



Teacher-centered and student-centered pedagogy

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Simple oppositions

Translation vs interpreting

Education vs training

Academic vs vocational

Specialised vs literary

EU context vs (national) market(s)

Education and Training: complementary

	EDUCATION	TRAINING
PROCESS	Focus on organic process	Focus on unchanging, regular, predictable responses
ORIENTATION	More person-oriented	More job-oriented (acquisition of behaviours, facts, etc.)
CONTENT	Provide conceptual framework; analytic skills; learning by knowing	Provide knowledge and know-how; learning by doing:
TIME SCALE	Long range	Short range
EXAMPLE	Undergraduate (initiation, introduction, reflexion)	Postgraduate (ex. Intensive course, conference interpreting)

Three main approaches

Teacher-centered (teaching): *transmissionnist model*

- Lecture
- Teaching Translation (final output)

Student-centered (training translators/learning by doing): *Interactionist model*

- Task-based learning
- Project-based learning
- Problem-based learning
- Case study method

Lifelong learning

- Continuing professional development

Teachers / Learners

Teacher-centered teaching	Learner-centered learning
Focus on the teacher, holder of the knowledge	Focus on the learners (constructing knowledge through experiencing and reflection)
Focus on the teaching as transmission of knowledge	Emphasis on the development of learners' critical and problem-solving abilities
The teacher talks; learners listen and receive	Learners interact with peers as well as the teacher
Learners work alone; the teacher monitors and evaluates learning	The teacher is a facilitator, a mediator, a coordinator
The teacher answers questions, is responsible for the teaching and learning to occur	Students take responsibility for their learning (strengthening their motivation)
Specially-designed materials	Authentic and simulated materials and contexts: adopted in teaching

A 3-p model of translation teaching

- 3-p: presentation + practice + production
 - *Presentation* to the students of the translation techniques to be taught
 - The teacher gives the students sentences or passages to *practice* their translation skills by using relevant techniques
 - The teacher gives home assignments and asks the students to *produce* a translation
 - In such a model: very few competences are addressed; students are not becoming aware of the cognitive and social processes (unidirectional way of distributing knowledge)

Discussion starters

- Teacher-centered lectures (or presentations) and “traditional” translation classes can have many **negative aspects**. In your view, what are the negative aspects of lectures? What are the negative aspects of “traditional” translation classes?
- However, teacher-centered lectures (or presentations) and “traditional” translation classes can have **positive aspects** and serve specific needs of institutions. In your view, what can be the positive aspects of lectures? What can be the positive aspects of “traditional” translation classes?
- Do you think teacher-centered lectures (or presentations) and “traditional” translation classes have a place in contemporary translation teaching? Do you use teacher-centered methods? Why or why not?

A learner-centered approach

- Learner-centered (focus on learners and learning)
- Towards adopting a social-constructivist approach (importance of interacting, completing translation projects; gradually socializing into the professional community)
- Objective-oriented
- Profession-oriented (work conditions)
- Research-informed and competence-based (socio-cognitive and psycholinguistic understanding of competences)
- Process-centered
- Task-based (really performed-tasks, simulated tasks, projects)

Discussion starters

- What are the possible obstacles to a centered-learning pedagogy?
- What prevent you to implement such a pedagogy?
- Is a centered-learning process easy to adopt in a classroom?
- What activities could you implement in your classes?
- What are the negative aspects of a centered-learning pedagogy?
- Is it possible to combine both approaches in the same training programme?