LEARNER-CENTREDNESS
IN IELTS PREPARATION

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As migration trends are generally increasing day by day, more and more people need to take IELTS exam to live or study in another country. However, IELTS preparation can sometimes be a challenging process with a lot of struggle in order to achieve a desired score. Thus, creating learner-centred lessons that would help to reach IELTS goals becomes the matter of first necessity for the IELTS teacher.

Being learner-centred means alternative lesson shapes to the traditional lesson shapes where the teacher is the centre of the classroom. Traditional approaches have often been seen as authoritarian, hierarchical and lacking the room for learners. It's the principle where the learner becomes the focus of the lesson rather than the teacher.

We offer a learner-centred lesson of 8 -10 learners studying for the IELTS exam. The lesson focuses on reading and listening skills in class. The main goal is by the end of the lesson learners have a better understanding of one of the points mentioned above.

Aims:

– to enrich students' vocabulary on the topic 'Workplace' and their ability to use it in IELTS speaking parts 2,3 (based on the listening)

– to develop students' listening skills (word recognition and connected speech recognition) while working with listening tasks from Cambridge IELTS 7, test 1, section 3.

Level: upper – intermediate (number of students: 8-10)

Stage & timing	Procedure (What the students do)	Rationale (Predicted learning outcomes and	Potential problems and their solutions. (Include ideas for differentiation here).

		reasons for activity)	
Open schema 5 min	Ask students about possible differences between people in the workplace. Sts tell peers. Open class.	To create interest in lesson theme	It may be difficult for students to answer on the spot, so they will have one minute to think before answering.
Pre-teach lexis 5 min	Use visuals and narratives to elicit blocking lexis: fundamentally, neglect, overrated, incentive, break the mould	To make sure students have the lexis that will allow them to do listening tasks	Break the mould. Students may think that it literally means to remove fungus. Teacher uses CCQs (context check questions): 'Is this used in literal meaning or is it an idiom?' Idiom. Fundamentally. Students may think that fundamentally is an adjective. Teacher uses CCQs: 'Is this an adverb or an adjective?' Adverb. Incentive. Students may think that incentive is an adjective because of the ending -ive . Teacher asks: What part of speech is it? Noun. Neglect. Students may think that neglect means forget. Teacher uses CCQs: 'Does neglect mean 'forget' or 'fail to care? 'Fail to care. Overrated. Students may not pay enough attention to spelling of the word with double 'r', so teacher draws students' attention to this and writes the word on the board.
Gist listening 6 min	Sts look through the tasks quickly to get the general idea. The teacher turns on the recording. Sts do task individually.	To train separate words recognition for the IELTS listening.'	Students may not be attentive while reading the task. Teacher uses ICQs: 'Can you write more than one word?' No. You may write one word only.

	Sts check answers in pairs. Sts share answers in open class and decide if they agree.		
Detail reading 14 min	For students to process the listening in depth. Sts do task individually. Sts check answers in pairs. Sts share answers in open class and decide if they agree. If there are some places that some students don't hear, the teacher turns on the recording again.	To train connected speech recognition in detailed listening	Students may not know that all the questions are chronological. The teacher instructs about this.
Controlled practise 5 minutes	Sts describe a conflict in the workplace that was successfully resolved. Sts should describe the conflict, say when it happened, where it happened and why they think it was successfully resolved. Sts have 1 min to think, then work in pairs. Open class.	To train the target vocabulary in speaking, to train the speaking part 2 skills.	Sts may think they should speak for 1 minute only. Teacher asks 'How long should you speak?' Up to two minutes.
Free speaking practice 20 min	Sts answer part 3 questions What are the main reasons of the	To train speaking part 3 skills. Sts	Students may give very short answers. Explain that they should give developed answers and introduce the strategies ' I ......

	conflicts in the workplace? What are they? Are there many differences between individuals in the workplace? What are they? Why do you think this is?	speak in pairs (partner A acts as examiner, partner B as a candidate, then change roles), open class.	but/however/although ……' or 'I …….now but in the past I ……' to make answers longer.
5 min	Delayed correction	To correct mistakes	Sts may not understand the corrected mistakes, so the teacher writes sentences with mistakes on the w/b and asks 'Can we say like that?' encouraging students to think and correct themselves and gives the correct answer in the end.

ВПРОВАДЖЕННЯ МЕТОДУ КЕЙС-СТАДІ
В ОСВІТНІЙ ПРОЦЕС ВНЗ

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Сьогодні іноземна мова є не лише частиною культури певної нації, але і запорукою успіху, майбутньої успішної кар'єри студентів. Досягнення високого рівня володіння іноземною мовою неможливо без фундаментальної мовної підготовки у вищій школі. У більшості вузів країни студенти опановують принаймні дві іноземні мови.

Сучасні освітні технології, які використовуються для формування іншомовної комунікативної компетенції студента, є найбільш продуктивними для створення