

# The advantages of the LCT in teaching English



## GENERAL INFORMATION

### Trainer:

Liza Al-Shurmani



**Number of participants:** 5-25 people

**Language:** English

## COURSE CONTENT

### Description:

The training shows how a teacher's self-image can either Discover the transformative power of Learner-Centered Teaching (LCT) to unlock student potential, creativity, and autonomy in your classroom. This course equips educators with practical strategies to shift from traditional teaching models to a dynamic, student-driven approach where learners take an active role in their own growth.

Focusing on key methods that build engagement, responsibility, and deep learning, this course will help you explore the advantages of LCT specifically for English language teaching. You'll learn how to provide meaningful, constructive feedback that enhances student learning, and boosts motivation.

Through a blend of theory and hands-on practice with real course materials and custom-designed activities, this course ensures you're fully supported in putting LCT principles into action. By the end, you'll feel confident in guiding students with flexibility and creativity, creating a classroom environment where learners are inspired to lead and engage.

Embrace a teaching approach that enriches not only your students' learning experiences but also your own professional journey. Join us to learn and elevate your classroom with LCT!

### Aims and objectives:

#### Objectives:

1. Build a comprehensive understanding of Learner-Centered Teaching (LCT) by exploring its core principles and methodologies.
2. Prepare teachers with practical skills to implement LCT strategies effectively.

#### Aims:

1. Enable teachers to gain a comprehensive understanding of the theoretical framework and practical application of Learner-Centered Teaching (LCT), recognizing its importance, benefits, and challenges in modern education.
2. Familiarize teachers with key LCT methodologies—including active learning, autonomous learning, collaborative learning, and inductive teaching—and provide opportunities to apply these methods using their own coursebooks.
3. Help teachers understand the importance of student autonomy, especially in digital and hybrid educational settings, and explore strategies to support self-directed learning.
4. Equip teachers with practical techniques for implementing LCT strategies—such as clear instruction, effective feedback, and activity-based learning—to enhance student engagement and learning outcomes across diverse classroom environments.

#### Learning outcomes:

1. Teachers will be able to explain the foundational concepts of Learner-Centered Teaching (LCT), including its focus on student autonomy, active learning, and personalized education.
2. Teachers will be able to design lesson plans that prioritize student engagement, incorporate active learning techniques, and foster critical thinking skills.
3. Teachers will be able to create learning environments that are respectful, inclusive, and responsive to the diverse needs of students.
4. Teachers will develop strategies to encourage student independence, helping students take ownership of their learning through self-directed projects and reflective activities

#### Target group:

While this course is primarily created for English teachers, it is designed to be adaptable for educators across all subjects and classroom settings. The principles of Learner-Centered Teaching (LCT) can be effectively applied by teachers at any level, including university instructors, ensuring its relevance in various educational environments.

**Required language level of the participants:** At least B1-C1

**Duration:** 35 lessons, 7 days

# Schedule\*



<b>SUNDAY</b>	<p><b>Welcome session:</b></p> <ul style="list-style-type: none"> <li>• Ice breaking games</li> <li>• Week briefing and planning</li> </ul>
<b>MONDAY</b>	<p><b>Introduction to Learner-Centered Teaching (LCT)</b></p> <ol style="list-style-type: none"> <li>1. Warm-Up and Introductions             <ol style="list-style-type: none"> <li>a. Icebreaker activities.</li> <li>b. Course expectations and agenda.</li> <li>c. Establishing goals “Applying learner-centered methods to their current coursebooks”.</li> </ol> </li> <li>2. Understanding Learner-Centered Teaching             <ol style="list-style-type: none"> <li>a. Overview of LCT principles (definition and advantages).</li> <li>b. Discussion on the transition from traditional to learner-centered approaches, with participants sharing experiences.</li> <li>c. Teachers’ roles and challenges.</li> <li>d. What does LCT include more?</li> <li>e. Key points for facilitating sensitive discussions.</li> </ol> </li> <li>3. Workshop: Applying LCT to Coursebooks             <ol style="list-style-type: none"> <li>a. Teachers analyze their own coursebooks, identifying areas to integrate learner-centered techniques.</li> <li>b. Group activity to brainstorm practical modifications.</li> <li>c. Teachers set specific personal goals for implementing LCT in their classroom.</li> </ol> </li> </ol>
<b>TUESDAY</b>	<p><b>Autonomous Learning</b></p> <ol style="list-style-type: none"> <li>1. Warm-Up Activity             <ol style="list-style-type: none"> <li>a. Discussing personal experiences with autonomy in learning.</li> </ol> </li> <li>2. Exploring Autonomous Learning             <ol style="list-style-type: none"> <li>a. Definition and importance of autonomous learning.</li> <li>b. Theories and practical applications from the thesis, such as setting learning goals and self-assessment.</li> <li>c. The importance of Autonomous Learning within the digital world.</li> <li>d. Is Autonomous Learning for adults only or can it be applied for kids too?</li> </ol> </li> <li>3. Workshop: Developing Autonomous Learning Strategies             <ol style="list-style-type: none"> <li>a. Teachers create activities to encourage autonomy.</li> <li>b. Plan how to integrate technology to support independent learning.</li> <li>c. Teachers share the ideas.</li> </ol> </li> </ol>

<b>WEDNESDAY</b>	<p><b>Active and Collaborative Learning</b></p> <ol style="list-style-type: none"> <li>1. Warm-Up             <ol style="list-style-type: none"> <li>a. Review key takeaways from the previous day.</li> </ol> </li> <li>2. Active Learning             <ol style="list-style-type: none"> <li>a. What is Active Learning?</li> <li>b. What is advised to consider as teachers using Active Learning?</li> <li>c. Benefits of Active Learning.</li> <li>d. Discussing methods such as hands-on activities, problem-solving tasks, and role-playing.</li> </ol> </li> <li>3. Collaborative Learning Strategies             <ol style="list-style-type: none"> <li>a. What is Collaborative Learning?</li> <li>b. Exploring the benefits of students working in groups and peer learning.</li> </ol> </li> <li>4. Workshop: Creating Active and Collaborative Learning Activities             <ol style="list-style-type: none"> <li>a. Teachers develop tasks that incorporate active and collaborative methods, using their coursebook content.</li> <li>b. Sharing and receiving feedback from peers on the designed activities.</li> </ol> </li> </ol>
<b>THURSDAY</b>	<p><b>Inductive Learning and Student-Teacher Engagement</b></p> <ol style="list-style-type: none"> <li>1. Warm-Up</li> <li>2. Inductive Learning Approaches             <ol style="list-style-type: none"> <li>a. Description of Inductive Learning.</li> <li>b. Examples of how it can be used to teach grammar or vocabulary.</li> </ol> </li> <li>3. Enhancing Student-Teacher Engagement             <ol style="list-style-type: none"> <li>a. What does Student-Teacher Engagement mean?</li> <li>b. Techniques to improve the quality and quantity of student interactions.</li> <li>c. Tips on giving clear instructions.</li> <li>d. Discussing the balance between guidance and student autonomy.</li> </ol> </li> <li>4. Workshop: Designing Engaging Lessons             <ol style="list-style-type: none"> <li>a. Teachers create a lesson plan incorporating inductive learning and strategies.</li> <li>b. Sharing lesson plans in small groups for critique and improvement.</li> </ol> </li> </ol>
<b>FRIDAY</b>	<p><b>Project Implementation and Reflection</b></p> <ol style="list-style-type: none"> <li>1. Warm-Up: Preparing for the Final Project             <ol style="list-style-type: none"> <li>a. Recap of the week’s topics and discussing how to integrate all the methods learned.</li> </ol> </li> <li>2. Project Development             <ol style="list-style-type: none"> <li>a. Teachers use their coursebooks to design a mini-unit (2-3 lessons) implementing LCT, Autonomous Learning, Active/Collaborative Learning and engagement strategies.</li> </ol> </li> <li>3. Presenting Projects             <ol style="list-style-type: none"> <li>a. Each teacher presents their mini-units, explaining how each method is applied.</li> <li>b. Group feedback and discussion on different approaches.</li> </ol> </li> </ol>
<b>SATURDAY</b>	<ul style="list-style-type: none"> <li>• Fun activities for closing</li> <li>• Mutual feedback</li> </ul>

**\* Notes:**

- the schedule describes likely activities but may be modified in accordance with the requests and needs of the participants;
- presentations of the participants’ schools may be divided up and take place after the breaks on each day of the course.



## ADDITIONAL INFORMATION

**Certificates awarded:**

Certificate of Attendance, Europass certificate and/or Learning agreement complement

**Price:** EUR            including course, Erasmus+ documentation and a cultural activity

**Location:**

**Date:**



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