

PARADIGM SHIFT FROM TEACHER CENTRIC TO LEARNER CENTRIC CLASSROOM

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Introduction

In this world of globalization English language skills have become very important to stay connected with the world and play an important role in communication. As most of the students in our country are from rural background they lack good communication skills. It has become a major challenge to the teachers to impart good communication a skill to the students. Traditional methods of language teaching have proved inadequate and paved way to the new methodology and tremendous developments have taken place in language teaching. Teachers have to identify various factors that impede language learning among the students and plan the teaching process effectively.

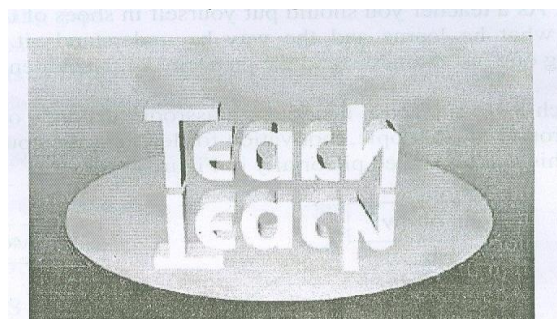
Teaching English to Indian students has always been a difficult task because we are non-natives of English and it is foreign language to us. The effective teaching strategies have paved way to impart language skills among the learners. Though English language is introduced right from the class I in most of the schools and even after the continuous study for many years, many students are not able to speak, read or write English effectively. The main cause is English is being restricted only to the classroom. The interaction in English language is very less among the learners. One of my madam in school said that "The English language is such that it cannot be bought or sought or caught it has to be fought" has a universal truth attached to it. No one can display a complete performance unless a considerable amount of time and hard work is put on it.

Teaching is not everybody's cup of tea. A lamp can never light another lamp unless it continues to burn its own flame. A good teacher is said to be worth a thousand preachers. A teacher is a person who

educates students and controls the process of learning. Now-a-days the understanding of Teachers role has changed. A Teacher can also be a counselor, a facilitator, a guardian, a mentor, a coach and so on. English teachers have to make their classroom atmosphere lively and should be animated. There should be creative discussions, enhanced with intellectuality and stimulating discussions. Students should be praised when they perform well and be motivated when they are not doing too well in studies. The complexity of English as a second language needs a well qualified teacher and an appropriate classroom environment. Overall it can be said a good English teacher is at the root of the success of a student.

Role of a Pedagogue:

The pedagogues have a great role in the language teaching. When the technology is changing at an exponential rate the teachers also has to change according to the needs of the learners. The teachers updated themselves with the changes in technology on a regular basis.



One has to remember that "to teach is to learn again." As you see from the above mirror image of "teach" is "learn". If the teacher ceases to learn he/she do not dare to teach. A good teacher should always be a good student throughout his life.

Combs (1976) opine that, the classroom environment has to be changes, to create an effective learning situation in the classroom. Pedagogue must help learner's come out of all inhibitions to feel safe and accepted. They should be motivated to seek new knowledge and understanding. However, the opportunities need to be provided in ways that allow students to learn by doing than being passive receivers.

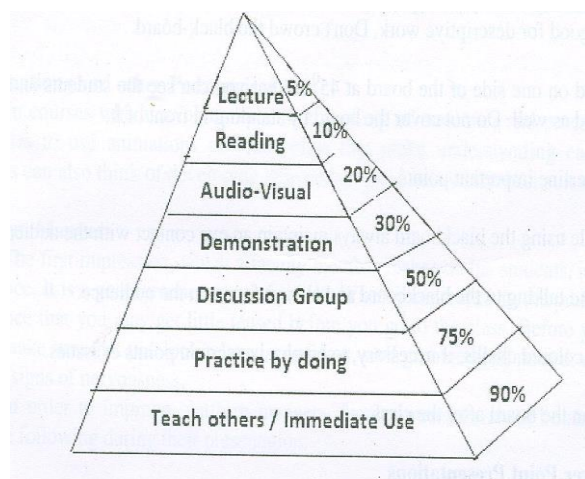


Figure 7 Average retention rate of students for different learning methods

Learning and Teaching Styles:

In order to establish the learner's autonomy, the defined set objectives should be implemented right from the day of the classroom teaching. Such a consultation, negotiation approach inside the classroom would cater all the four types of learners, namely, the visual learners, auditory learners, kinesthetic learners and tactile learners. By administering certain strategies we can learn their preferred modalities. In particular, in the Indian contexts, we should accommodate varieties of teaching aids keeping in mind the heterogeneity of the classrooms we are exposed to. In order to gain professionalism in the language teaching, we should nurture and cultivate great habits of constant learning process no learning is complete by itself.

Contrast between Teacher centric learning and Student Centric Learning

Teacher Centric Learning	Student Centric Learning
Teacher centered activity	Student centered activity. They are more engaged.
Lecture	Pair work, group work, tasks
Transmission of information	Focuses on the student and make them to understand concepts
Coverage of contents	Students as questioners and problem solvers.
Giving knowledge	Students searching for knowledge, thinking for themselves. Students can experiment with their learning.

Strategies for the Shift:

- ✚ Active involvement
- ✚ Social integration
- ✚ Self-Reflection

Teacher centric to Learner centric Instruction:

In the traditional setting of a classroom the teacher occupies the centre stage from where she always appears to be superior to all. But now-a-days there is a lot of change in the English language teaching. Due to the advancement of technology, various innovative methods are introduced in the classroom. Now the student became the centre of the stage in the class. The focus is shifted from teacher centered to learner-centered. A different kind of atmosphere created in the classroom by the teacher to make the teaching/learning in an effective way.

The teacher who is fine tuned for chalk, talk and lecture method finds himself in a strange situation where his role is shifted from a 'player' to a 'coach', 'from a 'speaker' to a 'silent observer'. The intention behind this student centric approach is to transform the passive listener to an active participant in the process of learning.

This approach makes the classroom lively and interactive. In this approach teacher needs to be more active in the planning, teaching and learning process. This new role the teacher finds it difficult to play.

In a teacher centric approach, the teacher who does all the talking, while the students are silent listeners. Most of the classes are teacher-oriented and teacher-directed. He has absolute control over class and 'learning'. Students receive while the teacher gives knowledge. Contrary to this in learner centric the teacher is a mere facilitator, helping the students to evolve into active participants' in classroom activities. He just gives exercise, necessary directions and instruction to the class on how to do it, widening scope for the students to talk more. So Teacher talk time (TTT) has to be reduced and student talk time has to be maximized for better performance of the students. Teacher has to be acted as a felicitator. He will monitor the students whether they are on task or not.

Positive Outcomes:

- ✚ Deep learning
- ✚ Intrinsic Motivation
- ✚ Active learning, cooperative learning, self-directed learning and problem-based learning.

Some key features of learner-centric classrooms:

Learners take responsibility of their own learning, drawing upon previously learned skills in order to learn from new material.

- ✚ Teacher uses contexts that interests the learners and explores topics that relate to learner's needs
- ✚ Learners avoid depending on the teacher as the sole source of input
- ✚ Learners conduct peer feedback and take on more responsibility for self-evaluation.
- ✚ Teacher teaches according to the learner's needs, not just following the curriculum/course book page by page.
- ✚ Learners gather new information through exploration and tasks.

✚ Teachers do less telling; learns do more discovering.

✚ Learners develop an intrinsic motivation to learn

✚ Teacher provides choices for learners.

Motivating the students and ways to reduce TTT (Teacher Talk Time)

The responsibility of the teacher is to motivate the learners to participate in the activities without hesitation. The teacher has to give guidelines to the students after the task is given to them. The teacher also has to check whether students understood the task or not. The teacher talk time is reduced by using gestures and so on.

- **Give Instructions:**

Give instructions to the students related to the activity what they are doing. Keep it SSSS. Instructions should be staged, short, specific and simple. Give simple instruction in English it creates an English speaking environment.

- **Give a demo:**

Give a demonstration to the learners how to do that task. Teacher has to identify active and shy learners'. After that, try to know the difficulties of the learners to do the task.

- **ICQ's:**

Ask Instruction checking questions to the students. (ICQ). So, that the teacher understands that learners received what he/she told.

- **CCQ'S:**

Ask Content checking questions.

- **Elicitation:**

Questions are a basic instructional tool in the hands of every teacher. In language teaching they rightly occupy a central place. Teacher use them for many purposes including.

1. To elicit learner responses.
2. To provide opportunities for learner-teacher and learner-learner interaction.
3. To serve as starting points for explanations,

4. To assist to classroom management.
5. For seeking confirmation that something presented/taught has been understood.
6. Ask questions to the students related to the task. Teacher has to elicit answers from the learners.

- **Sign posting:**

Instead of talking about the task teacher can do sign posting to enhance Student talk time.

Thus the pedagogue needs to know how the learner perceives, accesses and processes information, their learning and thinking styles. Assessment of the learner should be done throughout their learning and even after learning, find out what they know. The most important thing is one kind of assessment does not suit the other. When a learner's needs are met with learner centered approach the learner becomes: independent, confident, active, self organizing, responsible and self-centered. They come out successful, have a lot of potential and feel included.

Cheng and Dornyei have identified the following comprehensive motivational strategies that teachers can employ in the language classroom.

1. Set a personal example with your own behavior.
2. Promote learner's self-confidence.
3. Create a pleasant and relaxed atmosphere in the classroom.
4. Make the learning tasks stimulating.
5. Familiarize learners with L2 related values.
6. Promote group cohesiveness and set group norms.
7. Promote learner autonomy.

These strategies are not exactly new to us, as we are already practicing most, if not all, some of them in our classrooms. However, what is important is that we ensure that these strategies are employed consistently. Though these strategies seem simple they involve a lot of hard work, commitment and planning on the part of the teachers.

Conclusion:

Thus this paper shows how a teacher plays a multi-dimensional role in the classroom while assessing the language proficiency of the learners. The teacher facilitates learning by making the class learner-centric rather than teacher-centric. The teacher has to be a constant motivator as the learners come from diverse sections of the society. The teacher plays a pivotal role in minimizing the barriers of learning with utmost ease. According to George Bernard Shaw "I am not a teacher: only a fellow traveler of whom you asked the way. I pointed head of myself as well as you." Therefore, with the above strategies an English teacher can play a greater role to strengthen the English language in the classrooms and thus can equip the students with good employability skills for their future career. It is time to learn beyond the classrooms and develop an amicable relationship between teachers and students for exponential mutual growth. It also promotes the professional growth to the teachers and academic advancement to the students.

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