Re-evaluating student vs. teacher centered paradigms in actual classroom Practice
Which is better? Student-centered or teacher-centered teaching?

- What are some reasons for your answers?

- Please think and pair.
Now do you ever engage in activities that are related to the other type of centeredness?

When and why do you make the change from TCT and SCT (or vice versa)?
Sometimes teachers seem to view SCT in the same way many view learning styles: All claim to value them, but few build them into lesson plans.

Teachers tend to claim to value SCT over TCT. Why do you think this might be?

What does this mean?

What does this mean to you personally?
How do the following affect teacher decision making along the TCT/SCT continuum?

- Large classes or over-crowded classrooms
- Teacher has little education or English proficiency
- Lack of resources (e.g., no books)
- Lack of pay, familial obligations, great distances between school & home
- Students are only exposed to English in class
Maybe there is a place for teacher-focused interactions? Maybe SCT at times, is simply not realistic?
A PERSONAL EXAMPLE OF SCT OVERDOSE
IMPLEMENTING A.C.C.E.S.S

- **A** = Achievement of lesson goals—what can student do at the end that they couldn’t do at the beginning?
- **C** = Focus on students (practices that make is easy on the students, not the teacher)
- **C** = Corrective feedback that respects students
- **E** = Explanations (explanations that student can easily process)
- **S** = Sequencing—building learning towards internalization
- **S** = Silence & Wait Time—to get student attention to give them time to think
Please reflect----

- What kinds of ELT content, stages in a lesson, or classroom situations might logically and appropriately cause a teacher to choose a TCT approach?

- When would SCT interactions more appropriately come to the fore?
Goal of this research --

- Why is so much of teacher education not about what most teachers actually do in the classroom but what they SHOULD do in the classroom?
- Shouldn’t we perhaps start with practices that teachers widely use and then looking at how ”what is done” could be done better?
- Not an iconoclast…don’t want to blow up ELT teacher ed. Rather I want to ask how we can set up novice teachers for success as soon as they enter the classroom.
- Then, when they are confident teachers, how can we introduce another cycle of learning to move them from being good to being better teachers?
We’re going to put you in charge of your learning
Work in Pairs. Pick on set of the possible scenarios about how a classroom activity might be carried out.

(a) identify the scenario you would most likely choose and why

[b] Consider any pros or the cons of the choices you rejected.

[c] Afterwards discuss your reactions with your partner.

There are 14 scenarios. You will only be able to analyze only one or two.
1. DEBRIEFING WHEN CLASS HAS RUN LONG: The lesson has run longer than expected. The bell will ring in 10 minutes. Do you debrief the class by saying--

(a) Who can tell me what “predict” means. (several students raise their hands).

Good, Petra can you use “predict” in a sentence? (Petra says, “I predict the weather will be nice tomorrow.”). “Good! How about “evaluate?” What do you do when you “evaluate? Tiedra, how would you evaluate our lesson today?” (Tiedra answers, “It was interesting. I learned much”). “Very good. I’m glad you liked it. Goodbye everyone.”

(b) “Okay, today we talked about how to evaluate information and a little bit about making predictions. Count off by twos please. Okay, good. I want every 1 to find a 2 and work together to remember what we did today and what we learned. Then before we leave I’ll call on some pairs to hear what you learned.”
4. TO GET THINGS OFF TO A GOOD START, FOR YOUR FIRST CLASS...

- (a) you write your class rules on the board. As student come in, you ask them not to talk but to busy themselves by copying the text off the board. When class starts, you explain each rule on the board and ask students if they understand. If there are no questions, you go onto to an explanation of the next rule.

- (b) you write your class rules on the board and then you work with each rule, first asking a different student to read each rule and then asking another student to say (1) what they think the rule means or (2) why the rule exists.

- (c) you write 10 common class rules on the board. You have a student read each one off, and as needed, you explain why the rule exists. Then you ask students to vote on the five rules that are most important to the class and which they will be willing to follow.
A Survey on “Teacher Decision-Making”

- Didn’t want to respondents to know I was contrasting SCT and TCT
- Online format (Survey Monkey)
- Designed to share with Peace Corps Volunteers and their counterpart teachers
- 33 respondents, three did not complete the entire survey
- 58% teaching or studying teaching in the US, 42% studying or teaching in EFL settings
- The actual survey only used only 10 of the 14 scenarios that I will share with you [shown on next slide]
SCENARIOS

• Debriefing a class
• Giving Instructions
• When not all students are finished
• Establishing class rules
• CBI when English, the MOI is used by few
• Pre-Class activities
• English Practice Activities
• Homework from last class
• Textbook adaptation
• Having to cover a chapter/class
• Written feedback
• Assessment Choices
• Approaches to Assessment
• Oral feedback
Variety of responses makes it difficult to do much in terms of data analysis.

Concerns explicitly related to managing time were expressed 65 different times.

Often participants rejected activities for being too complicated or confusing.

Participants showed surprising openness to using the students’ L1 in the classroom.

Overall enthusiasm for some type of approach to establishing classroom rules with students.

Throughout, participants showed a genuine concern for their students’ well-being and for ensuring that all received a chance to participate.

Three participants insisted on correcting every error, be it during a classroom, speaking activity or a written assignment. They were sure that students would have acquired the error. Otherwise their choices tended to be as flexible as the others.
A Question

Could S-E-L-E-C-T-I-O-N-S of scenarios like these be effective supplements in teacher training?
Tip of the hat to Karen Johnson, but in some cases scenarios may be more useful than debriefing

- Scenarios low-stake analysis activities
- Stress pros and cons
- Focus on what works in a classroom, not theory
- No right answers
- Potential to share many pairs of eyes on a single scenario
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THANK YOU!

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