

**High-Intermediate 2**  
**Unit 10: Reading**  
**Presented by Mohammad Rajabpur**

EDUCATIONAL TRENDS

**trend** = tendency; movement; current; direction; fashion

## Two Teaching Styles

All teachers want to help their students learn. There are, however, different teaching approaches. Teachers who use a "student-centered" approach let students choose the tasks they perform and sometimes even the material they learn. Teachers who use a "teacher-centered" approach plan what to teach and how to teach it, usually with an assigned textbook.

**approach** = method

**assign** (verb) = to introduce a material as homework

**assignment** (noun) = a piece of homework

**Point:**

The word "assignment" is countable, while "homework" is uncountable.

**Don't Say:** We have two homeworks for our next class.

**Say:** We have two pieces of homework for our next class.

**Say:** We have two assignments for our next class.

Dan Quintana, a writing teacher at Dudley Community College, follows a teacher-centered approach. If you walk into his class at 8:05 A.M., you will see his students sitting quietly at their desks facing the blackboard. Dan is easy to spot—he's standing in the front taking attendance. Right after the bell rings, he has everyone turn to page 51 of their textbook, an introduction to paragraph development. He gets students to read passages aloud from the book, and he makes them stop several times while he explains a point. After this presentation, he gets students to answer questions. One student can't answer, so he has her go back and find the answer in the textbook. At the end of the class, he assigns an essay topic and announces a test for the following Wednesday. He will correct both the homework and test, and both grades will count toward the students' final grades.

**spot** = notice; identify; find

**take attendance** = call the roll = to check who is present and who is absent

**textbook** = academic book; a book that the students have to study as the requirement of a course

**aloud** = loudly; in a loud voice

**point** = subject; matter; detail

**presentation** = talk, lecture

**essay** = a short piece of writing on a particular subject, especially one done by students as part of the work for a course

**announce** = declare = make sth publicly known

**test** = exam; quiz

**count toward** = be included as part of something

If most of your learning has been teacher-centered, you will be surprised when you walk down the hall to visit Sandra Jacobson's writing class. For one thing, Sandra usually has her students work in groups or pairs, and often they are all talking at once. For another, it's hard to find the teacher, since Sandra is usually sitting with one of the groups.

**hall** = hallway; corridor

**at once** = at the same time

**for one thing** = on one hand

**for another** = on the other hand

The classroom reflects Sandra's student-centered approach. She doesn't assign writing topics. Instead, she has her students keep journals, and she gets them to select their own topics from interests they express in their journal writing. She doesn't correct students' papers, either. Instead, she has her students help each other edit their work. As writing problems emerge, she does mini-lessons and holds individual conferences. At the end of the semester, Sandra evaluates a portfolio of each student's writing. She lets her students choose which essays to put into their portfolios.

**reflect** = show

**journal** = diary = a notebook in which you write about your daily activities or your personal feelings and thoughts

**select** = choose

**interest** = what you like; what you are interested in

**express** = to say sth clearly

**paper** = article; essay

**edit** = revise

**emerge** = appear

**individual** = related to only one person

**evaluate** = assess

**portfolio** = collection; set

Both these teaching approaches have many followers, but it is unclear which approach makes students learn more effectively. Of course, a totally teacher-centered or student-centered class is rare. Many traditional teachers have students work in groups. Many student-centered teachers structure their courses with a textbook. Students and situations differ, and there is probably no single correct way that fits everyone everywhere.

**totally** = completely ≠ partially

**rare** = uncommon; infrequent; scarce

**structure** (verb) = arrange, organize

**differ** (verb) = be different

**fit** = be suitable for, be appropriate for

CARMEN DIEGO

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### **Summary:**

The text compares two teaching styles: teacher-centered and student-centered. In a teacher-centered approach, exemplified by Dan Quintana from Dudley Community College, teachers plan lessons and use textbooks, directing students' activities and correcting their work. In contrast, the student-centered approach, used by Sandra Jacobson, encourages students to choose their tasks, work in groups, and engage in peer editing, with the teacher facilitating rather than directing learning. The text concludes that while both approaches have their

proponents, a mix of methods is common, and there is no universally superior teaching style, as effectiveness can vary depending on the students and context.

**Source:**

<https://www.anglophone.ir/classes/0331high2/>