



Child-centered learning

Ika L. Damayanti

what's a child-centered learning?



A lesson cannot legitimately be called child-centered unless the children are mentally active and being challenged to think

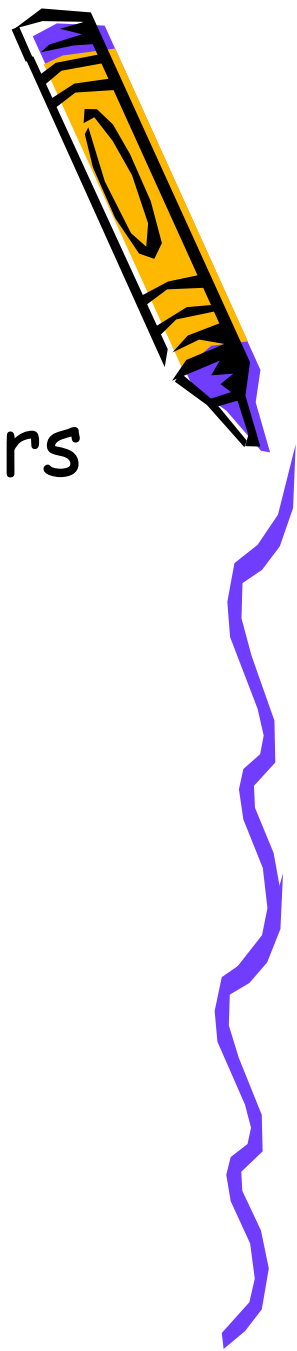
children are active learners!!



Active Learners

Children are (mentally) active learners who will try to find a meaning and purpose for activities that are presented to them

(Cameron, 2001)



The Questioning Cycle

Notice → want → challenge → play

Play → succeed → link



noticing

The children notice new words or patterns while they are playing.

We don't 'teach' these words/patterns, we include them in activities and let the children notice them.



Wanting

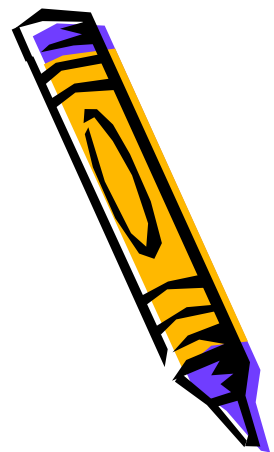
If the children are enjoying the activity they will want to find out what these new words/patterns mean



Challenging/taking a risk

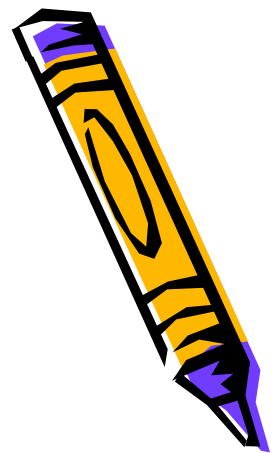
If the words/patterns are just beyond what the children already know, and if they have techniques for trying to discover their meaning, the children are more likely to try

The children use patterns and principles they have learned in previous activities to make guesses about the new words or patterns



Playing/experimenting

The children can do a lot of activities where they play around with the new language target, trying things out, making mistakes, encountering many examples of the new pattern, and using it to express their own genuine feelings



Succeeding

If the new language target is at an achievable level, the children will be successful in understanding and using individual words and sentences

Children are interested in what they feel they are good at!



linking

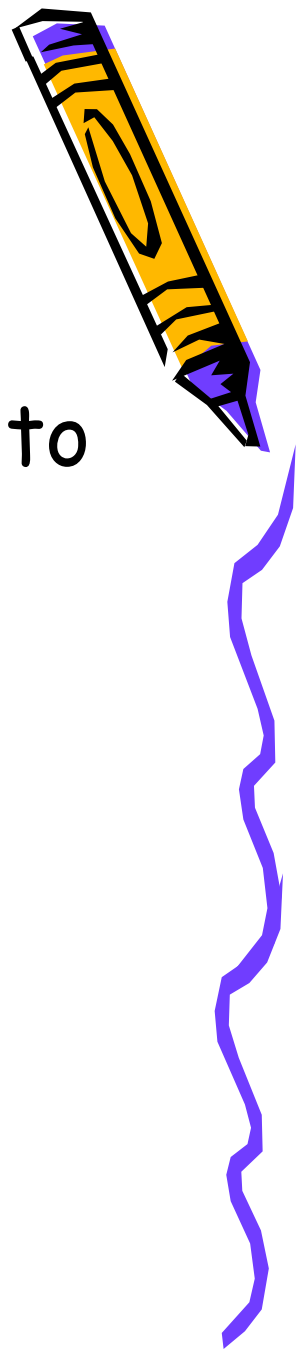
If our language syllabus fits together well, and if the children do activities where the new language target is mixed with targets already learned, the children are more likely to link it into the mental model they are building up as they try to make sense of the world of English

INTERNALIZATION



What can go wrong?

- We do not give the children space to notice
- They do what we want them to do
- They do not try for themselves
- They do not experiment enough
- They are unsuccessful
- They do not make links



Beware!



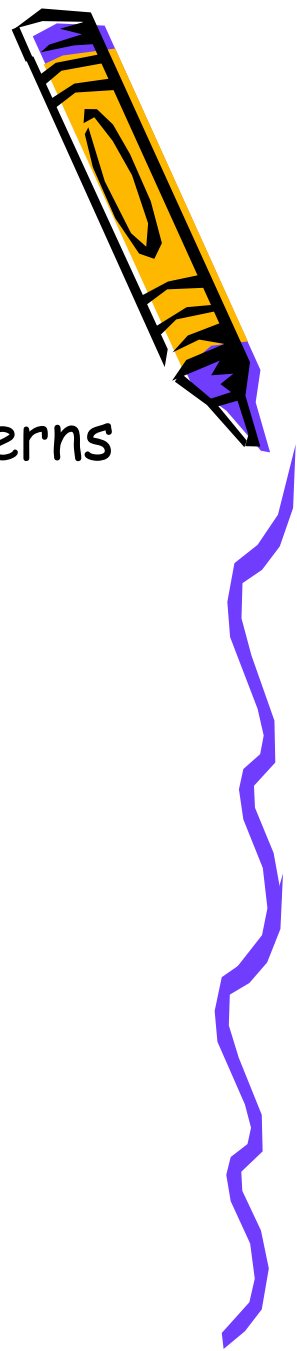
- A lesson containing unthinking rituals

Examples:

- Chanting together without thinking
- Singing a song not containing new words or patterns
- Copying from board



Learning and memory



- Organization:
more than just knowledge; principles and patterns behind it.
E.g. the use of article through games and song
- Ownership:
constructing their own knowledge
- Repetition:
practice/drilling in meaningful ways
- Association
- Emotional involvement



Learning and memory 2

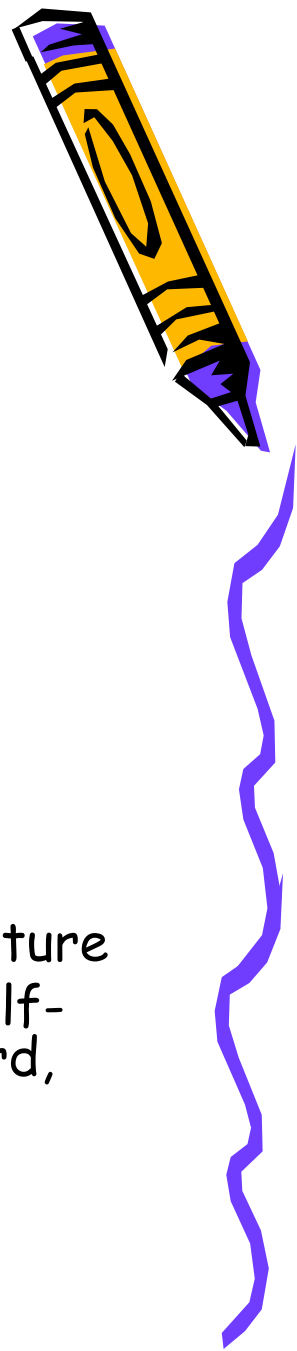


- Action
Doing an action but give space to think and reflect
- Beginning and end
- Rest
- Warm-up
- Recycling
- Peripheral language
Children remember many things they do not even appear to be focusing on.

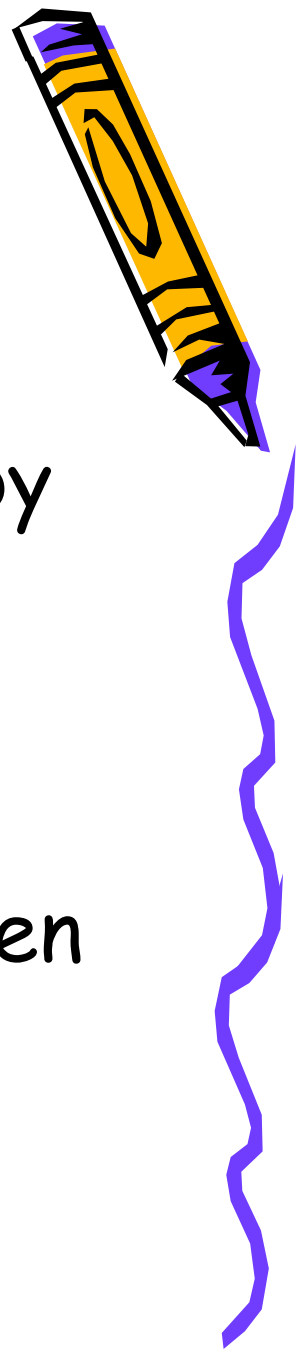


Personal involvement

- Classroom feelings
no artificial world of the classroom allowed
- Emotional involvement
focused, positive, and engaged in learning
use left brain (logical and linear fashion) and right brain (affective and intuitive fashion)
- Ownership
not taught but 'put' to be found
- Personalizing language
no need artificial sentences
- Motivation
depending on perception that learning is a personal adventure
influencing factors: home and friends, transferability, self-perception (being successful), absence of extrinsic reward, evaluation and threats



So, child-centered learning?



The don'ts!

- not only do activities or projects by themselves or with groups
- not only do lively and physical activities
- not demonstrating (by teacher) then practicing



So what's child-centered learning?



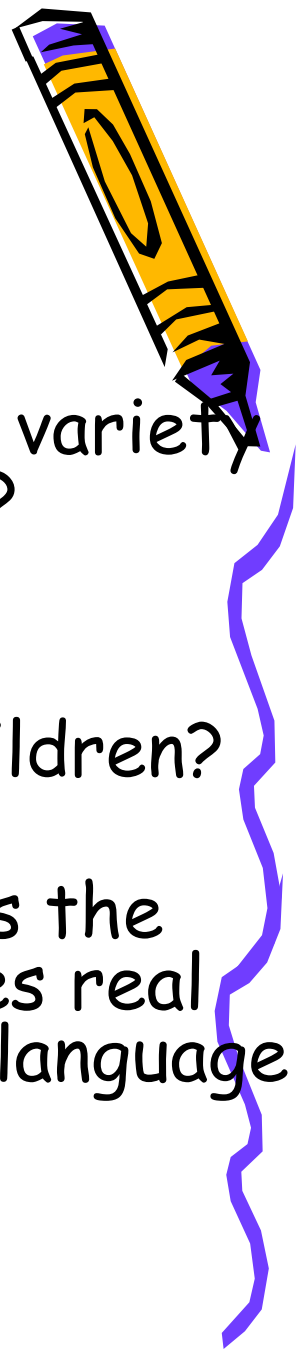
A lesson cannot legitimately be called child-centered unless the children are mentally active and being challenged to think

children are active learners!!



Things to remember during lesson planning (Pinter, 2006: 127)

- Do the lessons fit together well?
- Do the lessons look balanced in terms of variety of activities, skills, interaction patterns?
- Do I have progression from receptive to productive practice?
- Are the activities meaningful for the children? Why will they want to do them?
- Is the language outcome real, natural? Is the sample language planned for the activities real and meaningful? Would children use the language like this in the real world?

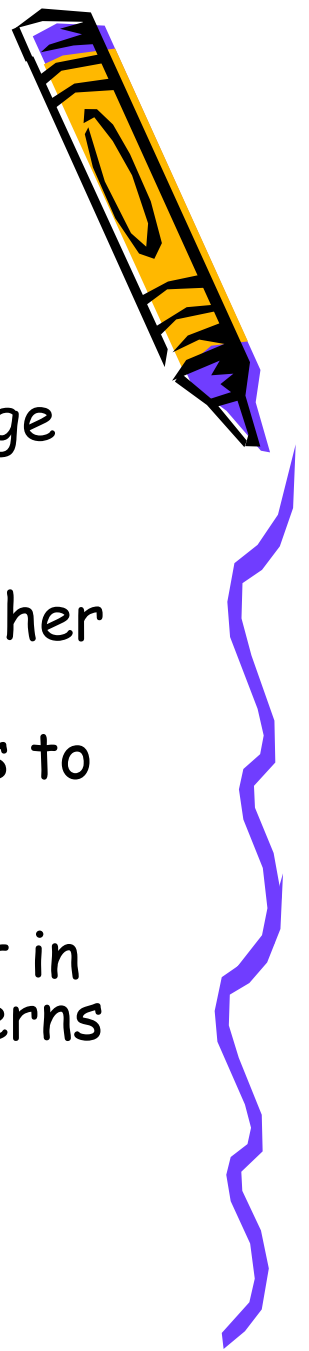


Things to remember during lesson planning (Pinter, 2006: 127)

- Are all the activities different? Check that no two activities do exactly the same thing.
- Have I thought of optional activities for those pairs/groups or individual who finish early?
- Have I included timing for each activity?

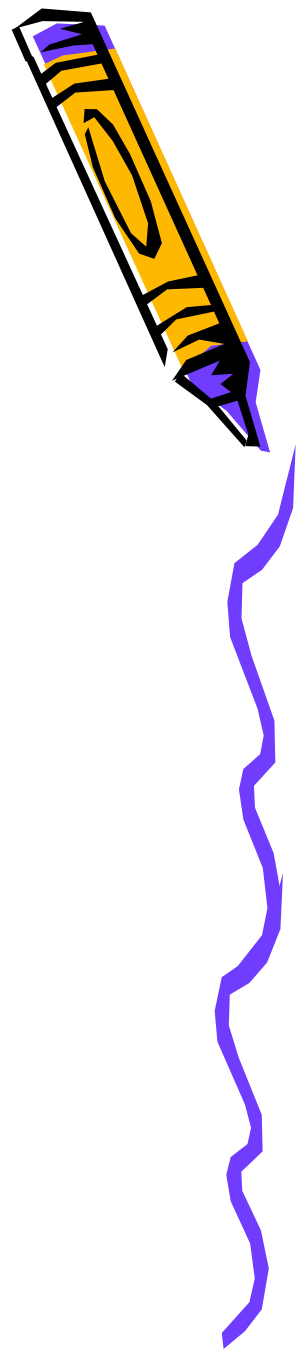


Questions to reflect



- How can we draw children towards new language targets so that they notice and want to learn them before they understand them?
Relate this to the lesson carried out by a teacher you interviewed/observed.
- What types of activities give children chances to link new words and patterns with ones they already know?
- What factors do you think are most important in getting children to remember words and patterns they encounter?





Well done everyone!!

See you next week and keep up the
good work!

Bubye.....

