



FOUCAULDIAN PANOPTICISM: THE ATTITUDES OF PRE-SERVICE ENGLISH TEACHERS IN ELT DEPARTMENT TOWARDS LEARNER-CENTERED AND TEACHER-CENTERED APPROACH

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No data has been found about the attitudes of pre-service English teachers towards learner-centered approach (LCA) and teacher-centered approach (TCA) in terms of Foucauldian panopticism. Thus, in this study, the researcher aims to evaluate the attitudes of pre-service English teachers in ELT department towards the practices of LCA and TCA in terms of panopticism, namely observing and being observed. The sample group of the study consisted of 70 pre-service teachers of ELT in English Language Teaching Department and a background questionnaire, interviews, classroom discussions and essay papers were used for data collection. The research was carried out particularly in academic courses entitled Teaching English to Young Language Learners I and II, both of which are compulsory courses in autumn and spring terms at Balikesir University, in Turkey. The results indicated that the benefits of LCA outweigh TCA, though both of these two approaches have some significant benefits on learning, particularly on cognitive and metacognitive awareness, motivational and affective awareness, developmental and social awareness and lastly individual awareness; however, each of them brings some potential problems. Finally, some practical recommendations are noted.

Keywords: English as a Foreign Language (EFL), Lerner-Centered Approach (LCA), Teacher-Centered Approach (TCA), Pre-service english teachers, Qualitative research.

Introduction

The present study was conducted for two reasons. Firstly, while TCA has been regarded as traditional and LCA as contemporary, to what extent do the practices of both of these approaches affect students' learning in terms of Foucauldian panopticism? As there are not any data either on the practices of applying these two distinguishing approaches in terms of Foucauldian panopticism particularly, on the attitudes of university level students, the qualitative research focuses on the effectiveness of both LCA and TCA in terms of students' positive and negative reflections to the practices employed in a classroom environment. Correspondingly, the studies reviewed in this paper are categorized under two subsections: in the first subsection a detailed comparison of TCA and LCA is reviewed, in the second one how the research was conducted with the learners of ELT is explained.

Literature Review

Learner-Centered Approach versus Teacher-Centered Approach

Philosophers, psychologists and educators have long been debating about how learners think and learn cognitively, metacognitively, socio-culturally, and etc. Although contemporary views of learning can even be traced back to ancient Greece Theories about how learners think and learn, *learning how to learn* has still been a controversial issue, especially in academia. According to McCombs (2004) learning is “a non-linear, recursive, continuous, complex, relational, and natural in humans” (p. 7). Thus, as scholars, we have been debating about which are the best views in language learning and teaching: whether nativist views, which suggested that learners are pre-programmed to learn a language or cognitive-developmental views, which emphasized that language learning is an aspect and outcome of general cognitive growth, or yet social-interactionist views, which stressed the importance of human social interactions (Brewster, et al, 2011).

Theorists and researchers of education have long advocated replacing teacher-centered approaches with learner-centered ones (McCombs, 2004; Meece 2003; Prawat 1992; Littlejohn 1983) specifically, in language teaching since LCA is communicative, participatory and facilitative (Thomas, 2001). However, the distinctions between two approaches have become one of the debatable issues in English Language Teaching (ELT). Most critically, in TCA the issues that lie in the present conflict are judgments about appropriate subjects to be dealt, methods to be applied, appropriateness of the information to be given, and the constituents of the knowledge to be supplied rest with the teachers themselves. And typically, in TCA every phases of Presentation-Practice-Production (PPP) are led by teachers since teachers are the main sources of information and effective models of target language. Contrastively, learners are actively involved in the process of learning in LCA, which derives its views from constructivist education. In other words, in constructivist education, the construction of knowledge is shared and the process of learning is achieved through students’ engagement with activities in which they are invested.

Although there is a simple and single monolithic definition of what LCA and TCA are, there have always been some variations in the interpretation and implementation of these two distinctive approaches. Whereas LCA and its pedagogy is developmentally, cognitively, and culturally responsive (Thomas, 2000) TCA is, as Wilkins (1976) says, synthetic. Even if both approaches share some characteristics, they also embody many important differences. Firstly, LCA mainly focuses “on active learning, connecting new learning to prior learning, stimulating interest and relevance, providing student choice and control, adapting to individual developmental differences, and providing a caring and supportive learning environment” (Bansberg, 2003, p. 143). Further, the role of the learner is that of a communicator in LCA, and is distinguishable particularly in four aspects: “(Firstly,) Students interact with others, (secondly,) they are actively engaged in negotiation of meaning, (thirdly,) they have an opportunity to express themselves by sharing ideas and opinions, and (lastly,) they are responsible for their own learning” (Antón, 1999, p. 303). Thus, in LCA, autonomous language “learners were expected to become their own teachers, taking over the management tasks that had been the prerogative of the teacher” (Wenden, 2002, p. 38). Learners also learn to determine the planning, monitoring and evaluating of their own learning.

Just like the role of the learner, the role of the teacher is significant in LCA. Whereas developmental, feminist and multicultural models base their current research on teacher-student relationship, Attachment theories, which originate from perspectives on mother-child relationships, are also influential in teacher-student relationships (Cornelius-White, 2007). For instance, Cornelius-White (2007) advocates that learner-centered teacher student relationships are effective if teacher empathy, unconditional positive regard, genuineness, nondirectivity and the encouragement of critical thinking become the focus of learning. Accordingly, positive relationships, non-directivity, empathy, warmth, encouraging thinking and learning are the specific teacher qualities.

Moreover, reciprocal effects of teacher and student behaviour are also influential in language learning as well as learning, since cooperation and success of students leads to better teacher behaviour, just as better teacher behaviour leads to student success (Cornelius-White, 2007, p. 134). But even so,

“learners may disagree about their teacher, even within a given class, so that some learners feel unable to get on with a teacher who is clearly very well-liked by other learners in the same class” (Allwright & Bailey, 1991, p. 160). Accordingly, receptivity to the teacher as a person is a complicated issue among learners, and receptivity to the students on the part of the teacher as individuals is also convoluted. Poplin and Weeres report that “Students desire authentic relationships where they are trusted, given responsibility, spoken to honestly and warmly, and treated with dignity” (1994, p. 20). Yet, the *sine qua non* of any possible learner-centered approach, which “provides structured support for students to take responsibility for their own learning” (Crick & Wilson, 2005, p. 370) depends on individual learning.

Additionally, *ipsissima verba*, to be learner-centered, “teachers must understand that various programs, methods, and strategies are perceived differently by different learners. What may be learner-centered for one student, may be perceived as non-learner-centered by another student. Creating ways to know each student and assess their learning needs becomes critical” (Bansberg, 2003, p. 144). Thus, students are screened for their needs and interests, and a curriculum is designed on the basis of their a priori needs assessment. Since, the students’ a priori needs assessment is designed by taking into account suggestions from the students, one critical question arises here: Who is going to assess? “One criticism is that the needs assessment process itself takes control of learning out of students’ hands” (Auerbach, 1986, p. 422). If it is learner-centered, then it should be right for learners to make the assessments by themselves. Thus, in LCA, the evaluation of learners is one of the other paradigms that needs to be mentioned. When students are provided opportunities for learner-centered assessment, they dedicate more time, show more creative output and are more successful than answering questions on traditional assessment measure (Duncan & Cohen, 2011). Accordingly, learners are required to be involved in all the processes of learning, including the process of evaluation (Little, 2005). Encouraging learners to self-assess helps them and teacher to observe learning process in personal terms (Bullock, 2011). Although teachers may acknowledge the usefulness of learner-directed assessment, they still responsively voice their concerns about the assessment strategies (Ekbatani & Pierson, 2000).

Accordingly, LCA has still been open to criticism for its handling the needs assessment process, which means that assessment is taken over from students. Apart from assessment criticism attached to LCA another criticism arises from learner-centered environments, “which focus on learners’ developing emergent skills, where goals are ill defined, where the success is the development of a high-quality product, and where mentors are facilitators, but do not have added investment in the quality of their product” (Hay & Barab, 2001, p. 318).

Besides providing a critical overview about LCA, it is important to note some other issues as well. In research conducted by Littlejohn (1983), the question of how to encourage learners to take control over the management of their own study both inside and outside the classroom, is attempted by focusing on learner involvement. In this research, Littlejohn (1983) argues that “involving learners more in the management of their courses might thus conceivably lead to a reduction of risks involved in conducting exclusively teacher-directed classes” and he also suggests that learners involvement in what to include or exclude in the courses “could contribute to the development of a classroom atmosphere more conducive to deeper learning” (p. 596). Thus, in LCA, where the classroom atmosphere is a significant factor, “learning is enhanced in contexts where learners have supportive relationships, have a sense of ownership and control over the learning process, and can learn with and from each other in safe and trusting learning environments” (McCombs, 2004, p. 7).

Nevertheless, this literature review indicates that there have been a number of research studies on the distinguishing features of both LCA and TCA. But most of these studies clearly indicate that the research carried out - in order to find out effective or non-effective results of TCA and LCA - are generally either with young language learners (See Loucks-Horsley, 1995; Meece, 2003; Pace, 1992; Rallis, 1995; Segovia & Hardison 2009; Waters, 1998) or with adults as second language learners (McDonough, 2002; Senior 2002; Vogt & Kantelinen, 2013); but few were with university level students (Wright, 2011). For instance, in one of those studies, researchers attempt to find out young children’s perspectives toward learner-centered classrooms (Daniels & Perry, 2003). Another research on LCA investigates learner-centered learning environments by focusing on the implementation of student self-assessment (Geeslin,

2003). Another study investigates if the type or amount of exposure has some positive effects on adults learners' second or foreign language acquisition (Leow, 1998). In another study related to self-assessment features of LCA, Oscarson (1997) enumerates some of the benefits of self-assessment such as learner autonomy, the development of study skills, life-long learning and increased motivation.

In another study, Germaine (1982) suggests that the functional approach, which allows the learner to function properly, is based "not on the linguistic analysis of the content to be taught but on what is usually designated as the learner's needs" (p. 49). But the question of learner's needs in LCA is also, in some sense, arbitrary. Though there have been a number of studies conducted to this date, determining what to include in the course content are still far from proven in terms of learner's needs in LCA as learners have the voice in deciding their course contents. Regarding learners needs, researchers also attempt to find an answer to "which learner characteristics could distinguish learners from one another and how they might influence second language acquisition" (Wenden, 2002, p. 34) by the implementation of LCA, which typically means the need in individualizing or personalizing instruction. Individualized learning, namely, incorporating learner-centered approaches into language learning, leads to the recognition that effective methods and material need to be integrated into the curriculum. The assumption underlying the learner-centred philosophy is that it is almost impossible to teach learners everything they need to know in the classroom environment and learning is an ongoing process which stops neither inside nor outside of the classroom. For this simple reason, "Effective learner-centered teaching strategies ... should contribute to the breadth and depth of content knowledge, assist students in learning how to organize knowledge around major concepts and principles, enhance retention and retrieval, and contribute to student development of metacognitive abilities, among other things" (Thompson, Licklider, & Jungst, 2003, p. 135).

LCA, characterized by autonomous learning and freedom of choice, also enables teachers to deal more effectively with students through Neuro Linguistic Programming (NLP), a method of self-understanding and self-improvement. Hence, the growing interest is in how the students are learning rather than what they are learning metacognitively, namely learning how to learn also has a significant effect on the emergence of innovative learning and teaching strategies (Peters, 2001; Kamenetz, 2010). Validating their knowledge through research, Crick and Wilson (2005) emphasize that "learning and motivation are natural processes that occur when the conditions and context of learning are supportive of individual learner needs, capacities, experiences and interests. These include cognitive and metacognitive factors, motivational and affective factors, developmental and social factors, and individual difference factor" (p. 365).

In recent decades, there are a number of reasons for shifting from TCA to LCA in English Language Teaching. One of the most important reasons is that the students are included in neither setting goals nor taking the responsibility of their own learning process in TCA since teachers have the overall responsibility in teaching. TCA has also been slow to make adequate provision in fostering students' participation. This is because, "The teacher is the authority in the classroom. Students do as the teacher says, so that the teacher's knowledge can be transmitted to them. In this type of classroom, teacher-student interaction is minimal and is dominated by the teacher" (Antón, 1999, p. 304). TCA has also been widely criticized for failing to support learners' socio-cultural interaction. There have also been some other criticisms directed to the characteristics of TCA such as: teacher talks and questions more than the students do; more whole group instructions are given; textbooks, which are supported by other sources such as media, are the main source of reliance in teaching and learning; students memorize factual information, etc. (Cuban, 1983).

As has already been acknowledged, teachers' views of teaching and learning influence their classroom practices, particularly in traditional practices such as the "transmission" approach to teaching and an "absorptionist" approach to learning. In TCA, whereas teachers themselves are traditionally regarded as "tellers of truth who inculcate knowledge in students" the students themselves are just the "accumulators of material who listen, read, and perform prescribed exercises" (Cohen, 1988, p. 15). Thus, it is worth noting that the perception of the teachers plays a significant role in shifting from TCA to LCA in ELT. For instance, Prawat (1992) attempts to find out whether teaching and learning can be

implemented without changing the perceptions of the teachers. In his research, while teachers are viewed as important agents of change in reforms, at the same time they are also viewed as major obstacles to changing the way that reforms are employed in their classes because of “their adherence to outmoded forms of instruction” (Prawat, p. 354).

In conclusion, it seems pragmatic to suggest that scholars, teachers and practitioners should not expect every student to learn in the same way, in equal amounts or to have identical interests and abilities. The very simplistic approach to the issue, namely, “Current foreign and second language (L2) teaching methodologies based on Communicative Language Teaching (CLT) suggest that there is a benefit in switching from the traditional teacher-centered class to a learner-centered classroom setting” (Antón, 1999, p. 303). Yet, if these two approaches are used interchangeably or successively, students can enjoy the positive sides of both types of teaching. For instance, instead of getting bored with teacher-centered education or losing the goal of the class in completely learner-centered classes, learners can get the maximum benefit from a well-balanced educational atmosphere.

Foucauldian Panopticism

The term *panopticism* or *panopticon* was first coined by Jeremy Bentham (1748-1832), a philosopher, a social reformer and a founder of modern utilitarianism. Bentham introduced *panopticon* as a circular building with an observation tower in the centre of an open space surrounded by an outer wall. These outer walls contained cells for the residents. In order to increase security, the building was designed to facilitate effective and constant surveillance. For instance, as the cells flooded with light, the residents were visible and recognizable to an official invisibly positioned in the central tower, which made observation easier. On the other hand, the residents were invisible to each other because of concrete walls dividing their cells. Although the term itself is mostly associated with prisons, the panoptic style of architecture might be used in other institutions particularly for the aim of employing constant surveillance, such as schools, factories, or hospitals. Though it was first coined by Bentham, Michael Foucault uses the term *panoptic (all seeing)* to emphasize that a power, particularly a panoptic power, keeps subjects under constant surveillance (Leitch, 2001, p. 1618). In this paper, I strongly propose that TCA in some way resembles Foucauldian panopticism, particularly its characteristic of keeping subjects, in this case the students themselves, under constant and detailed observation.

Foucault, in order to emphasize the carceral system, which is related to the act of incarceration (imprisonment) and to institutions that discipline the body, especially the prisons, presents Mettray as an example in “Discipline and Punish: The Birth of the Prison - The Carceral.” The reason why he takes Mettray as a distinguishing example is that this model mostly concentrates in coercive technologies of behaviour by indicating the function of training. Interestingly enough, on the walls of the Mettray, “God sees you” is written in black letters, which overtly indicates that God’s eyes are on all of us. In TCA, although it is not announced or written such a sentence anywhere in the classes, every student certainly has more or less an awareness that the teacher is either following or observing them namely, the teacher’s eyes are on the those of the students. This means that students are followed, observed or monitored. Thus, the position of Mettray prison reminds us that the situation of teacher in a teacher-centered environment is similar to that of in Mettray. And conversely, Foucault himself emphasizes that the principals and deputies at Mettray need not to be precisely judges, teachers, non-commissioned officers or parents “but something of all these things in a quite specific mode of intervention. They were in a sense technicians of behaviour: engineers of conduct, orthopaedists of individuality” (Foucault, 2001, p. 1637). In this sense, the intervention of a particular person also resembles the position of a teacher in LCA. In other words, people who are in charge of juvenile education at Mettray prison are the ones who are correcting or setting straight the children. Thus, the educationalists are not only under the strong responsibility of educating children on issues such as physical exercises, military exercises, rising in the morning, going to bed at night, walking to the accompaniment of bugle and whistle, gymnastics, cleanliness and bathing but also of producing submissive and skilful bodies (Foucault, 2001, p. 1637). It may be a discursive

statement that not only the traditional but also the contemporary teaching and learning systems expect the similar individuals those of the Mettray. The psycholinguistic existence of the juvenile, namely their presence as docile and capable ones, in the Mettray resembles that of traditional classes in terms of “classroom teaching is conceptualized as the transmission of knowledge from the teacher to the passive learner” (Antón, 1999, p. 304) in traditional approaches.

Foucault argues that pre-modern societies intervened in subjects’ lives only spasmodically; however, “modern societies intervene from day one to shape, train and normalize individuals” (Leitch, 2001, p. 1618). “In a practical sense, collaborative and cooperative learning are *two sides of the same coin* because they both instruct learners to complete tasks by pooling their resources, ultimately achieving knowledge that surpasses the boundaries of any planned activity” (Horwitz, Bresslau, Dryden, & Mclendon, 1997, p. 519). Then, in the Mettray system, what is compulsory is observation and assessment. Thus, in this research by establishing a correlation between panopticism in terms of TCA and LCA the students’ attitudes are determined.

Research Significance

This study will be a significant endeavour in evaluating the attitudes of ELT students towards LCA and TCA. It will be beneficial to pre-service teachers of ELT departments in choosing the best teaching approaches as they experience both LCA and TCA practically in their own courses. This study will also provide new insights into the way the language is processed for both pre-service English teachers and instructors of ELT if they are concerned with contemporary effective teaching strategies. The pre-service teachers of ELT will have a better understanding of how LCA and TCA differentiate from one another when the learning environment shifts from TCA to LCA or vice versa. By appreciating needs of the pre-service teachers and their individual differences to learning, pre-service teachers are assured of either LCA or TCA, or somewhat in-between. Moreover, this study will also serve as a future reference for researchers on the subject of TCA and LCA by taking the issue from another perspective such as observing and being observed, under the umbrella term *panopticism*. Importantly, this research will educate prospective teachers in deciding which approach to employ and in their dealing with the students who are novice learners of English or high school language learners. With these concerns in mind, the researcher has three research questions:

1. When LCA or TCA is applied in a classroom environment, how would LCA or TCA contribute to learning of pre-service teachers of ELT?
2. When LCA or TCA is applied in a classroom environment, what would be the problems faced by the pre-service teachers of ELT in the process of learning?
3. What are the general attitudes of pre-service teachers of ELT towards LCA and TCA?
4. How Foucauldian panopticism affect the learning of pre-service teachers of ELT?

Method

I carried out the study qualitatively as it seeks the answer of question *how* EFL pre-service teachers perceive LCA and TCA in terms of their contributions and problems. In this study, in order to investigate the views of students about TCA and LCA a qualitative research methodology was utilized. I particularly used the open coding, which means reading transcripts line-by-line and identifying and coding the concepts found in the data. Thus, prior to conducting the research, I presented a research proposal to the head of ELT Department at Necatibey Education Faculty of Balikesir University. The reason why the study was based on grounded theory lies in the fact that “the discovery of theory from data systematically obtained from social research” (Glaser and Strauss, 1967, p. 2). The research proposal mainly included an outline demonstrating the significance, purposes, research methodology, tools, the role of the researcher, and data collection and analysis procedure.

The proposal also included the criteria for choosing participants, their numbers, location and the approach of the research. This study also complies with Charmaz's (2006) identification of grounded theory. Since in this theory, simultaneous collection and analysis of data; creation of analytic codes and categories developed from data and not by pre-existing conceptualisations; discovery of basic social processes in the data; theoretical sampling to refine categories; the integration of categories into a theoretical framework were the basic elements in collecting the data I used Charmaz's grounded theory by employing open coding. The International Review Board's (IRB; also known as Independent Ethics Committee or Ethical Review Board, a board that is designated to approve, monitor and review behavioral research involving humans with the purpose of protecting the rights and welfare of the subjects participating in research) approval that was sought through the administration of the Education Faculty was granted. Then I attempted to recruit the participants. As the existing study involved a background questionnaire, interviews, classroom discussions, and an essay paper, the participants were informed that their privacy would be respected and participation was voluntary.

Specifically, the research ensures that it would be conducted with respect for the participants, and that there were no outstanding risks for participating in the study (Mack, Woodsong, MacQueen, Guest, & Namey, 2005). I informed all the participants pre, while and post research processes and I also informed them about the aims, procedure, outputs and ethics of the study in order to reduce anxiety. I emphasized that the dignity of the participants would be respected and they were guaranteed that there was neither psychological nor social risk. Additionally, I informed that the benefits of the knowledge gained would be shared. Thus, each participant signed the informed consent form that stated they participated in the research consciously (Law et al., 2007). I delivered the consent forms to the faculty administrator since the students stated that they voluntarily participated in the study. Lastly, I conducted the study after explaining the research ethics and purposes of the research to the participants, who are pre-service teachers of ELT.

Participants

In the beginning, the participants of the study consisted of 70 pre-service teachers of ELT taking Teaching English to Young Language Learners I in the 1st term and Teaching English to Young Language Learners II courses in the 2nd term in ELT department at Balikesir University, in Turkey. Yet, at the end of the research as 5 participants (1 of them male and 4 female) were regularly marked absent from the class they were excluded from the research. Thus, 51 participants were female and 14 male, in total 65 participants. The mean age was 22.1 in the range of 19-25. All the participants were EFL students with an advanced level of English. They all previously studied English during their high school education, graduated from intensive language programs, and attended the ELT department after they passed Foreign Language Examination. The participants who are advanced can be assumed as they understand and speak conversational and academic English well; they have achieved a high level of proficiency in reading, writing, and content area skills needed to meet grade level expectations; they require occasional support.

Data Collection

I collected the data from background questionnaires, interviews, classroom discussions and essay papers. I asked the participants to fill a background questionnaire, which simply asks their names, ages, genders, general attitudes on learning and reflections about the implementations of courses in ELT department. In the interviews, I also asked them their opinions on the contributions and negative reflections about the courses, which are either teacher or learner-centered. Since, the department is an English language teaching department and the participants are the prospective teachers of English, the participants are expected to present the courses in almost all classes in ELT department, which means that the participants

are mostly active presenters in the courses. Furthermore, during classroom discussions they talked about their own experiences about the presentations. Then, I transcribed audio discussions of the participants in order to collect data. Finally, each participant produced an essay paper on their opinions and perceptions about LCA and TCA. To sum up, I conducted the study qualitatively as the data collections were used to provide data from the participants' perspective to answer the research questions as it did not seem possible to arrive at conclusions holistically and heuristically in a quantitative study.

Procedure

At the beginning of each semester of the academic year, I informed all the participants about the data collecting tools and the procedure of the study. I should highlight that I was also one of the lecturer of the participants in the department. Firstly, I clearly stated the research purpose, relevancy, and importance to the participants, and secondly, I announced their declaration about their participation voluntarily. I used four instruments to ensure the validity of the obtained data: background questionnaires, interviews, classroom discussions and essay papers. As the study mainly focused on the contributions and negative reflections of pre-service English teachers towards TCA and LCA the data collected were confined to the issues mentioned. For this purpose, I interviewed nearly all of the students, however few of them were hesitant about sharing their opinions openheartedly. And after the completion of the interviews we came together in order to discuss the aforementioned issue. I recorded and transcribed the interviews and discussions. And, participants were asked to prepare an essay on the relevant issues in order to compare the findings to the other data obtained from interviews and discussions. Finally, I analyzed the data explained below.

To sum, I used a three-step procedure in this the study: first one is preparation stage which includes the introduction of TCA and LCA; the second one is production stage which includes monitoring of the class by following the criteria of the TCA in the first semester and LCA in the second semester. The interviews and classroom discussions are the main sources of obtaining information in the production stage. And the third one is the data analysis part; I asked the participants to write an essay in which they were invited to write about the contributions and negative aspects of TCA and LCA.

Stage 1: Preparation

I asked participants to write about their ages, genders, and general attitudes on learning for a survey of background information. I lectured Teaching English to Young Language Learners I in the first semester, a four-credit course in a week with an entirely teacher-centered approach. In the first and second week, I informed all of the students about what the prerequisites and requisites are for the course: following a course book; reading each the chapters before the class; prepare some critical questions about the subjects to be studied, participating actively in the discussions and etc. As the courses continued I observed the class to be silent and passive learners. They were just listeners or observers. If there was something unclear or a question was directed to the participants, they answered back just with a few words. I noticed little participation. As I lectured all courses till the end of 12th week, there was nothing left for the participants to do in the classroom. I carried out the assessment. In the last two weeks, I informed the students about what TCA mean academically, why the course was lectured in that way, and how the participation was attempted to encourage. By the help of interviews and classroom discussions, the students defined their own attitudes to TCA and the data were registered. And the students were expected to write a critical essay on the positive and negative aspects of TCA.

In the second semester, I lectured Teaching English to Young Language Learners II in the second semester, a four-credit course in a week with an entirely learner-centered approach. In the first and second

weeks, I informed the participants about what the prerequisites and requisites for the course: allowing them to choose the subjects; presenting subjects to be studied but in this case by not offering a course book to follow (instead the students are all allowed to be free in searching the titles); forming a group of four person; preparing a presentation about the subjects to be dealt with each week; preparing some critical discussion questions; directing to the discussions to an academic level; participating actively in the discussions and etc. As the courses continued, I observed the class to be more active than the first semester. I assumed the role of a mediator or facilitator. The different groups lectured the courses till the end of the 12th week. The participants themselves made the assessment. In the last two weeks, I informed the students about what LCA mean academically, why the course was lectured in that way, and how the participation was encouraged. By the help of interviews and classroom discussions, the students defined their own attitudes and perceptions to LCA and the data were registered. And the students were expected to write a critical essay on the positive and negative aspects of LCA.

Stage 2: Production

The second stage, namely production stage included monitoring and lecturing of the teacher by following the criteria of TCA in the process of learning in the first semester. Till the end of the 12th week, the students were expected to come to class be prepared by particularly reading the related subject, doing a detailed analysis of the chapters and preparing some critical questions for the class. The last two weeks were used in order to collect the data from the students. The interviews and classroom discussions were the main sources of obtaining information in the production stage. And lastly, students were asked to write a critical essay by taking into account the positive and negative aspects of TCA.

The production stage included presentation and participation of the students by following the criteria of LCA in the second semester. Till the end of the 12th week, the students were expected to come to the class by carrying out a research on the subjects to be studied; sharing the subjects out among members of the group; preparing a special oral presentation via power point or else; holding a brainstorming session; preparing some critical discussion questions; directing to the discussions to an academic level and participating actively in the discussions. The interviews and classroom discussions were also the main sources of obtaining information in the production stage. The students were asked to write a critical essay by taking into account the positive and negative aspects of LCA. And lastly, the students were expected to compare and contrast TCA with LCA.

Stage 3: Data Analysis

The data collected from interviews, classroom discussions, and essays were transcribed separately in lines. Then with the help of concept mapping process, the data analysed line by line were transferred into four concept maps, as in the sample below. In order to confirm the findings and to appreciate the data's validity, the data derived from the sources were compared using the concept maps. The data seemed similar in regards to the statements in each concept map. In the classification part, the data were mainly divided into two sections: 1) the contributions of the LCA and TCA; and 2) the negative reflections towards LCA and TCA. And finally, the data from the concept maps were combined and presented in numbers and frequencies in four tables (See Appendixes 1, 2, 3 and 4). As the data were collected from four different sources, and all of the students, apart from 5 absentees, in the department participated in the study, it was assumed that the data collected was achieved to meet the demands of the study. The data obtained from each source were analyzed separately and transferred into four concept maps. A sample of the concept maps is given in Figure 1.

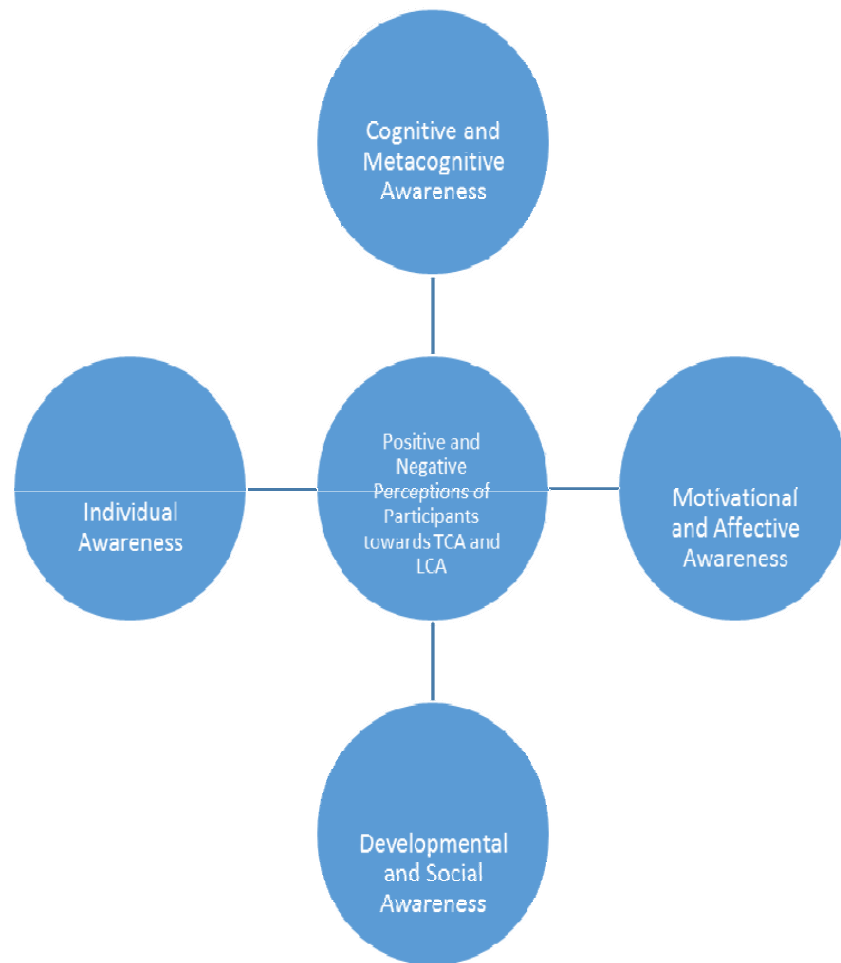


Figure 1. Sample Concept Map.

Findings

The results of the research were divided into two sub-sections. First, the findings on the positive and negative attitudes of students towards TCA and LCA are presented under an umbrella term “awareness”. The findings indicated that TCA and LCA have some considerable data on awareness such as cognitive and metacognitive, motivational and affective, developmental and social, and lastly individual awareness.

Positive Attitudes towards Teacher-Centered Approach

As has been stated, the findings indicated that TCA has provided some positive attitudes to cognitive and metacognitive; motivational and affective; developmental and social and lastly individual awareness. The first point, knowing about knowing, namely metacognitive awareness is emphasized by one of the students:

Whenever my friends present the related subjects in the class it becomes worse for me to make a connection between the subjects presented and the text written on the course book. I learn best by reading before attending the course. And also, when the teacher identifies every detail I see that I learn by listening to our teacher.

Another student stresses the importance of a teacher in her/his learning process as such:

If I miss a class I am unable to learn it by myself. Because I need to listen teacher in order to learn effectively. Because we all get used to listening to our teacher since our childhood. Thus, our expectations are met by LCA. And if the course is presented by the teacher, it gives the student a feeling of confidence.

A student whose data suggest that she has particularly a strong fixed opinion about learning explains how she believes that a teacher simply digresses for a moment according to student's needs naturally:

When the teacher fully understands that a particular subject is not picked up enough she easily digresses the course as her own wish and makes the students understand the subject more clearly. For instance, I didn't understand Vygotsky's ZPD (zone of Proximal development) and Bruner's scaffolding which were subjects of previous weeks, the teacher changed the subject promptly.

While promoting learners' cognitive awareness, one of the other students acknowledges that the teacher plays an important role in learning process by supplying the use of long-term memory:

I think the implementation of TCA is a great success. As the teacher explains the issues in the course book by giving extra examples we, even though being passive participants, learn a great deal of things about the course such as the competency of children's learning a foreign language, how they should be awarded, and what type of teaching methods and techniques should be implemented and etc. I think long term memory retains when the teacher lectures.

Metacognitive and cognitive awareness of the students give us some insights about TCA. For instance, one of the students openly compares and contrasts the other courses by focusing on the assessment criteria:

I like the assessment criteria of TCA, in which the traditional exam methods are applied, as it is equal to all others. For instance, in some of the other courses, all of the students are entitled to present a particular subject in order to pass the class. Sometimes presentations take the 80 % of passing grades. In such cases, only the presenter knows his/her own subject. Sometimes, he/she even does not have any idea what he/she is talking about. Because with the help of PPP (power point presentations) it becomes an easy task for the students to present the course.

The last explanation about metacognitive awareness is thoroughly related with input and output.

We are not exposed to much English language as is the case in the other counties. When the class is presented by you (teacher) we are also under the strong influence of a foreign language, which means that tolerable amount of input leads to tolerable amount of output.

The second point made by the students is reduced to the theme of motivational and affective awareness.

I learn best by listening to our teacher as I am used to listening to her, namely her pronunciation, stress, and intonation always attract my attention. And I have never had the same feeling when the course is presented by the members of the groups in the class. And also, if the course is presented by the teacher, it reduces my anxiety.

And another explanation about motivational and affective awareness is as such:

The reason why the teacher presented the course better than the students presented the course is actually related with the language of the teacher. As the language of the course

book is confusing, the theoretical background of the subject is best presented by the teacher. I feel much more secure under the control and guidance of the teacher.

The third point expressed is mainly related with the developmental and social awareness of the students. In the explanation below, a student compares presentations of students and teachers:

The course itself becomes a narration of the course book through power point presentations when the students present the subjects but when the teacher herself narrates the course as relevant examples are given about theoretical approaches and conceptualized in detail it becomes a genuine class.

Another example can be given as a clue in order to point out the developmental and social awareness of the students.

I was working as a tutor at a nursery school in the first term. Thus, I have the opportunity to apply theoretical approaches into practice. Particularly, TCA for me was the best opportunity to put into practice. Because working with the young learners in collaborative activities demonstrates that they develop positive attitudes to learning a foreign language.

The fourth point is about individual awareness. The statement below illustrates the importance of individual differences in learning:

In my opinion, that the course has been presented without power point presentation (PPP) is very effective. Because when the teacher uses PPP I just focus on the images and the scripts on the wall and I am unable to catch the exact meaning of the course presented. The language of the teacher is more attaching than that of the wall.

Negative Attitudes towards Teacher-Centered Approach

The findings indicated that TCA has provided some negative reflections to cognitive and metacognitive; motivational and affective; developmental and social and lastly, individual awareness. The first explanation made by a student in order to prove his/her point about the negative effects of TCA in terms of cognitive and metacognitive awareness is a valuable data:

To be honest, we should have participated in the class and we should have come to class be prepared. But I think, we got used to the teacher-centered education system, and thus we came to class by not even reading the chapters once. Personally, the main problem was that I had no role in learning and teaching. I was included in nothing. And yet, I had to memorize everything.

Another student admits that in the very first weeks of the course, as the students were informed that they would not make any presentations they lost their interest in studying and they went about their tasks with little enthusiasm. If there was no presentation, then no cognition:

Although the first weeks of the class were attractive for the students as they know that they are not going to present the class, the interest and participation in the class decreased gradually. Since students had no voice in deciding what and how to learn.

The results on the negative effects of TCA obviously define distinctive perceptions of the students in terms of motivational and affective awareness. For instance, one of the students acknowledges that s/he does not like TCA because of a number of reasons such as:

I didn't like the way the course is presented. In my opinion, TCA was boring. And I did really learn few things. As the course itself was teacher-centered we all came to the class

unprepared. And the class became a monotonous one. As the courses were uninterruptedly presented by the teacher I lost my concentration easily. And I listened to the teacher involuntarily.

One student states the same case as follows:

In TCA, there was no presentation and little participation. All the subjects were narrated by the teacher herself. Thus, I didn't need to study. Moreover, it was too boring to listen to the teacher throughout the lecture. Additionally, anxiety increased in the class when the teacher was asking questions. I was not sure that I could discuss about any topic. And, I did not like being observed by the teacher all the time.

Another student also emphasizes that the students disguise their own feelings in order not to make the teacher aware of their own misunderstandings, as the data extract below shows:

Although the teacher is competent in understanding which part of the subject to emphasize, most of the students assume that they understand well. Actually, they disguise their own perceptions because they hesitate to be perceived by the teacher that they are not following the course. Since evaluation will be made by the teacher.

A student also makes clear that her willingness to work hard is not sufficient if she is not courageous enough to take the necessary steps, as the data extract below shows:

I don't think TCA is a fruitful one. Although I want to work hard and ask questions to the teacher I fail in doing this. I learn few things for the simple reason that I personally have difficulty in discussing the issues. I feel stressful. And, also the way the teacher behaves to us irritates me. She always says what I have to do, which I hate most.

The third point is about developmental and social awareness of the student's learning process. One of the students makes clear that the class itself fails to establish a working consensus which will contribute to social interaction:

The students, most of the time, are not participating in the class. However, the teacher is active. As the teacher talks all the time the students get bored because of the monologue. As the attention span of the students is somehow limited and the teacher speaks all the time, it is not easy to focus on the teacher. Silence in the class really bothers me.

Another student defines that participation is the most important thing in a class. Since there is little or no social interaction between the students, the teacher takes on too much responsibility.

I don't think TCA is useful. But as a teacher, your encouragement and motivation attracts my attention. Without your effort, I would not mind the course. What is more, TCA could have been more fruitful if the students had participated in the classroom activities.

Additionally, what is important in terms of developmental and social awareness is that nearly all of the students express their negative attitudes towards being observed by the teacher. Most of the students express that the idea of being observed by the teacher makes them feel unrest.

Lastly, in terms of individual awareness, one student emphasizes that the reason of her unwillingness to work hard lies in the fact that the role of the teacher is not an acceptable one:

I did not like the way the teacher presented the course, which means that the teacher was an authoritative dispenser of knowledge. I was not eager to study as I had no stress. In my opinion, tolerable amount of stress and anxiety works.

Positive Attitudes towards Learner-Centered Approach

The findings indicated that LCA has provided some positive reflections to cognitive and metacognitive; motivational and affective; developmental and social and lastly, individual awareness. Given cognitive and metacognitive awareness, one student depicts that “In LCA, as the students are actively participating, they find a chance to activate their mental processes.” Another student mentions about the significance of theory and practice, which both enhance learning.

Transferring theoretical approaches into practical ones is the most significant aspect of LCA. Practising methodology by employing different techniques enhances learning. By the change of the presenters the class is full of dynamism. And also, presentations enable me to transfer knowledge to other subjects.

One of the learners draws attention to the aspects of learning such as long-term memory and short-term memory:

In the first term, TCA was implemented and the course was exam oriented. We memorized every detail and passed the course. However, knowledge rested in the short-term memory. But in LCA, knowledge has rested in the long term memory as the practices are kept in mind.

Given the students’ motivational and affective awareness, it must be noted that they express their reasons about why they are in favour of LCA, particularly emphasizing the effect of predictability. LCA has some routines which is clear: the students prepare, present and practice the course. Apart from presenters themselves, the predictability of the course gives the rest of the class a sense of safety. Thus, the students feel more secure than TCA, as one learner puts it:

Normally, predictability kills the creativeness and effectiveness of the course as it happens in TCA. But in LCA, predictability has some positive results such as feeling safe and reducing anxiety as the atmosphere of the class is friendly.

Another student states:

As the interactive pedagogic practices are implemented in the class, LCA promotes learning. And I was very uncomfortable in the first term as the course was primarily TCA. I had the feeling of being observed by teacher. But while my friends are presenting the course, I don’t have such feelings.

In terms of developmental and social awareness, one student emphasizes studying collaboratively.

LCA is highly effective in learning because in TCA students either get bored or begin to sleep. And, they just attend the class and listen and then go. But in LCA, our main task is to coordinate a collaborative work, which means we need to study a lot in order to create a lesson of our own. It helps to put the theory into practice.

The students do not have any idea whether they are observed by their friends or not. Almost all of the students do not like the idea of being observed by a teacher in TCA whereas in LCA all of the students express their positive reflections about Foucauldian panopticism by stating that “I don’t have the impression of being observed.” Since the feeling of not being observed reduce students’ anxiety it becomes an important factor in learning.

Lastly, one of the students raises awareness about individual differences by stating her own learning habits as a person.

I learn best individually. I do not like some others to tell me how to study a certain piece of subject. Instead, I study and learn by myself. And searching through the Internet, reading articles about the subject and preparing a sample course for the whole class are just for me.

Negative Attitudes towards Learner-Centered Approach

The findings indicated that LCA has provided some negative reflections to cognitive and metacognitive; motivational and affective; developmental and social; and individual awareness. It is estimated that cognitive and metacognitive awareness of the students play a significant role in learning. Hence, power point presentations are considered to be a negative effect of cognitive learning with LCA. According to one student they are totally a useless effort against learning as s/he states:

I am opposed to my friend's presenting the course by PPP. They are like a parrot reading the text on the wall. No creativity, no critical thinking, no encouragement. And the slideshows are totally a waste of time. They not only discourage discussion groups but also become a hindrance to learning.

Another student, dealing with cognitive and metacognitive awareness, shares a common perception among the students. Most of the students in this study overtly state that in LCA just the presenters study, the rest of the class physically exist in the class not mentally:

No one studies in LCA except the presenters. All presenters know only their subjects, which mean only a chapter in a whole book. And also sometimes the presenters do not have any idea what they are presenting. The rest of the class go on pretending that everything is OK!

Given the motivational and affective awareness, the students express their concerns about the results of unwillingness because, in this study it was found that minor negative attitudes among students also affect rest of the class. For instance, in LCA, what is *sine qua non* is the participation of the students. But when few students show a sense of unwillingness then the whole atmosphere of the class suddenly changes. One student makes a deeper analysis of the effect of this upon the class: "Some of the students neither want to get involved with each other nor want to participate no matter what the subject is. And their reluctance demotivates the rest of the class." Another student by attaching the attention to the assessment strategy states, "I think being evaluated by the students as listeners is unjust. I do not like being evaluated by the students. We are not at equal terms with our classmates. They cannot judge my grade."

As the data obtained from this research also demonstrate the developmental and social awareness of the students in terms of students' inclination towards grouping. As being a member of a group is compulsory in LCA. However, grouping causes some problems among students. While some of the group members struggle to cope with heavy workload some of the others enjoy their time:

Although we are a group, I did most of the work, from the phases of investigation and preparation to presentation and practice. If the other members of group know that you are the one to be trusted then they let it go. However, I feel uneasy, and I have had to check every part over and over again without any help. Yet, it is considered a group work. We all get almost the same grades!

By attaching attention to individual awareness, a student says that being a group requires not only cooperating in the class environment but also in some other places, which means organizing, planning and keeping the others' schedule as well.

I really like to study on my own. And I don't like group working for the simple reason that there have always been a number of complications out of class meetings and discussions. You know, everyone is not punctual. So you waste your time and energy just for waiting a member who contributes nothing to the assignment!

Individual differences again play a crucial role in LCA. For instance, a silent and introvert learner admits that, "It is not easy to reduce or control your anxiety when all eyes are on you." What is more,

students are expected to participate and collaborate in LCA, but sometimes the students just want to listen to the presenters silently, as the following data extract shows: “When the presenter asks questions students never answer back. Yet, they hesitate to involve in a critical discussion.”

One student’s observation about the individual differences emphasizes the fact that better students make their presentations better while those of the less advanced ones are pointless and useless since they consider their efforts futile, as the data extract below shows:

Actually, as a pre-service teacher of English I internalize social interaction. I like the idea of searching about the subject, preparing and presenting it to my friends. And I also like listening to my friends since each week the presenter changes and it becomes a dynamic course. Better than just following a teacher. But, as has been experienced, better students present the course better, that is, better than those who are not well-prepared or who ignore their responsibility. This means that there is very little thing the better ones can learn from the others.

Additionally, one point must also be noted that some of the students are neither in favour of LCA nor TCA, by stating that “The class should be something in-between, namely neither TCA nor LCA.” These students are in a position of in-betweenness as one student depicts:

Theoretical background of the course was provided by the teacher in a TCA environment. If theoretical approach had been put into practice by the students learning would have occurred better. Thus neither TCA nor LCA is useful singly.

Discussion

Four main results were obtained from the study. The first is that both LCA and TCA have contributed considerably to students’ awareness in learning such as cognitive and metacognitive; motivational and affective; developmental and social; and individual awareness, as has already been stated. Secondly, the students provide some negative attitudes to both LCA and TCA in terms of similar awareness in learning. Although the results of this study clearly indicate that the benefits of LCA outweigh TCA, TCA can also be considered valuable for the professional development of pre-service teachers of English as it increases their awareness of various approaches, methodologies and techniques in ELT.

The result of this study seems to suggest that pre-service teachers, if being trained with the implementations of LCA, can establish a significant link between theory and practice and have many opportunities to reflect on their own perceptions. The results also seem to indicate that the participants developed their analysis and synthesis skills, critical thinking, comprehension, understanding their own learning processes and learning how to transfer knowledge. They gain knowledge about language teaching methods and techniques as the course’s main target is how to teach English to young language learners. The results also indicate that most of the participants did not like the idea of being observed by the teacher in terms of Foucauldian panopticism. Additionally, the participants’ attitude to LCA in terms of predictability of the course seems to be very positive, since the predictability of the course gives the participants a sense of safety. Some participants have considerable enthusiasm for preparing collaborative tasks, in which they participate actively in the activities. It is also found that the atmosphere of the classroom changes from a monotonous to a dynamic one by the various activities in the classroom. What is more, the teacher’s explicitly lowering her status to the degree of learners is perceived to have created an atmosphere of respect and equality in the classroom. Thus, the participants gain self-confidence in learner-centered classroom environment. One of the most significant data obtained is that the students all believe that the knowledge rested in the long term memory because the practices remain in mind. And lastly, the results indicate that the students learned better with LCA than TCA.

Whereas LCA has some positive contributions, some negative reflections to LCA are also provided by the participants in terms of similar awareness. Firstly, LCA distinguishes itself from TCA mainly in its dealing with Foucauldian panopticism. Some of the participants, who are introvert and in favour of individual learning, express that they like neither being observed by the teacher nor by the students. Namely, LCA provides some negative data particularly on panopticism, that is, very few students like the idea of being observed as they think it increases their anxiety. The results indicate that the participants' main problem is that they show little or no interest on the subjects as the members of the groups present the course. The results indicate that many participants study just their presentations, which covers only one week; the rest of the eleven week they are just like guests in the classroom. Many participants honestly define that just the presenters study their subjects and the rest of the class do not have any idea about what is going on in the classroom. Furthermore, when the subject is presented by the use of power point, the participants state that the subjects become pointless, meaningless and useless on the eyes of other participants. Even few participants express that they do not learn anything. Additionally, very few participants are of the opinion that the high-achievers study harder and their workload is heavier than the others in the group. And since the low-achievers trust the high-achievers, they enjoy their times without contributing anything to the group. And, successful students are also opposed to be evaluated by the others in the class; they think that the ones who are not studying enough and who know less than them do not have the right to judge their grades. And it is also found that it is not as easy as it looks to stir the class and create an atmosphere of discussion. What is more, it is concluded that some participants' unwillingness affects students' motivation negatively. And lastly, few participants state that they do not like to be a member of a group and to be involved in a critical discussion. And the results also indicate that the participants attempt to create negative attitudes as the assessments are made by the other participants in the classroom.

As for TCA, the results of this study also seem to suggest that only few pre-service teachers reflect positive attitudes to cognitive and metacognitive awareness, particularly on issues such as critical thinking, comprehension, transferring knowledge, long term memory, etc. Yet, they attempt to create positive attitudes as the assessments are made by the teacher, who is believed to be fair in dealing with the students' grades. The role of the teacher is one of the other positive stimulants as few participants state that neuro-linguistic discourse of the teacher is a stimulant to learning in terms of productive and communicative skills. And also the teacher's intentional superiority over the students causes a feeling of safety among few of the students as they feel that teacher knows everything. Additionally, the results indicate that the teacher's explaining the subjects in detail and digressing the subject if there is something unclear also affects students' attitudes positively. Also, few participants make positive remarks about motivation and self-confidence. And lastly, it is found out that few students are of the opinion that they are accustomed to TCA traditionally, which requires a little effort from the students and expects too much from the teacher. On the other hand, the results indicate that most of the students are confident since there is nothing to do before the class except reading the chapters of the course book, which they most of the time ignored. Yet, the results indicate that few students learn better with TCA than LCA.

The negative reflections toward TCA, most of the participants express that they are unrest in the class as they are sure that they are always followed by the teacher. Thus, in some sense, Foucauldian panopticism becomes a main factor in participants' attempt at overcoming with stress and anxiety. Namely, the participants overtly state that they do not like being under constant surveillance as it increases anxiety. The participants' other concern about the course is primarily on selecting, employing and evaluating learning strategies as they declared that they suffer from having no voice in deciding what and how to learn. And that the assessment criteria is related with traditional testing techniques and the participants are required to memorize what the teacher told in the class make the students reflect negatively to TCA. In TCA, the participants also provide insights into the way they process learning. Namely, they believe that knowledge rests in the short term memory, which is useless, as there are no practices in the classroom environment. Additionally, as the course is teacher-centered many participants show little enthusiasm in listening to their teacher's lecture as they are getting bored of following the teacher. Additionally, it is indicated that most of the students are of the opinion that they suffer from

monotonous structure of the course by emphasizing the fact that predictability kills creativity. Moreover, the class becomes a place of silence as the course is presented only by the teacher. Thus, it is found that the silence in the class becomes a main hindrance which prevents learning. And interestingly enough, the participants are regretful about their teacher's lecturing unceasingly from the beginning to the end of the course as they think that the teacher gets tired of physically and mentally.

The discussion of the results found in the study in comparison to the findings of previous studies can be summarized under four headings: the positive and negative attitudes of the pre-service teachers of English towards LCA; the positive and negative attitudes of the pre-service teachers of English towards TCA. Firstly, the results of the present study indicate that LCA has significant contributions on active learning, connecting new learning to prior learning, stimulating interest as it is underlined by Bangsber (2003) that LCA provides students' choice and control. The results of the study are also consistent with that of Cornelius-White (2007), whose study advocates that teacher student relationships are effective if teacher's empathy, positive regard, and the encouragement of critical thinking become at the focus of learning. Furthermore, the results of the present study suggest that the participants provide positive reflections towards learning environment, much as Bangsber found that LCA provides a caring and supportive learning environment (2003). The results also specify that as students interact with each other they are actively engaged in negotiation of meaning as Antón (1999) stated. The results also indicate that whereas some students do not like the way the teacher gives the course, much as Allwright and Bailey (1991) suggested that within a given class, some feel unable to get on with a teacher who is well-liked by others in the same class. However, the results obtained about the assessment procedure are different from that of Duncan and Cohen (2011). Though Duncan and Cohen (2011) propose that if tolerable amount of opportunities are provided for learner-centered assessment the students dedicate more time and energy, the present study indicates that students believe it is unfair to have the students grade each other. Yet this study is also different from that of Little (2005), whereas in his study participants are believed to be a part of evaluation, in this study the participants believe that they should not be involved in the evaluation process. And the results of the study clearly indicate that LCA increases motivation as found by Oscarson (1997). LCA, as proposed by Germaine (1982), is also functional in designating learner's needs in this study.

Secondly, according to the negative reflections to LCA, some students demonstrate their attitudes on panopticism as it is something which they refuse consent. As this study is the first one which mainly deals with participants' attitudes to panopticism, there is neither verification nor contradiction in literature. Though Wenden (2002) found out that students were expected to become their own teachers by taking over the management tasks of the teacher, the present study found that the participants have negative reflections particularly on risk-taking. Additionally, the findings in the present study are similar in terms of risk-taking to the results reported by Brooks-Lewis (2009), whose study emphasizes that risk taking is an integral part of language learning and adults are unwilling to put themselves in a position of making mistakes. The results of the study demonstrate similar results put forward by Antón (1999), particularly its dealing with teacher-student interaction as minimal. And as Cuban (1983) advocates that teacher talks and questions more than the students do, similar things are experienced by the implementation of TCA in this research. As the previous research (Cohen, 1988) defines, the students are just the listeners or accumulators in our study as well.

Thirdly, the results of the present study indicate that TCA has some minor contributions on the attitudes of pre-service teachers of English. In literature review, no data has been found in terms of EFL learners' attitudes towards TCA, particularly by taking account of Foucauldian panopticism. Thus, it is impossible to compare and contrast the findings in this study. However, very few students reflect positive attitudes to TCA. The students state that they are all accustomed to TCA since their childhood traditionally. Thus, they create positive remarks on teacher's attitude. Even the teacher's superiority do not have a significant effect on students as they are familiar to the learning system. And interestingly enough, intentional superiority of the teacher over the students causes them feel safe. And few students also express their enthusiasm on the neuro-linguistic discourse of the teacher. And lastly, the results indicate that few students make positive remarks about motivation and self-confidence.

Fourthly, the results of the present study indicate that participants provide some negative reflections towards TCA. The negative results of TCA are mostly about the attitudes of the students towards their teacher. Principally, the students generally suffer from Foucauldian panopticism, they hate being observed by the teacher. The results also confirm to the research of Cuban (1983), in that most of the students criticize that they have to memorize factual information in TCA. The results of this study also indicate that TCA fails in supporting learners' socio-cultural interaction, as stated by Antón (1999). Moreover, the teacher's implicitly having higher status than the students' have, namely making the students feel themselves inferior subliminally, is perceived to have created an atmosphere of unrest and inequality in the classroom in TCA. And in TCA, the students are always under the control of their teachers just like a supreme God. And similarly, most of the students in TCA express that they do not like being observed. In such a case, they stated that they feel uncomfortable, an emotion which becomes a main hindrance against learning.

It must be acknowledged that all the students are not on the opinion of LCA or TCA. As has been stated, few students agree that they are neither in favour of TCA nor LCA. Because in each cases few participants suffer from being observed, namely from *panopticism* either by the others or by the teacher in the class.

It is obvious that one teacher training course will not promptly change the pre-service teacher's attitudes towards learning approaches. Because it is widely accepted that "the effectiveness of a course depends on both the quality of the course and the readiness of its students" (Horwitz et al., 1997, 525). However, from the perspective of the students, Teaching English to Young Language Learners I and II have made a great contribution to the students' awareness in learning in order to distinguish the relationship between LCA and TCA. They also feel that they better understand the perspectives and perceptions of the students in two different environments. On the one hand, the comments made on learning and understanding the core of the course suggest that most of the participants might not make a drastic change in their learning styles because of their individual differences. For instance, in LCA while some of the participants are open to collaborative works some of the others are not enthusiastic about the presentations. Contrastively, some of the others are not even capable of assessing their own needs and abilities. On the other hand, LCA requires a certain will on the part of the learners. If the will is not met with a skilful help, in this case the teacher, then the students lose their interest, confidence and skills to accomplish that will.

Various themes emerged in the analyses of the data, one of which is discussed in this article: learner's attitudes towards the implementation of both TCA and LCA in learning an academic course. LCA is remarkably more positive than TCA with a variety of reasons. Because students feel that the implementation of learner-centered in classroom and its incorporation in teaching and learning experience are helpful and encouraging. Thus, it makes the learning process both meaningful and purposeful. However, students need to realize that presenting in front of the class is a way of progressing not only in a particular course, but also in teaching practices and techniques. Because LCA is an opportunity to implement some teaching strategies in classroom environment.

As a final note, it is significant to note that the study also has limitations. As the scope of the study was confined to the data collected qualitatively using a background questionnaire, interviews, classroom discussions, and essay papers, the subjects of the study were limited to 70, which later reduced to 65 because of the absentees, EFL learners at ELT department of Balikesir University. Given that the study holistically investigates the effects of TCA and LCA in language learning on EFL learning process, further studies should focus deductively on the factors that affect learning on foreign language learning process.

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Appendix I. Positive Reflections towards LCA

Statements	Number	Frequency %
<i>Cognitive and metacognitive awareness</i>		
It developed analysis and synthesis skills	38	4.99
It developed critical thinking	39	5.12
It improved comprehension.	26	3.42
It helped me understand my own learning process.	49	6.44
It enabled me to transfer knowledge to the other subjects.	19	2.50
It enabled me to employ different strategies to learning.	22	2.89
It enabled me to find an opportunity to activate my mental process.	24	3.15
<i>Motivational and affective awareness</i>		
It promoted learning with the adaptation of interactive pedagogic practices.	29	3.81
It promoted changing the atmosphere of class from monotonous to dynamic.	58	7.62
I helped me gain self-confidence.	16	2.10
It made me feel safe and relax.	55	7.23
I liked the predictability of the course.	46	6.04
I liked the idea of not being observed only by the teacher.	57	7.49
I liked teacher's lowering her status to the degree that of students.	37	4.86
I liked being evaluated by my friends.	12	1.58
<i>Developmental and social awareness</i>		
I learned by participating actively in the activities.	48	6.31
I learned by coordinating a collaborative task.	22	2.89
It helped me convert theoretical approaches into practical ones.	24	3.15
Collaborative practices promoted knowledge to be rested in the long term memory.	44	5.78
<i>Individual awareness</i>		
I learned better with LCA than TCA.	40	5.26
I learned by collaborative tasks.	18	2.37
It caused me aware a wide variety of practices as the presenters changed every week.	38	4.99
Total	761	100

Appendix II. Negative Reflections towards LCA

Statements	Number	Frequency %
<i>Cognitive and metacognitive awareness</i>		
I did not learn anything as most of the presentations were useless and pointless.	9	2.27
The presenters studied weekly, the rest of the class existed in the class only physically.	24	6.05
Mostly, the presenters did not have any idea about what they were presenting.	18	4.53
All students knew only their subjects not the others.	36	9.07
There was no critical thinking.	12	3.02
<i>Motivational and affective awareness</i>		
I did not like being evaluated by the low-achievers as it was unjust and subjective.	28	7.05
I did not like being observed while presenting the course as it increased anxiety.	15	3.78
I did not like my friend's ignoring their presentation.	37	9.32
I did not like my friends' presenting the course with PPP	33	8.31
While I was overloaded with preparation, the others in the group enjoyed their time.	16	4.03
When I asked questions to stir the class there had always been a brief silence.	36	9.07
As the low-achievers trust the high achievers, they contribute nothing to the presentations	12	3.02
<i>Developmental and social awareness</i>		
I did not like my friends' presenting the course.	14	5.53
I did not like the chaotic atmosphere in the class.	11	2.77
I did not like my friends' unwillingness as it demotivated the rest of the class.	33	8.31
I did not like to be involved in a critical discussion.	19	4.79
Group work was unjust as only one or two in a group prepared it.	18	4.53
<i>Individual awareness</i>		
I did not like participation no matter what the subject was about.	11	2.77
I did not like forming a group and being a member of a group.	8	2.02
Grouping necessitated a lot of requirements, which I did not like at all.	7	1.76
Total	397	100

Appendix III. Positive Reflections towards TCA

Statements	Number	Frequency %
<i>Cognitive and metacognitive awareness</i>		
It developed analysis and synthesis skills.	5	1.47
It developed critical thinking.	6	1.76
It improved comprehension.	9	2.64
It helped me understand my own learning process.	11	3.23
It enabled me to transfer knowledge to other subjects.	4	1.17
I learned how to retain knowledge in long term memory.	8	2.35
I could employ strategies to learning.	7	2.05
I learned better as the teacher explains everything in detail.	26	7.62
<i>Motivational and affective awareness</i>		
I liked neuro-linguistic discourse of teacher.	29	8.50
I liked teacher's presenting the course as it provided input.	21	6.16
I liked TCA as teacher digressed the subject if there were something unclear.	17	4.99
I liked TCA as the assessment criteria was equal to all.	35	10.26
I felt much more secure under the control and guidance of teacher.	9	2.64
I am accustomed to studying with teacher-centered traditionally.	15	4.40
It reduced my anxiety.	12	3.52
It increased motivation and self-confidence.	7	2.05
<i>Developmental and social awareness</i>		
It improved my productive and communicative skills.	4	1.17
Teacher-centered environment increased my learning.	10	2.93
TCA will contribute to my future teaching career.	6	1.76
<i>Individual awareness</i>		
I learned better with TCA than LCA.	15	4.40
I have already been accustomed to TCA.	22	6.45
I was confident as there was nothing to do before the class except reading the course book.	50	14.66
It helped me think from a wide range of perspectives as teacher gave detailed examples.	13	3.81
Total	341	100

Appendix IV. Negative Reflections towards TCA

Statements	Number	Frequency %
<i>Cognitive and metacognitive awareness</i>		
I was not allowed to selecting, employing and evaluating learning strategies.	34	6.68
I had no voice in deciding what and how to learn.	38	7.47
I had no role in learning and teaching.	24	4.72
I could never transfer the knowledge as there were no practices.	26	5.11
<i>Motivational and affective awareness</i>		
I was not confident that I could discuss a topic.	22	4.32
I had to memorize what the teacher told in order to pass the course.	35	6.88
I listened to the teacher involuntarily.	33	6.48
I got bored because of listening to the teacher, a monotonous class.	38	7.47
I did not like being observed by the teacher as it increased anxiety.	45	8.84
I do not like being evaluated by the teacher.	8	1.57
<i>Developmental and social awareness</i>		
I did not like being observed by the teacher.	35	6.88
I did not like teacher's way of presenting the course.	18	3.54
I did not like the silence in the class, except for the teacher.	40	7.86
I did not like teacher's asking questions all the time.	25	4.91
I felt pity for the teacher because she talked unceasingly.	9	1.77
The knowledge rested only in the short term memory because of no practices.	40	7.86
<i>Individual awareness</i>		
It discouraged me to be actively involved in the learning process.	9	1.77
I did not like participation, may be it was pathological.	19	3.73
I was confused most of the time as the teacher never stopped lecturing.	11	2.16
Total	509	100