**EXERCPTS FROM INTERVIEW TRANSCRIPTS**

**In a research which investigated teachers’ perceptions of being learner centred participating teachers were asked: “What does being learner-centred mean to you?”. Read their response and analyse the data with respect to “aspects of being a learner centered teacher”.**

**Teacher 1**

‘Learner-centredness’ to me allegorically means the teacher standing at one corner of a classroom and trying to help their learners (students) by making them learn from within themselves, namely, by rare reactions (instruction, advice, demonstration) towards pushing them to be the main focus in the classroom, not the teacher. LC gives the students more autonomy in the learning process and makes them feel more confident in acquisition and production. I have seen this myself as a learner in many activities and events where I felt the desire to go on and achieve more no matter the challenges and difficulties in the activity stages. LC is a way of offering the students opportunities of peer-collaboration, which is crucial to learning and student development.

**Teacher 2**

For me, “learner-centredness” bases on two pillars. Firstly, students are shifting from plain passive receivers of knowledge towards active and engaged explorers of new structures in the language classroom. That includes the inclusion of methods such as guided discovery or task-based learning as well as pair-work, group work or projects where learning takes place from student to student. Secondly, “learner-centredness” also means to move away from strict syllabuses and limited course books towards a classroom where syllabus and course book is based on life experiences, needs and wishes of the students (or at least reflects part of this). In other words, “learner-centredness” means to ask course participants about what they want to have included and how they want to be taught. “Learner-centredness” does not mean that the teacher becomes redundant. To create a student-centred classroom preparation work increases before and after lessons actually take place. Now, teachers more and more have to visualize and predict all possible changes or pitfalls in their lesson planning and have to be prepared to intervene if necessary. Also “learner-centredness” is not the golden cow that promises immediate and endless learning success. It is rather one more tool to provide interesting lessons and joyful learning experiences.