

Course Title	Learner-Centered Teaching
Category	Existing course with 100 per cent revision
Course Code	ELE 124 (Core)
Semester	II/ Cross-listed with MA (ELT)
No. of Credits	5
Name of the Faculty Member	Prof. J. Savithri
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Time Slots	2 – 4 pm (Monday) and 11 am – 1 pm (Tuesday)
Course Description	<p>Brief Description</p> <p>Learner centred teaching is involving learners in the learning process by shifting the focus from the teacher to the learners. Learning-centred methods include active learning, cooperative learning, inquiry-based learning, discovery learning and so on. To make the classroom learner-centred, the teacher must understand that each student uses their own language learning strategies, learning styles, multiple intelligences in the process of learning the language. Hence, developing an idea of these is essential to make the classroom more learner-centred.</p> <p>Aim of the Course</p> <p>The aim of this course is to familiarize students with different learning strategies, learning styles, and multiple intelligences proposed by different researchers along with some practical ideas for incorporating learner-centred activities in the classroom.</p> <p>This course is in alignment with the Programme Specific Objective (PSO) of MA TESL - Be able to make meaningful connections between curricula, syllabi, course materials, and methods of teaching with theories of language learning</p> <p>Course Outcomes:</p> <p>By the end of the course, the students are expected to</p> <ul style="list-style-type: none"> • understand different types of learning strategies, learning styles and multiple intelligences • gain knowledge on learner-centred approach and learner autonomy • practical knowledge on learner-centred activities <p>The course is divided into the following modules:</p> <p>Module 1: Language Learning Strategies Module 2: Learning Styles Module 3: Multiple Intelligences Module 4: Learner-centred approach, Learner Autonomy Module 5: Learner-centred activities</p>

Course delivery	Lecture method, discussion, group work, experiential learning in the form of designing and conducting learner-centred activities
Evaluation Scheme	Internal assessment: 40% (sit-in exam/ assignment / presentation) End semester examination: 60% (Sit-in exam / Project)
Reading list	<p>Suggested reading:</p> <p>Benson, P. (2011). <i>Teaching and researching: Autonomy in language learning</i>. London: Routledge.</p> <p>Oxford, R.L. (1990). <i>Language learning strategies: What every teacher should know</i>. Boston: Heinle & Heinle.</p> <p>Reid, J. (1995). (ed). <i>Learning styles in the ESL/EFL classroom</i>. Boston: Heinle & Heinle.</p> <p>Gardner, H. (1983). <i>Frames of mind. The theory of multiple intelligences</i>. New York: Basic Books.</p> <p>Scharle, A., & Anita S. (2000). <i>Learner autonomy: A guide to developing learner responsibility</i>. Cambridge: CUP.</p>