

STUDENT-CENTERED LEARNING IN ESP CLASSROOM

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Over the years most researchers and teachers of foreign languages devoted their attention to the problems and methods of teaching languages leaving learners the role of recipients or objects of teaching. Within the field of education over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners (or students) and learning. This change has been reflected in language education and applied linguistics with publishing key works on “the learner-centred curriculum” and “learner-centredness as language education”.

According to the educators’ definitions the term “student-centered learning” refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. To accomplish this goal, schools, teachers and other educational specialists may employ a wide variety of educational methods, from modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught in a school.

While the definition of the term is still evolving, advocates of student-centered learning tend to emphasize a few fundamental characteristics:

- teaching and learning is “personalized,” meaning that it addresses the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students;
- students advance in their education when they demonstrate they have learned the knowledge and skills they are expected to learn (for a more detailed discussion, see proficiency-based learning);
- students have the flexibility to learn “anytime and anywhere,” meaning that student learning can take place outside of traditional classroom and school-based

settings, such as through work-study programs or online courses, or during nontraditional times, such as on nights and weekends;

- students are given opportunities to make choices about their own learning and contribute to the design of learning experiences.[2]

Learner-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, when students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges [3].

Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. Learner-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

While studying a foreign language, students can participate in different activities with the main condition to use the target language and authentic materials. Learners work in groups, think about the answer to a question posed by the teacher, and then discuss the question among each other. The teacher selects students to explain the consensus to the class.

Learners can be given an open-ended question, spend one minute writing their answers on index cards, which are collected by the instructor. At the end of class, the teacher can ask students what was the most important concept they learned or what remains unclear, the answers and explanations are expected from other students.

Students make predictions about the outcome of their further work documents, materials or videos. After watching and studying documents they describe the results, discuss and reflect on the observed outcome. Students draw inferences and make decisions given a detailed description of a scenario (often based on a true story). Students create a visual representation that identifies and shows the interconnections among various ideas related to a specific topic or problem [1].

Students work through guided-discovery worksheets that lead them through a chain of logic to solve a problem or overcome a conceptual difficulty. Students complete the exercises in small groups, while the teacher circulates among the groups to ask targeted questions or to facilitate discussion (as needed or at specific “check points” in the worksheet).

Students work in groups to solve complex, multifaceted, and realistic problems, researching and learning necessary background material as needed. Students submit answers to questions about pre-class reading online, due a few hours before class. Answers are graded based on completion and effort, not correctness. Students make predictions or attempt to answer questions before learning about the answers in class. The effort is more important than the accuracy of the attempted answers. Students can use interactive computer materials or online games to visualize phenomena, test predictions, receive prompt, targeted feedback to refine their intuitions, and conduct and analyze virtual situations.

The teacher also can analyze students’ progress using methods different from ordinary individual tests. A test can be given twice to the same students. The first time, students answer the questions individually (as in a normal test) and submit their answer sheets. Then students are allowed to work in groups and re-take the same test. The two scores (individual and group) are averaged. Students work on materials in teams, and submit one set of solutions per team. The teacher informs the class that students will be selected at random to respond to a question. Then, the teacher poses the question to the class, and remains silent for tens of seconds to allow everyone to think through an answer. After a sufficient pause (or perhaps after peer instruction), the teacher selects a

student at random to share thoughts about the answer. Then, the teacher calls on another student at random to comment on the first student's response.

Students can evaluate each other's writing using a rubric or criteria provided by the teacher then compare and discuss the results.

According to the learner-centred curriculum students should be introduced and then successfully apply language learning strategies – specific actions, types of behaviour, steps or techniques that students (often intentionally) can use to improve their progress in developing skills while learning a foreign language. These strategies are learners generated, they are steps taken by language learners. The learner centered strategies can facilitate the development of language competence that is reflected in the learners' skills in listening, speaking, reading, or writing. Besides steps, techniques and behavior, the strategies include thoughts and mental processes, memory and information. Strategies are tools for students' self-directed involvement necessary for developing communicative ability. They are problem-oriented, flexible, influenced by various factors. The role of teachers expands from a classroom instructor and written works marker to adviser and facilitator.

Literature

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2. Student centered learning definition. - <http://edglossary.org/student-centered-learning/>
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БІЛІНГВІЗМ ТА ЙОГО ВПЛИВ НА МОТИВАЦІЮ: ВИВЧЕННЯ ІНОЗЕМНИХ МОВ СТУДЕНТАМИ СПЕЦІАЛЬНОСТІ РЕКЛАМА ТА PR

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