**Lesson Five: Teacher-centered Instruction VS Learner-centered Instruction**

**5.1 Definitions**

In teacher-centered instruction, students are viewed as learners, who passively receive information and teacher’s role is information provider or evaluator to monitor learners to get the right answer.

Student-centered learning or active learning is a method of instruction in which the student is in the center of focus and the teacher has the least impression in language instruction. Consequently, learners are seen as the initiators and architects of their own learning and knowledge making rather than passive ‘vessels’ who receive knowledge from expert teachers. For this approach, students have better performance when they are asked to think about the matter instead of doing the thinking for them. Thus, what and how to teach and the purpose of language teaching should be made with reference to learners in order to get them actively involved in the learning process.

**5.2 Principles of Teacher-centered Learning**

* Teacher-centered learning or passive learning occurs in a setting that the teacher plays the main role.
* The main focus is getting the learner to perform well on tests rather than catering to students’ needs.
* Knowledge of students is judged on their performance in the final exam scores.
* There is little motivation for innovation in teaching. So, teachers are not allowed to be creative in the class.
* Teachers cannot choose a coursebook in line with their students’ needs.
* Teacher’s input is controlled by the prescribed curriculum.
* Students should be quiet in the class; a noisy class means that the teacher cannot manage the class.

 5.3 **Principles of Student-centered Learning**

* Students should develop their own knowledge by communication, critical thinking, and problem solving.
* Instead of learning irrelevant materials, students could have this opportunity to learn directly related materials to their real life.
* Provide opportunities for students to use target language in order to negotiate meaning with teacher and other students in a group work, project work, also task-based interactions while producing guidance, modeling and feedback about processes.
* In a learner-centered curriculum, key decisions about what will be taught, how it will be taught, and how it will be assessed will be made with reference to the learner.
* Student-centered methods are deemed best practice in situations where the teaching objectives for the lesson include acquisition of independent study skills, greater student autonomy, working collaboratively with others, the construction of knowledge from first-hand experience, and the application of basic academic skills for authentic purposes.
* It concerns with the development of effective learning strategies, often encompassed by expression ‘learning how to learn’.
* The process of learning is often considered more important than the acquisition of factual knowledge.