customization enhances comprehension, retention, and overall success.

Plus, understanding learning styles fosters a sense of inclusivity in the classroom. This means accommodating diverse ways of absorbing information and fostering a more equitable educational environment.

1. Visual Learning

One common type of learning style we encounter is visual learning. Some people learn more through visual or spatial representations such as graphic designs, charts, diagrams, images, and anything that illustrates ideas. Visual learning style characteristics include visual-spatial intelligence. Visual learners can recall knowledge and details when pictured in their heads. Similarly, visual learners retain information better when they visualize the connections between data as they process the lessons.

Gamified lessons are best used for this type of learning since there is a use of game-like elements that are big on interactive and visually appealing slides.

2. Auditory Learning

Another type of language learning style is auditory learning where employees learn best when hearing information rather than seeing them. This type of learning is also called "aural learning" and employees who fall under this category process the course lessons when presented to them vocally. Auditory learners definition and examples include music, lectures, podcasts, and talks. Auditory learners prefer vocal collaboration and communication where they read out loud lessons to absorb the information in their head.

3. Kinesthetic Learning

Kinesthetic learning involves the use of the different senses to take in information. It is also referred to as experiential learning, which is the process of learning by doing. This is different from the previous types of learning because it's used in fields that require hands-on lessons to better explain the topic at hand. By involving the learners in the process of creating, planning, and solving, they absorb

the lessons more by experiencing them firsthand. Some examples of kinesthetic learning include laboratory sessions, immersions, and hands-on workshops.

Interaction Patterns in the Lesson

Overview

1. Different types of interaction patterns.

2. The appropriate use of different interaction patterns

3. Student talk and teacher talk

Lead-in. In the list of statements below about classroom interaction, tick any that you feel you can agree with.

1 *a It is more important for learners to listen and speak to you than for learners to listen and speak to each other.*

b Students should get most conversation practice in interacting with other learners rather than with you.

2 a People usually learn best by listening to people explaining things.

b People usually learn best by trying things out and finding out what works.

3 a The teacher should speak as much as possible in classroom time.

b The teacher should speak as little as possible in classroom.

Task. Read the information below. Which interaction patterns prevailed in your English lessons? Did teacher- or student-led interaction predominate? Or was there a balance?

The most common type of classroom interaction is that known as 'IRF - 'Initiation-Response-Feedback': the teacher *initiates* an exchange, usually in the form of a question, one of the students *responds,* the teacher gives *feedback* (assessment, correction, comment), initiates the next question - and so on.

However, there are alternative interaction patterns. The initiative does not always have to be in the hands of the teacher, and interaction may be between students, or between a student and the material. Here is a list of such patterns, ranging from the most teacher-centred at the beginning to the most student-centred at the end.

1. Teacher talk. This may involve some kind of silent response, such as writing something down, but there is no initiative on the part of the student.

2.   Choral responses. The teacher gives a model which is repeated by all the class together; or gives a cue which is responded to in chorus.

3.   Closed-ended teacher questioning **('IRF').** The teacher invites response to a cue that has one right answer, nominates one student to respond, and approves or corrects the answer.

4.   Open-ended teacher questioning. As above, but there are a number of possible 'right' answers, so that more students respond to each cue.

5.   Full-class interaction. The students debate a topic or do a language task as a class. The teacher acts as discussion leader or 'chairperson'.

6.   Student initiates, teacher answers. For example, in an interviewing simulation the students think of questions and the teacher responds as the 'interviewee'.

7.   Individual work. Students work independently on an activity or task assigned by the teacher.

8.   Collaboration. Students work in pairs or small groups on an exercise or task assigned by the teacher to try to achieve the best results they can by collaborating.

9. Group work. Students work in pairs or small groups on interaction-based tasks: conveying information to each other, for example, or decision-making. (This is different from 'Collaboration' because here the task itself requires interaction.)

10. Self-access. Students choose themselves what they want to do and work autonomously on paper-based or computer-based tasks.

The Appropriate Use of Different Interaction Patterns

Task.   Look at the following teaching objectives, expressed by the teacher, and suggest which of the interaction patterns listed above might facilitate their achievement most successfully.

All the patterns above may be used at different times in the lesson and for different purposes. However, inappropriate choice for a particular teaching objective

may lead to ineffective learning. We might, for example, consider which are the most appropriate interaction patterns for the following teaching goals.

1. **Comprehension check**: 'We've just finished reading a story. I want to make sure the class has understood it, using the comprehension questions in the book.'

2. **Familiarization with text**: 'We've just finished reading a story. I'm fairly sure they've understood the basic plot, but I want them to get really familiar with the text through reading, as they're going to have to pass an exam on it.'

3. **Oral fluency**: 'I have a small [15] class of business people, who need more practice in talking. I want them to do a discussion task where they have to decide which qualities are most important for a manager.'

4. **Grammar check**: 'We've been working on the distinction between two similar verb tenses. I want to find out how far they've grasped it, using an exercise in the book where they have to choose the right tense for the context.'

5. **Writing**: 'They need to improve their writing. I want to ask them to write for a few minutes in class but am worried they might just make a lot of mistakes and not learn anything.'

6. **Grammar practice**: 'They need to practise asking questions. I thought of using an interview situation where they might interview me or each other.'

7. **New vocabulary**: 'I want to draw their attention to some new vocabulary we've met in a text.'

Task. Read the comments and compare them with your ideas.

1. **Comprehension check.** Closed- or open-ended teacher questioning is the usual solution to this, but individual work is probably more effective. In full-class questioning, only a minority of the class answers: more students participate if you let all of them try to answer the question individually in writing, while you move around the class to help and monitor. You can always check their answers later by a quick full-class review or by taking in notebooks.

2.   **Familiarization with** text. It is probably best to use individual work here, in the form of silent reading. Or, if the students have already read the text on their own, it can be helpful to read it aloud yourself (teacher talk) while they follow, in order to 'recycle' it in a slightly different way. Another possibility is to ask different students to study different sections of the story in depth, and then get together to teach each other what they have studied (individual and group work).

3.   **Oral fluency.** Group work is best in this case: certainly much better than full- class interaction. A class of 15 may seem small, but even so, dividing it into five groups of three gives each participant, on average, five times as much speaking practice.

4.   **Grammar check.** The teacher's clear objective is to test ('I want to find out how well they understand it'), though he or she does not actually use the word. Therefore, as with the comprehension check, it would be best to use individual work to ensure that each student has the chance to answer the questions.

5.   **Writing.** Use individual work, supported by collaboration. Initially, most writing is done individually: the collaborative stage takes place later, as students help each other improve, correct and polish their texts. Teacher monitoring can take place during the writing, if there are not too many students in the class, or later.

6.   **Grammar practice.** In order to make the interview produce as much practice in questions as possible, it is a good idea to let students prepare at least some of these in advance: individually, in collaborative pairs, or through full-class interaction (brainstorming suggestions). The interview may then be conducted with the teacher in the full class (student initiates, teacher answers) or with (volunteer) students in full-class or small-group interaction.

7.   **New vocabulary.** In general, the most efficient way to deal with new vocabulary is just to present and explain it (teacher talk). If, however, you think that some of your class know some of the items, ask them, and give them the opportunity to teach them for you (closed- or open-ended teacher questioning). If you are fairly sure they do not know them, then such questioning is to be avoided: it is likely to result in silence or wrong answers and a feeling of frustration and failure.

Student talk and teacher talk

Task. Read the information below. Discuss the ideas on how to balance STT and TTT effectively.

There is a continuing debate about the amount of time teachers should spend talking in class. Classes are sometimes criticised because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practise their own speaking - and it is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for other things, too, such as reading and writing. For these reasons, a good teacher maximises STT and minimises TTT. Good TTT may have beneficial qualities, however. If teachers know how to talk to students, if they know how to rough-tune their language to the students' level as discussed above, then the students get a chance to hear language which is certainly above their own productive level, but which they can more or less understand. Such comprehensible input - where students receive rough-tuned input in a relaxed and unthreatening way - is an important feature in language acquisition. Perhaps, therefore, we should not talk simply about the difference between STT and TTT, but also consider TTQ (Teacher Talking Quality). In other words, teachers who just go on and on, using language which is not especially useful or appropriate, are not offering students the right kind of talking, whereas teachers who engage students with their stories and interaction, using appropriate comprehensible

input will be helping them to understand and acquire the language. The best lessons, therefore, are ones where STT is maximised, but where at appropriate moments during the lesson the teacher is not afraid to summarise what is happening, tell a story or enter into discussion, etc. Good teachers use their common sense and experience to get the balance right.

Using the L1

All learners of English, whatever their situation, come to the classroom with at least one other language, their mother tongue (often called their LI). We need to ask ourselves, therefore, whether it is appropriate for them to use the LI in class when their main object is, after all to learn an L2 (in our case English). The first thing to remember is that, especially at beginner levels, students are going to translate what is happening into their LI whether teachers want them to or not. It is a natural process of learning a foreign language. On the other hand, an English-language classroom should have English in it, and as far as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible. For that reason, it is advisable for teachers to use English as often as possible, and not to spend a long time talking in the students' LI. However, where teacher and students share the same LI it would be foolish to deny its existence and potential value. Once we have given instructions for an activity, for example, we can ask students to repeat the instructions back to us in the LI - and this will tell us whether they have understood what they have to do. When we have complicated instructions to explain, we may want to do this in the LI, and where students need individual help or encouragement, the use of the LI may have very beneficial effects. Since students translate in their heads anyway, it makes sense to use this translation process in an active way. For example, we can ask students to translate words, phrases or sentences into their LI, and then, perhaps, back into English without looking at the original. This helps them to think carefully about meaning and construction. Teachers may translate particular words, especially those for concepts and abstractions, when other ways of explaining their meaning are ineffective. At a more advanced level, we can have students read a text, say, in their LI, but get them to ask and answer questions about it, or summarise it, in English. When teaching pronunciation, it is often useful if students can find an equivalent sound in the LI for the English one they are trying to produce. We may want to explain to them how English has two different sounds where the LI does not make such a distinction (e.g. lb I and /v/ for Spanish speakers, /l/ and /r/ for Japanese speakers). Some teachers like

to use films in the LI with English subtitles; judging whether the subtitles offer an adequate version of the original can offer considerable insight for higher- level students. Alternatively, with switch-on/off subtitles, students can be asked to write their own English subtitles for a scene before watching how the filmmakers have done it. However, using the translation process in the ways described above does not mean a return to a traditional Grammar-translation method, but rather that, from time to time, using the students' LI may help them to see connections and differences between the LI and the L2, and that, occasionally, the teacher's use of the LI may help them to understand things that they are finding difficult to grasp. However, in many classrooms around the world there are students with a variety of different Lis and, as a result, the use of LI becomes more problematic. In such situations, it is still useful to get students to think of similarities and differences between their LI and the L2, but they will have to explain these differences in English. Making use of the students' LI (where possible) does not mean we should abandon the commitment (mentioned above) to creating an English environment. Although we have seen that the LI can be used as an enabling tool, English should predominate in an English lesson, especially where the teacher is concerned since, as we have seen, he or she is the best provider of comprehensible input that the students have got. Not only that, but English is the language they are learning, not their LI.

Student-centered versus Teacher-centered Approach to Teaching

Overview

1.   Student-centered learning.

2.   Teacher-centered learning.

3.   The benefits of student-centered learning. Fostering student-centered learning.

Lead-in.

Student-centered pedagogy means giving primacy to students' experiences, their voices and their active participation.

Do you agree with the statement above? How can teachers actively involve students into classroom activities, facilitate connections among students, boost students' confidence and assist them in their learning?

Example: by asking students to reflect on their real-life experience…

Task*. Teacher-centered vs student-centered classroom. Decide if the statements below describe the teacher-centered or the learner-centered model.*

*   The teacher gives instructions and does almost all the talking while the students remain silent and listen to them.

*   The focus is on the educator. He plays a major role.

*   The instructors become facilitators and subjects are taught interactively with the help of games and other fun exercises.

*   The students can select some topics for discussion.

*   The learners have the freedom to acquire knowledge at their pace.

*   The classroom remains strict and orderly.

*   Students' autonomous study skills are not empowered.

Task. *Read the information below and check your ideas.*

In **teacher-centered learning** — the more traditional or conventional approach to teaching — the teacher functions in the familiar role of classroom lecturer,

presenting information to the students, who are expected to passively receive the knowledge being presented.

A teacher-centered learning environment is one in which:

- The focus is primarily on the instructor
- The teacher chooses the topics
- The teacher talks and the students listen
- What the teacher knows about the subject takes priority
- Students work alone/independently
- The teacher monitors and corrects student work as needed
- The teacher is solely responsible for answering students' questions
- The teacher evaluates students' performance and evidence of learning
- The classroom is typically quiet

In **student-centered** learning, the teacher is still the classroom authority figure. However, they function as more of a coach or facilitator while students embrace a more active and collaborative role in their own learning.

A student-centered learning environment might look like one in which:

- The focus is shared by both the students and their teacher
- Students may have some choice in the topics they cover
- The instructor models a concept or challenge, then invites the students to explain or demonstrate it back to the class
- The students interact with their teacher and one another during the lesson
- Topics are delivered in familiar, everyday language students might use themselves; new vocabulary might get its own lesson
- Students work in pairs, in groups or alone depending on the activity
- The instructor refrains from constant monitoring but provides feedback or corrections when questions arise
- Students attempt to answer each other's questions, using their teacher as an information resource or facilitator
- Students evaluate their own learning alongside the teacher/instructor
- The classroom is busy and filled with energy

A student-centered classroom may possess some or all of these qualities and may not work for every learning scenario. Some teachers and students may find student-centered learning too chaotic, but testing out a healthy mix of teacher-centered and student-centered methods may be the key to success.

Task. Work in pair. Make a list of potentional benefits and drawbacks of each approach.

Task. Read the information below. Compare it with your ideas from the previous exercise.

Benefits of a Teacher-Centered Classroom

- Order in the class. The teacher exercises full control of the classroom and activities.

- Being fully in control minimizes an instructor's concern that students may be missing key material.

- When a teacher takes full responsibility for educating a group of students, the class benefits from a focused approach to research, planning and preparation.

- Teachers feel comfortable, confident and in charge of the classroom activities.

- Students always know where to focus their attention — on the teacher.

Drawbacks of a Teacher-Centered Classroom

- This method works best when the instructor is able to make the lesson interesting; otherwise students may get bored, their minds may wander and they may miss key information.

- Students work alone, missing potential opportunities to share the process of discovery with their peers.

- Collaboration, an essential and valuable skill in school and in life, is discouraged.

- Students may have less opportunity to develop their communication and critical thinking skills.

Benefits of a Student-Centered Classroom

- Education becomes a more shared experience between the instructor and the students, and between the students themselves.

- Students build both collaboration and communication skills.

- Students tend to be more interested in learning when they can interact with one another and participate actively in their own education.

- Students learn to both work independently and to interact with others as part of the learning process.

Drawbacks of a Student-Centered Classroom

- With students free to interact, the classroom space can feel noisy or chaotic.

- Classroom management can become more of an issue for the teacher, possibly cutting into instructional activities.

- With less focus on lectures, there can be a concern that some students may miss important information.

- Though collaboration is considered beneficial, this approach may not feel ideal for students who prefer to work alone.

- Some students may have difficulty focusing or retaining information in a collaborative, interactive setting.

Summary

Student-Centered Classroom

Fosters creative thinking, builds problem-solving skills, strengthens confidence and promotes autonomous learning. Hence, calling this teaching methodology the most effective approach won't be wrong. Here are some impacts of learner-centered teaching on students:

Cultivates Problem Solving Skills

Students spend half of their lives in schools, colleges and universities. From a very young age to adulthood, they learn, learn and learn. This course of their lives

prepares them for the future. Learners are expected to master all the skills, such as problem-solving expertise, that will help them in their professional lives.

But how will one strengthen his decision-making skills if he just keeps sitting in a classroom listening to a boring lecture? And how will a learner who never participated in class discussions effectively communicate with his colleagues in the future?

The point is that student-centered learning fosters problem-solving skills that are much needed in professional life. Activities like role-plays, quizzes, etc., teach the learners how to define, analyze, evaluate and determine the solution to a problem.

Boosts Confidence

Healthy self-confidence develops learners' social skills, eradicates fear and improves their motivation. With self-confidence, students tend to take pride in their skills while accepting and improving their flaws. Sadly, approaches that revolve around teachers only kill learners' confidence and transform them into terrifying puppets having zero leadership skills.

Alternatively, student-centered learning supports an environment where learners can collaborate with each other, share their ideas and present their projects in front of the class or institution. This ultimately reduces their public fear and makes them better personalities.

Teachers, when designing a student-centered lesson plan, focus on both strengths and weaknesses of the learners. They add certain activities to the plan that help them feel confident, capable, and stronger. Such tasks provide the building blocks for self-confidence and make the learning experience entertaining.

Elevates Students' Interest

Learner-centered learning is enriched with interesting tasks that hold students' attention during lectures. When students are forced to attend the never-ending boring lectures, their brains start giving up, hindering their concentration. Even though they keep sitting in the class for hours, they won't learn anything in this

case. This is why teacher-centred learning has faced huge criticism from scholars and educational experts.

To ensure that the students are learning, it is important for teachers to capture their attention. And for the same purpose, using learner-centered approach is perfect. As an instructor, you can use technology in classrooms, i.e., projectors for showcasing colorful PowerPoint presentations or interesting educational videos. This small yet amazing strategy can hook the learners' interest and further add motivation for learning into their hearts. Apart from that, teachers should conduct fun activities inside and outside the class to provide real-life experiences to the students.

In short, student-centered learning's main focus remains on learners and using this strategy makes learning more effective.

Strengthens Team Working Skills

Ryunosuke Satoro once said that "Individually you're one drop, together we're ocean". True to these lines, from a doctor to an engineer and from an architect to a businessman, every person needs a team to reach success. This highlights the importance of strengthening students' team working skills.

When students are divided into groups to perform a certain activity in a learner-centered environment, they try to solve a particular problem with effective collaboration. This way, they learn how to lead a team, what measures should be taken to manage the team and so on. In other words, student-centered learning provides a real-life-like environment to the students where they're expected to work independently and solve problems autonomously.

Useful terms.

Objective – the thing aimed at or sought, a goal.

Comprehension task – an exercise to find out how well learners understand a piece of spoken or written language.

Interaction – communication or direct involvement with someone or something.

Productive skills – skills which involve producing words, phrases, sentences and paragraphs (speaking and writing).

Receptive skills – skills that involve receiving information (reading and listening).

Agenda - a shortened version of their lesson plan.

Template – something that is used as a pattern for producing other similar things.

Explicit – expressed directly without anything being implied.

Implicit – meaning is implied or hinted rather than being expressed directly.

Reflection – serious thought or consideration.

Evaluation – the process of judging the quality of something.

Self-evaluation – the process of judging your own abilities and performance.

Drilling – a method characterized by a systematic repetition of concepts.

Inclusivity – the fact of including all types of people, things or ideas and treating them all fairly and equally.

Gamification – the practice of making activities more like games in order to make them more interesting and enjoyable.

Interactive – involving communication between people.

Hands-on workshop – a workshop where the attendees will take part in an activity, as opposed to a workshop where they will passively listen to the presenter

Learner-centered approach – an approach that prioritizes individual the student's needs, interests and abilities.

Autonomous learning – learners hold the power or right to regulate and control their own learning.

Elicit a response – to do or say something that makes other people respond or react.

Feedback – information given to the learner about the learner's performance related to learning goals or outcomes.

Heterogeneous/Mix-ability classes – classes with students of different ages, educational levels, interests and skills.

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