

**PRACTICES OF STUDENT-CENTRED TECHNIQUES BY
SECONDARY AND HIGHER SECONDARY LEVEL
ENGLISH TEACHERS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Suresh Nepali

Faculty of Education,

Tribhuvan University

Kirtipur, Kathmandu

2015

**PRACTICES OF STUDENT-CENTRED TECHNIQUES BY
SECONDARY AND HIGHER SECONDARY LEVEL
ENGLISH TEACHERS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Suresh Nepali**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2015**

T.U. Reg. No.: 9-2-57-1035-2005

Proposal Approval: 2013/06/15

Second Year Examination

Thesis Submission: 2015/08/14

Roll No. : 280816/ 067

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Suresh Nepali** has prepared this thesis entitled **Practices of Student-centred Techniques by Secondary and Higher Secondary Level English Teachers** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2015/08/14

Khem Raj Joshi (Supervisor)

Teaching Assistant

Department of English Education

Faculty of Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai

Professor and Head
Department of English Education
T.U., Kirtipur

Chairperson

Dr. Anju Giri

Professor and Chairperson
English and Other Foreign Language
Education Subject committee
Department of English Education
T.U., Kirtipur

Member

Mr. Khem Raj Joshi (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur

Member

Date: 2015/08/18

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai

Professor and Head
Department of English Education
T.U., Kirtipur

Chairperson

Dr. Anju Giri

Professor and Chairperson
English and Other Foreign Language
Education Subject Committee
Department of English Education
T.U., Kirtipur

Member

Mr. Khem Raj Joshi (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur

Member

Date: 2015/08/19

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2015/08/13

Suresh Nepali

DEDICATION

This thesis is dedicated to my Parents, Gurus, Gurumas and all of my friends.

ACKNOWLEDGEMENTS

This is my immense pleasure to come up with this work. This research would not have come to this form without regular support and co-operation from a number of individuals and consulting various books written by different writers.

First of all, I am very thankful to my thesis guide **Mr. Khem Raj Joshi**, Teaching Assistant of Department of English Education, T.U., for his instructions, genuine encouragement, useful comments, continuous guidance and feedback. Without his help, this research would not have been possible. Likewise, I am very grateful to **Dr. Anjana Bhattarai**, Professor and Head of the Department of English Education.

Likewise, my sincere gratitude goes to **Prof. Dr. Anju Giri**, Chairperson of English and Other Foreign Language Education Subject Committee, Faculty of Education, T.U., for her valuable suggestions. In the same way, I would like to express my gratitude to **Prof. Dr. L.B. Maharjan** for his suggestions and feedback while accomplishing this task. Likewise, I want to express my sincere gratitude to my respected teachers **Mr. Prem Bahadur Phyak**, **Mrs. Madhu Neupane**, **Mr. Bhesh Raj Pokhrel** and all other faculty members for their suggestions and academic help which have made me able to write this thesis successfully.

I am equally indebted to secondary level and higher secondary level English teachers of Baglung district for availing me required data to accomplish this study. I would like to extend my hearty thanks to **Mrs. Madhabi Khanal** and **Mrs. Nabina Shrestha**, the Librarians, for their regular help and co-operation while consulting the library. I would like to thank all the authors and publishers whose books and journals have been used for secondary sources of data. I also express my appreciation to Miss Tulsi Nepali, Sunil Nepali, Kumar Pariyar, Ram Pratik Chaudhary, Madan Dhakal, Hira Bahadur Chhantyal and Bhumuraj Sunchauri who supported me in the process of primary data collection.

Finally, yet most importantly, I feel grateful to my wife Mrs. Rita Nepali for her regular support in every step of my life.

Suresh Nepali

2015

ABSTRACT

This research study entitled “Practices of Student-Centred Techniques by Secondary and Higher secondary Level English Teachers” was carried out to find out the practices of student-centred techniques in teaching English at secondary and higher secondary level. For collecting the data, forty-five English language teachers (15 from private secondary schools, 15 from government- aided schools, 15 from higher secondary schools) of Baglung district were taken as a sample using non-random sampling procedure. The study was survey research design. The tool for data collection was a set of questionnaire. The data were analyzed and interpreted both quantitatively and qualitatively. The main finding of the study is that secondary and higher secondary level English teachers have practised student-centred techniques in their classrooms. However, in the case of teaching poems, it is also found that they have used ‘explanation’ technique which comes under teacher-centred technique.

This research comprised five chapters. The first chapter deals with general background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definitions of the key terms. Likewise, the second chapter describes about teaching and learning, teaching techniques (Teacher-centred techniques and Student-centred techniques), various roles of English language teachers, teacher accounts of students-centred approaches, features of student-centred learning, paradigm shifted: focus on the student, student-centred teaching under ‘Review of related theoretical literature’. In addition, this chapter comprises review of related empirical literature, implication of the review for the study and conceptual frame work. Similarly, the third chapter covers all the areas of methodology dealing with the design of the study, population of the study, sampling procedure, data collection tool, data collection procedure and data analysis and interpretation procedure. In the same way, the fourth chapter focuses on results and discussion, analysis and interpretation of the data. The fifth chapter deals with the summary and implications followed by references and appendices.

TABLE OF CONTENTS

	Page No.
DECLARATION	IV
RECOMMENDATION FOR ACCEPTANCE	I
RECOMMENDATION FOR EVALUATION	II
EVALUATION AND APPROVAL	III
DEDICATION	IV
ACKNOWLEDGEMENTS	VI
ABSTRACT	VII
TABLE OF CONTENTS	VIII
LIST OF TABLES	XI
ABBREVIATIONS	XII
CHAPTER ONE : INTRODUCTION	1
1.1 Background	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definitions of the Key Terms	4
CHAPTER TWO : THEORETICAL AND CONCEPTUAL FRAMEWORK OF RELATED LITERATURE	5
2.1 Review of Related Theoretical Literature	5
2.1.1 Teaching and Learning	5
2.1.2 Teaching Techniques	7
2.1.3 Various Roles of English Language Teachers	14
2.1.4 Teacher Accounts of Student-Centred Approaches	16
2.1.5 Features of Student-Centred Learning	17
2.1.6 Paradigm Shifted: Focus on the Student	18
2.1.7 Student-Centred Teaching	20
2.2 Review of Related Empirical Literature	20

2.3 Implications of the Review for the Study	24
2.4 Conceptual Framework	25
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	27
3.1 Design of the Study	27
3.2 Population of the Study	28
3.3 Sampling Procedures	29
3.4 Tools for Data Collection	29
3.5 Data Collection Procedures	29
3.6 Data Analysis and Interpretation Procedure	30
CHAPTER FOUR : RESULTS AND DISCUSSION	31
4.1 Results	31
4.2 Discussion	32
4.2.1 Student-Centred Techniques as Modern Practices to Language Teaching	33
4.2.2 Role of Opportunity on the Part of Students	34
4.2.3 Teachers as Facilitators	35
4.2.4 Simulation and Role Play Technique in Drama Teaching	36
4.2.5 Explanation Technique for Teaching Poems	37
4.2.6 Teachers' Roles in the Classroom	38
4.2.7 Practices of Students' Participation in the Classroom Activities	38
4.2.8 Student's Background Knowledge for Teachers	40
4.2.9 Correlation of Techniques with the Nature of the Text	40
4.2.10 Practice of Discovery Technique for Grammar Teaching	41
4.2.11 Practice of Group and Pair Work in Teaching Dialogue	42
4.2.12 Use of Project Work Technique to Teach Grammar	43
4.2.13 Teachers' Practices for the Behavioural Achievements	44
4.2.14 Lecture Method and Its Usefulness	45
4.2.15 Strip Story Technique in Story Teaching	46
4.2.16 Availability of Teaching Materials in Applying Student-Centred Techniques	47

4.2.17 Project Work and Peer Correction Technique for Practice of Essay Writing	48
4.2.18 Students' Reaction Towards Student-Centred Techniques	49
CHAPTER FIVE : SUMMARY, CONCLUSION AND IMPLICATION	51
5.1 Summary	51
5.2 Conclusions of the Study	51
5.3 Implications of the Study	53
5.3.1 Policy Level	53
5.3.2 Practice Level	54
5.3.3 Further Research Level	54
References	
Appendix	

LIST OF TABLES

	Page No.
Table No. 1 Teachers' Responses on Student-Centred Techniques as Modern Practices in Teaching	33
Table No. 2 Role of Opportunity on the Part of Students	34
Table No. 3 Responses on Teacher's Role as a Facilitator	35
Table No. 4 Drama Teaching Using Role Play and Simulation	36
Table No. 5 Explanation Technique for Poem Teaching	37
Table No. 6 Attitudes Towards Teachers' Responsibility	38
Table No. 7 Student-Centred Techniques Promoting Students' Active Participation in Classroom Activities	39
Table No. 8 Student's Background Knowledge for Teachers	40
Table No. 9 Analysis of Correlation of Techniques with the Text Nature	41
Table No. 10 Analysis of Practice of Discovery Technique for Grammar Teaching	42
Table No. 11 Dialogue Teaching Using Group and Pair Work Technique	43
Table No. 12 Project Work Technique for Teaching Grammar	44
Table No. 13 Student-Centred Techniques Supporting Behavioural Change	45
Table No. 14 Usefulness of Lecture Method	46
Table No. 15 Strip Story Technique for Story Teaching	47
Table No. 16 Determination of Student-Centred Techniques Based on Availability of Teaching Materials	48
Table No. 17 Support of Project Work and Peer Correction Technique for Essay Writing	49
Table No. 18 Student-Centred Techniques and Students' Reactions	50

ABBREVIATIONS

%	Percentage
Dr.	Doctor
Mr.	Mister
Mrs.	Misses
No.	Number
Prof.	Professor
Regd. No.	Registration Number
SLC	School Leaving Certificate
Q. No.	Question Number
T.U.	Tribhuwan University

CHAPTER ONE

INTRODUCTION

The present study is on the “Practices of Student-Centred Techniques by Secondary and Higher Secondary Level English Teachers”. This chapter consists of general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background

In this world, everything keeps on changing from time to time. Therefore, change is universal truth. Like in other fields, change takes place in the field of education too.

If we look back the history of English language teaching and learning, no single method is permanent and no stability is found in it. Traditionally, teaching was restricted only in the school and teachers which means teaching was teacher-oriented. The teachers used to play dominant role keeping students as mere listeners. They did not take learners’ age, need and interest, culture, linguistic background, etc. into account while teaching. They used to be regarded as a full vessel whereas students as empty vessels and teachers used to pour from full vessel into the empty ones. Their roles were that of an authoritarian and controller all the time. The above mentioned fact reflects traditional view of language teaching and learning.

But, now the notion of teaching has been shifted from teacher-centred to student-centred which seems humanistic in nature. In this teaching, students are very active. Their age, culture, need and interest, linguistic background are addressed and taught accordingly; as a result, the teaching becomes effective and meaningful. In student-centred teaching, the roles of the teachers are quite different than that of the roles played by the teachers in teacher fronted/centred

teaching. This means the teacher has the role of a facilitator, participant, promoter, organizer, performer, language model, teaching aid, motivator in student-centred teaching.

Regarding the student-centred teaching, many practitioners and methodologists have developed different approaches, methods, and techniques in the field of English language teaching and learning. Some approaches and methods are: communicative approach, task-based approach, total physical response, participatory approach, direct method, etc. whereas some techniques are: simulation, role-play, dramatization, strip story, pair work, group work etc. These different approaches, methods and techniques have given birth to the multiple roles of the teachers in the classroom.

1.2 Statement of the Problem

Practice of student-centred techniques is one of the unquestionable ideas. Student-centred techniques are always advantageous and goal-oriented. Even a layman demands it nowadays. That is why, I do not think teachers who are teaching at different schools and colleges of Nepal are unfamiliar with the notion of student-centred teaching. Moreover, they are provided training based on student-centred teaching techniques, child-friendly classes and so on. However, the result of the Students does not seem as much satisfactory as it has to be. The English language teachers also talk many more things about new/modern teaching methods and techniques verbally. Therefore, one question came to my mind. The question was; whether they just talk about new/modern teaching methods and techniques verbally or they also practise them in their real classroom teaching? To find out this fact, I selected the research topic "Practices of Student-Centred Techniques by Secondary and Higher Secondary Level English Teachers."

1.3 Objectives of the Study

There are certain objectives behind doing anything. And, my study can't be exception from the very notion. So, my study had the following objectives:

- a. To find out the practices of student-centred techniques in teaching English at secondary and higher secondary level.
- b. To recommend some pedagogical implications on the basis of findings.

1.4 Research Questions

To explore the Practices of student-centred techniques, this study addressed the following research questions:

- a. Did secondary and higher secondary level English teachers really practise student-centred techniques in their classroom?
- b. What were the teaching techniques used by English language teachers?
- c. What were the roles of English language teachers in the classroom?

1.5 Significance of the Study

This study was directed to reveal the perceptions that whether secondary and higher secondary level English teachers are really practising student-centre techniques in their classroom or not. It also focused on the professional development of English language teachers in a sense that modern teaching learning process requires students' active participation. Thus, this study is beneficial for those teachers who are teaching English as well as those who teach English in future. It will be equally useful for educational administrators, policy makers and the researchers who want to carry out research in the area of English language teachers' professional development and teacher education. This research work is also significant for those who want further study in the areas like the roles of English language teachers for creating proper learning

environment, roles of students in learner-centred teaching, roles of stakeholders in promoting English language teaching and learning and so on.

1.6 Delimitations of the Study

This study had the following limitations:

- a. It was limited only to the practices of student-centred techniques by English language teachers.
- b. It was confined to English language teachers who were teaching at secondary and higher secondary schools of Baglung district.
- c. It was limited to the questionnaire only as a tool to elicit the data.
- d. Similarly, Practices of student-centered techniques were restricted inside the classroom only.

1.7 Operational Definitions of the Key Terms

Facilitator: Facilitator is a person who helps somebody do something more easily by discussing problems, giving advice, etc. rather than telling them what to do.

Technique: Technique is the strategy and actual implemented task used by a teacher to proceed his/her teaching lesson.

Student-centred Teaching: Student-centred teaching is an approach to education focusing on the needs/interests of the students, rather than those of others involved in the educational process such as teachers and administrators.

Teacher-Centred Teaching: Teacher-centred teaching is a traditional approach to education which places the teacher at its centre in an active role and students in a passive, receptive role.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK OF RELATED LITERATURE

2.1 Review of Related Theoretical Literature

Teaching and learning English began all over the world since English language got its position as a world language. However, the traditional way of teaching and learning English has lost its popularity these days. At present, modern way of teaching and learning English has got due attention because of so many valid advantages possessed by it.

In traditional way of teaching, teacher ignores and suppresses learners' responsibility. The teacher is regarded as 'all in all'. S/he is very active letting the students remain passive while teaching.

But, modern way of teaching stands with different view. It focuses on the active role of the students allowing the teacher just to play the role of a 'facilitator' in the classroom.

2.1.1 Teaching and Learning

Under this heading, I deal with what teaching is, what learning is, and how they interact with each other. In this context, Brown (1994, p.7) has broken down the definition of learning into following components:

- a. Learning is acquisition or 'getting'.
- b. Learning is retention of information or skill.
- c. Learning implies storage systems, memory and cognitive organization.
- d. Learning involves active, conscious focus on the action upon events outside or inside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behaviour.

Similarly, Bruner (as cited in Brown, 1994, p.7) has noted that a theory of instruction should specify the following features:

- a. The experiences which most effectively implant in the individual are predisposition towards learning.
- b. The ways in which a body of knowledge should be structured so that it could be most readily grasped by the learner.
- c. The most effective sequences in which to present the materials to be learned. The nature and pacing of rewards and punishments in the process of learning and teaching.

Observing above mentioned points, it seems that teaching and learning are so closely related. Putting it other way, they are two wheels of the same cart. Teaching is directed towards learning, and learning is also facilitated by teaching. Actually, teaching is for facilitating learning. So, as language teachers, we have to attempt to facilitate the students. We should regard learner's age, culture, linguistic background, needs and interests along with the theories of learning, teaching style, different approaches, methods, classroom techniques and so on since these play dominant role for effective and meaningful teaching, which modern view of language teaching and learning believes on.

However, some of the components of definition of learning provided by Brown carry traditional views which are applicable to some extent only to the student-centred techniques of teaching very small children. This is to say, Brown's definition seems to have the side of traditional view of language teaching rather than modern view of language teaching.

But, modern view of language teaching and learning is different. In modern view, teaching is regarded as problem posing, asking question, dialoging or interaction and facilitation rather than vessel filling, and learning is not only memorizing but also analyzing and discovering something.

2.1.2 Teaching Techniques

Techniques simply refer to the exact actions or tricks that a teacher implements inside the classroom in teaching the lesson. In this regard, Anthony (as cited in Richards and Rogers, 2001, pp.63-67) defines a technique as:

...a technique is implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Generally two types of teaching techniques are practised in the field of English language teaching. They are: teacher-centred techniques and student-centred techniques. These two different techniques are briefly discussed as follows:

2.1.2.1 Teacher-Centred Techniques

Teacher-centred techniques are also popular in many parts of the country. The teacher plays vital role and s/he is a dominant authority in the classroom. It is more logical and product-oriented rather than psychological and process-oriented. Many psychologists and linguists, at present, do not favor teacher-centred techniques due to so many drawbacks possessed by these techniques. Therefore, student-centred techniques are widely used in the field of English language teaching. The major types of teacher-centred techniques are mentioned below:

a) Lecture

Lecture method is a technique in which the role of teacher is dominant. Lecture is one of the important teacher-centred techniques. Lectures have always been central to teaching in Higher Education and continue to be both the mainstay of many modules and the focus of students' expectations of a university education. They are good for transmitting information from the lecturer to a large number

of students simultaneously, increasingly. However, there is criticism of the lecture which is seen as a potentially quite passive and therefore not a particularly effective learning experience for students. A traditional lecture is a long way from the sort of active learning that is generally seen as being beneficial. In recent years, increasing student numbers and new learning technologies have created a new set of pressures on, and possibilities for, the lecture.

b) Explanation

Explanation is one of the traditional methods of education. It is widely used by teachers and professors and is expressed verbally. Its structure repeats that of a speech having all characteristic parts followed by arguments and rhetorical questions. It may be constructed as: telling, lecture, narration, exposition or simple speech. Telling is a kind of narration that has a simple character and is widely used in junior school. It makes telling look like a fairy tale and arouses interest. Telling features clear, simply constructed phrases that picture linear thoughts.

Explanation represents discovery of truth which is based on concrete deductive arguments. This teaching method effectively develops logical operations: induction, deduction, comparison, analysis, synthesis, analogy. Lecture is an exposition of voluminous information that is analyzed and synthesized by professors. This teaching method is recommended for up-grade students and for students that have a high level of independent learning.

c) Demonstration

Demonstration is an essential technique in supporting learning of a skill at any level or grade and is the most supportive of the teaching approaches (Cambourne, 1988 as cited in Rogers, 1986). Demonstrations are valuable tools for teaching both concrete techniques (skills) and abstract concepts (principles). A good demonstration permits a student to learn by observation, a skill we use innately when learning to talk, walk, and even clap our hands. They can be

used to teach techniques like conducting a counseling session, using a computer program, or drawing blood for analysis. They can also be used to help students learn concepts like profit margin in economics, Boyle's law in chemistry, or probability in mathematics. For a demonstration to be effective, advance planning is essential.

d) Illustration

Illustration is an activity in which teacher makes an image of lesson in that a way student perceives as an image of it. One of the more useful ways of approaching instructional illustrations is by examining their functions. It is important to examine how illustrations can attract attention, aid retention, enhance understanding, or create context. For example, showing a photo of a dramatically beautiful cloud image at the opening of a presentation on climatology does more to attract attention than explain the content. Providing a table of cloud type images organized according to the cloud classification scheme might be seen as primarily aiding retention. Drawing a diagram illustrating the processes in the formation of a particular cloud type will help explain these processes for increased understanding. If we want to place weather forecasters in an instructional scenario where they are asked to practise making forecast decisions, we might create context by providing a user interface that resembles a forecast office with a window revealing storm clouds growing outside.

Illustrations don't always fall neatly into one of these categories. Often, they will serve two or more of these functions. Opening with a dramatic cloud image may grab attention and at the same time help explain or make memorable cloud structure you are discussing. For this section, we will use the categories of attention, retention, understanding, and context creation to organize a general discussion of the benefits to using illustrations in instruction.

2.1.2.2 Student-Centred Techniques

Student-centred techniques came into existence to overcome the drawbacks of the authoritative teaching practice under teacher-centred techniques. The development and practice of various psychological theories of learning highlights the role and activities of the students which have been leading the overall teaching learning practice on the basis of the individual need and demands of the learners. The practice of student-centred techniques not only make teaching/ learning student-oriented but also it promotes the behavioural aspects of the students. In this regard, the teaching learning process at present is directed towards the practice of student-centred techniques.

Student/Learner-centred techniques are widely used concept in language teaching these days. Rogers (1983, p.188) identify important preconditions for learner-centred as follows:

..... a leader or person who is perceived as an authority figure in the situation is sufficiently secure within herself/himself and in her/his relationship to others that s/he experiences as essential trust in the capacity of other to think for themselves, to learn for themselves.

Choice in the area of learning is emphasized by Bernard (1999), as he interprets Rogers' ideas of centredness as "students might not only choose what to study but how and why that topic might be an interesting one to study" (p.244). Therefore, this definition emphasizes the concept of learners having "choice" in their learning. Some of the important student-centred techniques are given below with their short description.

a) Individual work

Individual work refers to the action of a single student or self-learning practice. All individuals are different. Thus, it is opposed to the concept of whole-class teaching because all students cannot learn same thing using same materials.

They do not get chance to explore their own ideas. We know that all students do not learn in the same way. Some students prefer oral explanations and others may choose written form. Certain students want to find out new things themselves. Some students work best with their peers, their class- mates might benefit. Some students want to move from the personal attention of their teacher. A teacher can use the task for student's practice because he wants to prove that they have mastered a particular unit of study.

b) Pair Work

Pair work can be defined as the task of two students working together. Pair work is one of the important learner-centred techniques which is often used in a communicative classroom. Cross (2003, p. 49) says that organization of pair work is a management task, but one which presents no real difficulties. In pair work, students can practise language together. During pair work, the teacher has two roles. One is to act as a monitor, listening to a few of the pairs and nothing any persistent errors. The second role is that of a resource person, providing help, information and feedback upon request.

c) Group Work

Group work is one of the modern techniques of language teaching where more than two students work together to achieve the objectives of learning. Group work is another important learner-centred technique. Group activities tend to be more interactive than pair work. The teacher is the manager of the activity. During group work activities, the teacher stays mainly at the front of the class. Sometimes, teacher is active if the task becomes wrong, the teacher will stop it and revert to some form of practice before starting group work again and everyone gets a chance to be the leader. It is usual to have one member of each group acting as a leader. Corrections are made on the spot.

d) Project Work

Experiential learning is related to the project method. The project method is “a natural extension of what is already taking place in class” (Stoller, 2002:109). Project work is a learner-centred technique for classroom activity. It has a real world connection. The projects need to allow students not only to make real life connection but also implement decision making skills, interacting with other. In project work, students collaborate and work together.

According to Richards et al. (1985, p.295), "project work is an activity which centers around the completion of task, and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes place outside classroom".

In this way, we know that the project work is learner-centred rather than teacher-centred. The teacher may need to develop a more flexible attitude towards the students' work. Project work also provides one solution to the problem of learner autonomy. The students engage in designing, problem solving, decision making and investigative activities. Students take a problem and apply it to a real life situation with these projects. The role of teacher is as a facilitator.

e) Role Play

Role play is a classroom activity which gives the students an opportunity to practise the language. It is an ideal vehicle for developing fluency, and it also offers a focal point in lessons integrating the four skills. It is highly flexible. Its main goal is not only to put the learners' knowledge into practice, but also to improve their confidence.

Harmer (2008, p. 352) writes, "Role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purpose." It is simple and brief technique to

organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom.

It encourages students to talk and communicate ideas with friends. It makes classroom interactive. A variety of language functions, structures, games can be practised in the classroom through role plays. It also makes the classroom funny and interesting. It will also be beneficial for shy students. It helps to develop students' fluency.

f) Discovery Technique

Discovery technique is one of the popular techniques for language teaching. According to Harmer (1987, p. 29), "Discovery technique is very useful technique for language teaching where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them." It aims to give students a chance to take charge earlier. In this technique, teachers give students a listening of reading text and then ask them to discover how the language works. It makes students active.

g) Strip Story

Strip story is an important communicative language teaching technique. In this technique, a whole story is cut into different parts, sometimes represented through picture. Then, the students are asked to unscramble the strips to make a whole story. This technique makes students communicate a lot to complete a story. It involves a lot of discussion and interaction among students. We are going to discuss some procedures of this technique which are given below:

- a. Select a story
- b. Cut the story into strips, and numbers of sentences should equal to the numbers of students.
- c. Either we can distribute these sentences randomly or we can put strips in a bowl or box. If we can put these in a box then ask students to draw one sentence for each.

- d. Each student memorizes the sentences.
- e. Students move around and ask questions until they reconstruct a whole story.
- f. Teacher facilitates whenever necessary.

h) Dramatization

Dramatization can be used with effect in nearly all subjects of the curriculum: like history, geography, civics, languages and so on. It is equally effective from the lowest to the highest level of education. It provides scope for expression and imagination and sharpens learning. It creates interest and exercises initiative and originality of the learners. It teaches Voice culture, proper intonation and pronunciation, provides opportunity for learning.

Dramatization has immense educational potentialities. It is said that learning takes place best in an emotional situation and dramatization provides for such situation.

i) Simulation

Simulation is a kind of role play or dramatization. It only differs with these two terms in some parameters. In a simulation, the participant really has the specific roles, duties and responsibilities. For example, a manager in a simulation does not pretend but functions as a real manager with the full powers and responsibilities. In this regard to clarify the concept, Jones (1982) has given three specific characteristics of simulation. They are:

-) Reality of function
-) Simulated environment
-) Structure

2.1.3 Various Roles of English Language Teachers

Roles, duties and responsibilities are sometimes used in a similar way. In a very general sense, teachers have primary responsibility for how they teach;

they may assume very different roles within their own classroom. Teaching and learning are essentially social activities, implying role relationship between teacher and learner, learners and teachers. In this regards, Rogers (1961) mentions:

The way we dress, the stance we adopt and our attitude to the class make an immediate impression on students. In this sense we need to make some kind of distinction who we are, and who we are 'as teachers'. This does not mean that we should somehow be dishonest about who we are when we face students. There will always be a need to be 'congruent' (in Harmer 2007, p.108)

Harmer (2007) says that the way the teacher behaves in different kinds of activities changes according to the nature of activities. He mentions the multiple roles of a teacher in the English language classroom.

- a. The teacher as controller
- b. The teacher as assessor
- c. The teacher as organizer
- d. The teacher as prompter
- e. The teacher as Participant
- f. The teacher as tutor
- g. The teacher as investigator
- h. The teacher as performer
- i. The teacher as teaching aid
- j. The teacher as language model
- k. The teacher as provider of comprehensible input

- l. The teacher as motivator
- m. The teacher as resource
- n. The teacher as feedback provider
- o. The teacher as facilitator
- p. The teacher as observer

Thus, a successful teacher should try to perform his/her roles on the basis of nature of text, students' demand, availability of materials and so on.

2.1.4 Teacher Accounts of Student-Centred Approaches

When teachers began to analyse the personal accounts of teachers, leaders and coaches, we noticed that the actual term 'student-centred' did not appear to have wide currency in any of the data collected. Teachers, numeracy leaders, school leaders and coaches more commonly used terms such as 'differentiated teaching', 'independent learning', 'personalised learning' and catering for 'individual students'.

Teachers who provided personal accounts believe that assessment for learning in the form of pre-testing and ongoing assessment are essential for plotting students' developmental pathways and planning sequential and differentiated lessons. They are aiming to design programs that match each student's zone of proximal development. While some teachers have been using data for a long time, they say that attending recent professional development activities has allowed them to make a connection between looking more deeply at assessment procedures, recording the data, analyzing the data and using it to identify students' strengths and weaknesses. One teacher argued that a cycle of learning is essential – assessment, analysis, learning program, assessment.

2.1.5 Features of Student-Centred Learning

Teacher should be very much conscious in the planning and implementation of student-centred techniques because there are many factors which affect the whole process. While planning actual and more student-centred lessons, it is useful to remember the following points (Entwhistle and Ramsden, 1983):

- a. **Ask don't tell:** Teacher should always try to elicit information, ideas, and answers from the students. They are not empty vessels waiting to be filled by the all-knowing teacher. They have knowledge and experiences of life as well as language which can contribute greatly to the learning process. The more they contribute, the more they are likely to remember. We should never underestimate the ability of our students.
- b. **Focus on students' experience and interests:** If the teacher chooses the topic, or just follows the course book, the students may not be interested. If, however, teachers use the course book as a base for then moving onto practice activities relating to the students' personal lives and areas of interest and experience (personalisation), the students are more likely to become involved in the lesson, thereby remembering more.
- c. **Communication over accuracy:** The main reason for students learning a language is to be able to communicate with other speakers of that language. In reality, they will probably speak English with more non-native speakers from the region than with native speakers, and the ultimate goal is to be able to understand and respond to each other. Students therefore need opportunities to practise communicating in English without the constant fear of making mistakes hanging over them. If you feel the need to correct their mistakes, don't interrupt their conversations, make notes and give feedback later.
- d. **Learning by doing:** The more actively involved students are in their own learning, the more they are likely to remember what they learn.
- e. **Students have choices:** What a teacher should understand is students always have preferences and choices and make decisions about learning.

Group work requires negotiation and decision making – working together towards a common goal.

- f. **Focus on confidence building:** It is not only important to impart the knowledge and skill to the students but it is equally important to build the confidence of the students for real-world skills. By developing communicative competence, language again becomes more ‘real’ and part of the students’ lives.
- g. **Encourage interest in English:** As the English language subject teacher, his main responsibility is to make his students able to use English in the real world. By using authentic materials familiar to the students (magazines, the internet, video, television, letters etc.), students are constantly in touch with the language in an absorbing way.
- h. **Tasks are open-ended:** Learning is open and liberal procedure i.e. there is more than one possible answer. Traditional grammar based tasks are either right or wrong and test only one skill at a time. They are generally unimaginative, often in the form of multiple choice answers (so the students have a 25% chance of being right without actually knowing the answer at all) and totally divorced from ‘real world’ situations. Open-ended tasks are wider in their focus and involve a variety of language skills.
- i. **High exposure:** If a teacher wants to implement the practice of student-centred learning and techniques, s/he should teach English through the use of authentic materials again: students may be set homework involving research undertaken using the internet or other English language reference sources.

2.1.6 Paradigm Shifted: Focus on the Student

Due to several drawbacks/limitations possessed by the teacher fronted/centred-teaching, the new approach to language teaching and learning came into existence which is what we technically call student-centred teaching. As it is already presented, the traditional method of teaching English makes the teacher

all- powerful authority in the classroom almost obliterating the existence of the learner sometimes. Long back, Dewey (1938, cited in Choudhary, 2011, p. 37) objected to this kind of ‘spoon-feeding’ of knowledge and pointed out the importance of the role of the learner as an active agent in his or her learning. Dewey laid the foundation of what we now call ‘learner-centredness’, a term which has gained tremendous currency in English language teaching. It reflects, as Tudor (1996) points out, “Widespread desire in the language teaching community to develop means of allowing learners to play a fuller more active and participatory role in their language study” (p.1). However, we have to understand the fact that student-centredness in ELT is not the result of a single school of thought; rather it is actually a product of the confluence of several innovative perspectives on language teaching. Among them, I have attempted to mention only two with their brief description.

1. Humanistic approaches to language teaching

It developed during the late half of the twentieth century and talked about giving equal attention to both the intellectual and the emotional development of the learner.

2. Communicative language teaching

Tudor(1996) mentions that this approach developed in the 1960s and 1970s as a reaction against the prevalent structure-oriented drill methods of language teaching popular during the time and a result of the desire to make language teaching ‘more flexible and more responsive to students’ real world communicative needs’ (p.7).

Though teaching paradigm is said to be shifted from teacher-centred to student-centred, the ground reality is quite different in the context of Nepal. If we inspect many schools and colleges of Nepal, we find many teachers running teacher-centred classes where their role is of totally traditional type. Due to this

fact, the whole investment of the government in education sector has gone in vain.

2.1.7 Student-Centred Teaching

Student-centred teaching is an approach to education focusing on each student's needs, abilities, interests and learning styles, placing the teacher as a 'facilitator' of learning. It places emphasis on the person who is doing the learning. This classroom teaching approach acknowledges students' voice as central to the learning experience for every learner. In student-centred classroom, students choose what they will learn, how they will learn and how they will assess their own learning.

On the other hand, teacher-centred teaching has the teacher at its center in an active role and students in a passive, receptive role. Teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning.

On the whole, the student-centred teaching is modern view to language teaching which came as a reaction against teacher-centred teaching. This view places students at the centre of teaching. It allows students to actively participate in discovery learning process from an autonomous viewpoint. Students spend the entire class time constructing a new understanding of the material being learned in a proactive way. A variety of handsome activities are administered in order to promote successful learning. This all proves that student-centred teaching is humanistic in nature.

2.2 Review of Related Empirical Literature

We can find a number of research works carried out by various researchers to identify the techniques of teaching different aspects and skills of English Language. However, the researchers did not carry out any research that could

address the topic 'practices of students-centred techniques by Secondary and Higher Secondary Level English Teachers'.

Student-centred teaching is one of the burning issues in the field of language teaching and learning these days. Regarding this issue, several researches are carried out at both national and international level. However, no researches have been carried out on the title 'Practices of Student-Centred Techniques by Secondary and Higher Secondary Level English Teachers' in the Department of English Education, T.U., Kirtipur, Kathmandu. Therefore, the researcher got interested in this area. Some of the related studies done in and out of country are reviewed below:

Keblowska (2002) carried out 3 different survey researches dividing the topic "Role of the foreign language teacher in the classroom, the teachers' beliefs and their role behavior in the classroom, the teachers' beliefs and their role behaviour versus the students' expectations". For the first research study, i.e. the role of foreign language teacher in the classroom, the researcher distributed questionnaire (open-ended) as a research tool among 76 polish high school teachers of English, the majority of whom were women 82.2%. Among them, the most numerous group comprised the youngest (under 30) informants 92.2%. There were 91.18% respondents aged between 30-40, and 10.5% over 40. Most of them worked in high schools in Poznan, the rest in other big cities or towns in Poland. Quite a few (about 60%) were teacher training college graduates currently doing their MA degree at Adam Mickiewicz University (fifth year students), whereas the remaining ones had completed their studies at the School of English some time before. The purpose of this research project was to find out how foreign language teachers of English view their role in the classroom. The finding was that the teachers enumerated as many as 13 roles. For the second research project, i.e. teachers' beliefs and their role behaviour in the classroom, the researcher used class observation as a research tool. The objective of this study was to find out whether teachers' expectation concerning role are compatible with what they actually perform in the

classroom or not. The finding from his research project was that the teachers' opinions concerning their role were to a considerable degree incompatible with what they actually performed in the classroom. Although the respondents were generally aware of the multiple roles they could fulfill as foreign language teachers, in practice only four roles dominated. For the third research project, i.e., the teachers' beliefs and their role behavior vs. students' expectation. The researcher used closed questions as a research tool. The main purpose of the research project was to elicit from Second language learners' expectations concerning the role of the foreign language teachers in the classroom. The informants' responses were then compared with the teachers' beliefs and classroom behaviours. The finding of the research project was that the students' expectations seemed to a high degree congruent with the teachers' beliefs.

Similarly, Baniya (2009) carried out survey research on the title of "Teaching Techniques Used by English Teachers." The main objective of the study was to find out the techniques used by the teacher in public and private schools. He used both the primary and secondary sources for data collection. The primary source of data consisted of 40 English language teachers from public and private schools respectively who were teaching at secondary schools of Lalitpur district. The main tool of data collection was observation. The finding of the study was that teachers of private schools used more teacher-centred techniques than public one.

Likewise, Thapaliya (2007) carried a research on "A Study on Techniques of Teaching Vocabulary". The main objectives of the study were to find out the common procedure of teaching vocabulary and to compare these procedures in terms of aspects of vocabulary. He observed the class of secondary level English teachers. The finding of the research was seen somehow effective in vocabulary teaching.

In the same way, Gnawali (2001) conducted a research entitled "Investigating Classroom Practices: A Proposal for Teacher Development for the Secondary

School Teachers of English in Nepal" with one of the objectives to find out answers to "How do teacher develop?" He interviewed eight teachers and teacher educators from different countries: England, Georgia, Nepal, Romania and Uzbekistan. It was found out that teachers develop in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues.

Kabilan (2007) conducted a research on "English Language Teachers Reflecting on Reflection" in Malaysia. The objective of his study was to find out the practices of reflecting on reflections by English teachers. He used observation as a research tool. The findings showed that to increase the reflective practice, the concept of reflective practices had to be scaffold by the activities like breaking routines, changing perspectives. Writing critical reflections of their own practices and reading others reflection formed the pre-service which is necessary to learn appropriate way to teach in future.

Furthermore, Bhatta (2009) carried out a research on "Classroom Observation and Feedback for Teachers' Professional Development" with a main purpose to find out whether secondary level English language teachers in Nepal were involved in classroom observation and feedback to develop professionalism. The finding showed very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed.

Likewise, Ghimire (2010) carried out a research on the topic "Roles of Teachers in the English Language Classrooms". The main objective of his study was to identify the perceived attitudes of teachers towards their role in the English language classroom. From his research study, he concluded that teachers have dominant role when they use GT method, but while applying communicative language teaching, they have the role of a manager, facilitator, counselor, prompter, participant, etc.

Khanal (2011) conducted a research entitled "Strategies for Professional Development: A student-centred technique of Secondary Level English Teachers" to identify the strategies used by secondary level teachers of English for their professional development. Six English language teachers were selected for observation and interview. The findings of the research showed that the strategies used by teacher having below five years of experiences were self-monitoring, conferences, seminars and workshop. The experienced teachers used different strategies in the classroom where the teachers having the experience below five years faced many problems or they were less skilled.

My study was different from all the above mentioned studies in that study had not exactly dealt and touched the practices of student-centred techniques in school level. This study has exclusively dealt with the practices of student-centred techniques by Secondary and higher Secondary Level English Teachers.

2.3 Implications of the Review for the Study

While undertaking a research study, one of the essential tasks of any researcher is to go through the existing literature in order to acquaint himself/herself with the available body of knowledge. The literature review is an integral part of the entire research process and it makes a valuable contribution to almost every operational step. There are so many advantages of literature review. Kumar (2009) presents some of them as follows:

-) It brings clarity and focuses on the research problem
-) It improves methodology
-) It broadens knowledge base in the research area
-) It contextualizes the findings (p.30).

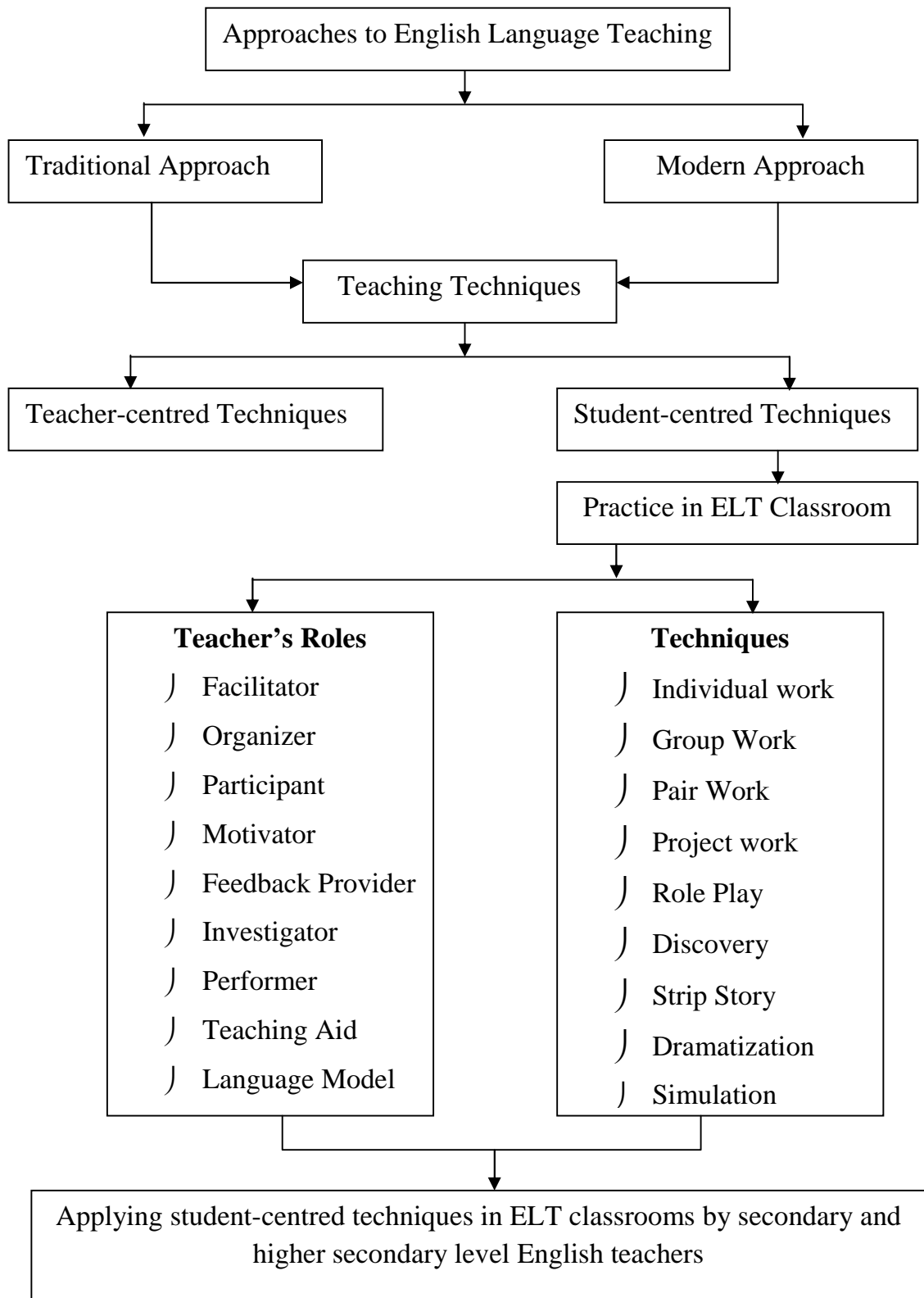
Everything has dark side. So, the literature review also has some limitations, i.e. it is time- consuming, daunting and frustrating but it is also rewarding. Regarding the literature review, Kumar (2009, p.30) has stated a number of functions of it, which are as follows:

-) It provides a theoretical background to your study.
-) It reviews the means by which you establish the links between what you are proposing to examine and what has already been studied. In other words, it helps you to refine your research methodology.
-) Through the literature review, you are able to show how your findings have contributed to the existing body of knowledge in your profession.
-) It enables you to contextualize your findings.

As a researcher, I had gone through different theses (found in the Department of English education, T.U. Kirtipur, Kathmandu), journals and articles which were directly or indirectly related to my research study. Such a review of existing literature empowered me to reach the destination without getting deviated from the mainstream. So, I hoped that the review of existing literature provided a theoretical background to my study, helped to refine my research methodology, showed how my findings contributed to the existing body of knowledge in my profession, brought clarity and focused on the research problem, broadened knowledge base in the research area, and contextualized the findings.

2.4 Conceptual Framework

The research study on "Practices of Student-Centred Techniques by Secondary and Higher Secondary Level English Teachers" was based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher adopted the following methodological procedures to achieve the objectives of the study.

3.1 Design of the Study

A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically. To find out the practices of English language teachers in student-centred teaching techniques, I adopted mixed research design, i.e. both qualitative and quantitative in general and survey research design in particular.

Survey research is widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. It is often used to access thoughts, opinions, and feelings. Today, survey research is used by a variety of different groups. Psychologists and sociologists often use survey research to analyse behaviour, while it is also used to meet the more pragmatic needs of the media, such as, in evaluating political candidates, public health officials, professional organizations, and advertising marketing directors. According to Cohen and Manion (1985), surveys are the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigations thought to small scale studies carried out by a single researcher.

A survey consists of a predetermined set of questions that is given to a sample. With a representative sample, that is, one that is representative of the large population of interest, one can describe the attitudes of the population from which the sample was drawn. Further, one can compare the attitudes of different populations as well as look for change in attitudes over time. A good

sample selection is the key as it allows one to generalize the findings from the sample to the population, which is the whole purpose of survey research.

According to Nunan (1992), the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time (p. 140). Therefore, the purpose of my study was also to find out the practices of students-centred techniques by secondary and higher secondary level English teachers.

As survey usually addresses the large group of population, the total population of my study was 45 English language teachers who were currently teaching at different secondary and higher secondary schools of Baglung district.

Survey, however, involves a number of steps to be followed systematically by any researcher to reach the conclusion. They are:

- a. Identification of the problem
- b. framing the title
- c. specifying the objectives
- d. formulation of the research questions
- e. expanding theoretical knowledge
- f. writing research proposal and preparing research tools
- g. going to the field
- h. contacting the concerned authority for permission
- i. asking for the list of informants and sampling the population
- j. using tools and collecting data
- k. analyzing and interpreting the data and
- l. presenting the findings

3.2 Population of the Study

The total population of the study dealt with the English language teachers who were teaching at different secondary and higher secondary schools of Baglung district. To be specific, I selected 15 secondary level English teachers from

government-aided schools, 15 (secondary level English teachers) from private schools and 15 (higher secondary level English teachers) from higher secondary schools as the sample because the sample population and study area was accessible for me to carry out the study.

3.3 Sampling Procedures

It is impossible to include all the population in the study due to time and other constraints. Therefore, for this study, I selected 45 schools of Baglung district; 15 private secondary school, 15 government aided secondary school and 15 higher secondary school using non-random sampling procedure. Then, I selected each English teacher from each school following the same sampling procedure.

3.4 Tools for Data Collection

Tools play precious role in any research study. In such a regard, I used pre-formulated questionnaire for gathering required information from the selected respondents. For my study purpose, I distributed both open and closed questions to the teachers as questionnaire.

3.5 Data Collection Procedures

To collect the data for study, I followed the following presented procedures.

-) First of all, I visited randomly selected schools and sought permission from the authority to talk about my intention of visiting the schools.
-) Then, I consulted English language teachers and established rapport with them.
-) After that, I explained the purpose of my study and what they were supposed to do.

- J) Finally, I distributed the questionnaire to the teachers and requested them to answer the questions and return on time.

3.6 Data Analysis and Interpretation Procedure

By and large, most of the survey researches are qualitative and quantitative in nature. Being a survey research, it has the characteristics of both qualitative and quantitative analysis. In this study the researcher analyzed the raw data descriptively and statistically. Simple statistical tools such as measures of frequency and percentile were used to record, analyze and interpret the data. The analyzed data were used to show the conclusion, summary and implication.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter includes both the results and discussion of the data. More specifically, the data are analyzed and interpreted using various tools and statistics.

4.1 Results

The major results of the study are mentioned as follows:

The practices of student-centred techniques by secondary and higher secondary level teachers are presented in the numbers as follows:

1. Ninety Two percent teachers believed that student-centred techniques were modern and psychological teaching techniques in the present era.
2. Eighty Eight and nine percent teachers viewed that student-centred techniques provide maximum opportunity to the students in classroom interaction.
3. Majority of the teachers believed that teacher should play the role of a facilitator while applying student-centred techniques.
4. It was found that 96% teachers believed that the practice of role play and simulation played important role in drama teaching for the meaningful participation of students in classroom activities.
5. Most of the teachers believed that student-centred techniques involved interaction in language classes because it prioritised students in the class.
6. It was found that majority of the teachers practised the 'explanation technique' to teach poems in their classroom.

7. Majority of the teachers believed that teachers' role is not to control everything but he is responsible in all the activities and events.
8. Seventy Eight percent teachers are positive that student-centred techniques promote students' participation in language classroom.
9. It was found that student-centred techniques create the environment to understand students' background.
10. Teachers' practices show that teaching techniques are determined on the basis of the nature of the text.
11. Majority of the teachers believed and practised that both the teachers and students get benefits using discovery technique in teaching grammar.
12. Teachers were positive that student-centred techniques promote students' behavioural change in their lives.
13. Student-centred techniques depend on the availability of teaching learning materials.
14. It was found that on the basis of this result, teachers are positive that project work and peer correction technique promote students' essay writing practice.
15. Majority of teachers believed and experienced that students were really happy, active and motivated in using student-centred techniques.

4.2 Discussion

This section includes the presentation, analysis, description, and discussion of the collected data. The discussion of the elicited data is mentioned in the following sub-headings.

4.2.1 Student-Centred Techniques as Modern Practices to Language Teaching

Most of the teachers believed that student-centred techniques are useful and modern practices to language teaching. Not only the teachers but also the students get benefit from student-centred techniques. The responses obtained from the respondents are presented below:

Table No. 1
Teachers' Responses on Student-Centred Techniques as Modern Practices in Teaching

Categories	No. of Respondents	Percentage
Strongly agree	26	57.7
Agree	12	26.8
Partially agree	4	8.8
Disagree	2	4.4
Strongly disagree	1	2.3
Total	45	100

The above table shows that 57.7 percent teachers strongly agreed the statement that student-centred techniques are modern practices to language teaching; 26.8 percent of them agreed the statement, 8.8 percent of them were in the state of partially agree; 4.4 percent of them disagreed the statement and 2.3 strongly disagreed.

Thus, the table No.1 shows that nearly 92.5 percent of the teachers agreed with the statement; 6.7 percent of them disagreed and 5 percent of them did not want to say anything. A great majority seems to be in the favour of the statement. Therefore, it can be concluded that modern practices of language teaching increases the attendance of students and fruitful learning in the language class.

4.2.2 Role of Opportunity on the Part of Students

The student-centred techniques which are applied on the basis of class work (Participation in activities), project work, behaviour change, creative work and attendance in the classroom are supposed to involve the students in class interaction. Because of various things and factors, the quality of secondary and higher secondary education is decreasing day by day in a sense that the result of S.L.C. and 10+2 is not as much satisfactory as it has to be. The students who cross the secondary level are not competent with learning outcomes determined in the curriculum. One of the main reasons of this is that the traditional teaching techniques lack the students' interaction in the classroom. To find out whether the student-centred techniques are applied in teaching language or not, the secondary level and higher secondary level teachers were asked to response to the statements "The teacher should provide the maximum opportunity to the students while practising student-centred techniques" with five alternatives. The responses obtained from the respondents are presented in table below:

Table No. 2
Role of Opportunity on the Part of Students

Categories	No. of Respondents	Percentage
Strongly agree	27	60
Agree	7	15.6
Partially agree	6	13.3
Disagree	5	11.1
Strongly disagree	0	0
Total	45	100

The responses of the teachers in the above table shows that 60 percent out of total respondents strongly agreed to the statement they were asked and 15.6 percent and 13.3 percent of them supported as agree and partially agree that student-centred techniques provide maximum opportunity to the students in classroom interaction, but 11.1 percent of them disagreed with the statement. No one strongly disagreed.

The table No. 2 shows the result that altogether 88.9 percent out of the total respondents agreed with statement, 11.1 percent of them disagreed. Therefore, majority of the teachers were in the favour of the statement. From this result, we can conclude that the student-centred techniques provide maximum opportunity to the students in classroom interaction.

4.2.3 Teachers as Facilitators

To find out the perception of teachers about whether the recently implemented student-centred techniques help students to become a better learner and producer or not, the teachers were asked to respond to the statement "Teacher just facilitates the students in the case of using student-centred techniques" with five alternatives. The responses obtained from the respondents are presented below in table form:

Table No. 3
Responses on Teacher's Role as a Facilitator

Categories	No. of Respondents	Percentage
Strongly agree	16	35.5
Agree	21	46.7
Partially agree	5	11.1
Disagree	3	6.7
Strongly disagree	0	0
Total	45	100

The above table shows that 35.5 percent of the total respondents strongly agreed, 46.7 percent of them agreed, 11.1 percent of them were undecided, 6.7 percent of them disagreed and none of teachers (respondents) showed strongly disagreement.

In table No. 3, altogether 93.3 percent of the teachers agreed with the statement, 6.7 percent of them disagreed. Therefore, a majority of the teachers/respondents believed that they provide facilitation in teaching. This

shows that teachers play the role of a facilitator while applying student-centred teaching techniques.

4.2.4 Simulation and Role Play Technique in Drama Teaching

Regarding the fruitfulness of the use of role play and simulation in teaching drama, the teachers /respondents were asked to respond to the statements "Drama teaching can be purposively forwarded using role play and simulation technique" with five alternatives. The responses given by the teachers are presented below in table:

Table No. 4
Drama Teaching Using Role Play and Simulation

Categories	No. of Respondents	Percentage
Strongly agree	18	40
Agree	22	48.9
Partially agree	3	6.7
Disagree	1	2.2
Strongly disagree	1	2.2
Total	45	100

The above table shows that 40 percent out of total respondents strongly agreed that role play and simulation are useful techniques to teach drama in class activities; 48.9 percent of them agreed with the statement, 6.7 percent of them were Partially agree, 2.2 percent of them disagreed and strongly disagreed the statement.

According to table given above, altogether 95.6 percent out of total respondents agreed the statements, only 4.4 percent of them disagreed. So, it can be concluded that role play and simulation play important role in drama teaching for the meaningful participation of students in class activities.

4.2.5 Explanation Technique for Teaching Poems

To find out whether the explanation is good technique to teach poem or not, the teachers were asked to respond to the statement "There is not any other technique for teaching poems except explanation technique" with five alternatives. The responses given by the teachers are presented in table form below:

Table No. 5
Explanation Technique for Poem Teaching

Categories	No. of Respondents	Percentage
Strongly agree	19	42.2
Agree	14	31.1
Partially agree	6	13.4
Disagree	5	11.1
Strongly disagree	1	2.2
Total	45	100

Table No. 5 shows that there are different views of the teachers about the statement "Student-centred techniques collect the real information from the students". According to the table, 20 percent out of total respondents strongly agreed with the statement, 40 percent of them agreed, 20 percent of them were undecided, 16.7 percent of them disagreed and 3.3 percent of them strongly disagreed with the statement.

As the table shows, altogether 86.7 percent of the total respondents were in the favour of the statement, "Student-centred techniques collect the real information from the students". 13 percent of them were in opposite of the statement. From this result, we came to the conclusion that the explanation technique became fruitful for teaching poems because the majority of respondents supported the statements.

4.2.6 Teachers' Roles in the Classroom

Regarding the roles of English language teachers in the classroom, the respondents were asked to respond to the statement "Teacher is not responsible for everything that may happen in the classroom." with five categories. The teachers' responses as their perception are presented in the following table.

Table No. 6
Attitudes Towards Teachers' Responsibility

Categories	No. of Respondents	Percentage
Strongly agree	0	0
Agree	4	8.9
Partially agree	5	11.1
Disagree	28	62.2
Strongly disagree	8	17.77
Total	45	100

Table No. 6 shows that 56.7 percent of the total respondents strongly agreed the statement "Teacher is not responsible for everything that may happen in the classroom", 6.7 percent of them agreed the statement 3.3 percent of them disagreed the statement.

The total agreement percentage of the statement is 96.7 percent, and disagreement percentage of the statement is 3.3 percent as displayed in the table. According to this result, it can be concluded that the majority of the teachers believed that teachers' role is not to control everything but he is responsible in all the activities and events.

4.2.7 Practices of Students' Participation in the Classroom Activities

Student-centred technique, in another word, is an interactive and participatory technique. Therefore, in this research, researcher had tried to find out whether the student-centred techniques increase the participation or not. For this,

teachers were asked to respond to the statement "Teacher should promote to encourage her/his students for participating or making suggestions about how they may proceed in an activity" with five alternatives. Their responses are presented in the table below:

Table No. 7
Student-Centred Techniques Promoting Students' Active Participation in Classroom Activities

Categories	No. of Respondents	Percentage
Strongly agree	16	35.5
Agree	13	28.9
Partially agree	6	13.4
Disagree	5	11.1
Strongly disagree	5	11.1
Total	45	100

In the table mentioned above, 35.5 percent out of total number of respondents strongly agreed the statement "Teacher should promote to encourage her/his students for participating or making suggestions about how they may proceed in an activity"; 28.9 percent of them agreed the statement, 13.4 percent of them were undecided, 14 percent of them disagreed the statement and 11.1 percent of them strongly disagreed.

According to the data displayed in the table No. 7, altogether 77.8 percent of the total respondents were in favour of the statement, "Teacher should promote to encourage her/his students for participating or making suggestions about how they may proceed in an activity". Only 22.2 percent of them were in the opposition of the statement. Therefore, on the basis of this result teachers are positive that student-centred techniques promote students' participation in language classroom.

4.2.8 Student's Background Knowledge for Teachers

The researcher had also tried to find out whether the teacher should take students' background knowledge into account or not. For this, the teachers were asked to respond to the statement "The teacher should take students' age, need, interest, linguistic background etc. into account while teaching". The responses of this statement are tabulated and converted into percentage as follows:

Table No. 8
Student's Background Knowledge for Teachers

Categories	No. of Respondents	Percentage
Strongly agree	25	55.6
Agree	18	40
Partially agree	1	2.2
Disagree	1	2.2
Strongly disagree	0	0
Total	45	100

The above table shows that 55.5 percent out of total respondents strongly agreed that "The teacher should take students' age, need, interest, linguistic background etc. into account while teaching"; 40 percent of them agreed with the statement, 2.2 percent of them were partially agreed, 2.2 percent of them disagreed the statement and no one strongly disagreed the statement.

According to table given above, altogether 97.8 percent out of total respondents agreed the statements, only 2.2 percent of them disagreed. So, it can be concluded that student-centred techniques create the environment to understand students' background.

4.2.9 Correlation of Techniques with the Nature of the Text

In this study, the researcher also tried to find out the teachers' practices in student-centred techniques regarding whether the text type or nature determine the teaching techniques or not. For this the teachers were asked to respond to

the statement "The techniques which are used inside the classroom are determined on the basis of the nature of the text" with five categories. Their responses are presented in the table below:

Table No. 9
Analysis of Correlation of Techniques with the Text Nature

Categories	No. of Respondents	Percentage
Strongly agree	24	53.3
Agree	15	33.3
Partially agree	3	6.7
Disagree	2	4.4
Strongly disagree	1	2.2
Total	45	100

In the table mentioned above, 53.3 percent out of total number of respondents strongly agreed the statement "The techniques which are used inside the classroom are determined on the basis of the nature of the text"; 33.3 percent of them agreed the statement, 6.7 percent of them were partially agreed, 4.4 percent of them disagreed the statement and 2.2 percent of them strongly disagreed.

According to the data displayed in the table No. 9, altogether 93.3 percent of the total respondents were in favour of the statement, "The techniques which are used inside the classroom are determined on the basis of the nature of the text". Only 6.6 percent of them were in the opposition of the statement. Therefore, on the basis of this result, teachers' practices show that teaching techniques are determined on the basis of the text nature.

4.2.10 Practice of Discovery Technique for Grammar Teaching

In this study, the researcher had tried to find out whether the teachers used discovery technique in teaching grammar or not. The secondary and higher secondary level teachers were asked to respond to the statement " 'Discovery

technique' is one of the techniques to teach vocabulary "with five categories. Their responses are presented in table below:

Table No. 10
Analysis of Practice of Discovery Technique for Grammar Teaching

Categories	No. of Respondents	Percentage
Strongly agree	13	28.9
Agree	21	46.6
Partially agree	7	15.6
Disagree	4	8.9
Strongly disagree	0	0
Total	45	100

According to the table No. 10, mentioned above, 28.9 percent of the total respondents strongly agreed the statement "'Discovery technique' is one of the techniques to teach vocabulary", 46.6 percent of them agreed the statement, 15.6 percent of them were partially agreed, 8.9 percent of them disagreed the statement and no one strongly disagreed the statement.

From the above mentioned table, it is clear that altogether 91.1 percent of the total respondents were in favour of the statement "'Discovery' technique is one of the techniques to teach vocabulary", 8.9 percent of them were against the statement. This shows that majority of teacher believed and practiced that both the teachers and students get benefits using discovery technique in teaching vocabulary.

4.2.11 Practice of Group and Pair Work in Teaching Dialogue

In this study, the researcher had tried to find out whether the teachers used group work and pair work in teaching dialogue or not. The secondary and higher secondary level teachers were asked to respond to the statement "Use of 'group work' and 'pair work' technique is important while teaching dialogue" with five categories. Their responses are presented in table below:

Table No. 11
Dialogue Teaching Using Group and Pair Work Technique

Categories	No. of Respondents	Percentage
Strongly agree	21	46.6
Agree	13	28.9
Partially agree	4	8.9
Disagree	7	15.6
Strongly disagree	0	0
Total	45	100

According to the table No. 11, mentioned above, 46.6 percent of the total respondents strongly agreed the statement "Use of 'group work' and 'pair work' technique is important while teaching dialogue ", 28.9 percent of them agreed the statement, 8.9 percent of them were partially agreed, 15.6 percent of them disagreed the statement and no one strongly disagreed the statement.

From the above mentioned table, it is clear that altogether 84.4 percent of the total respondents were in favour of the statement "Use of 'group work' and 'pair work' technique is important while teaching dialogue", 15.6 percent of them were against the statement. This shows that majority of teacher practices group work and pair work technique to teach dialogue.

4.2.12 Use of Project Work Technique to Teach Grammar

The researcher tried to find out whether the teachers used project work technique in teaching grammar or not. The teachers were asked to respond to the statement "Grammar can be meaningfully taught using 'project work'" with five categories. Their responses are presented in table below:

Table No. 12

Project Work Technique for Teaching Grammar

Categories	No. of Respondents	Percentage
Strongly agree	13	28.9
Agree	21	46.6
Partially agree	7	15.6
Disagree	4	8.9
Strongly disagree	0	0
Total	45	100

According to the table No. 12, mentioned above, 28.9 percent of the total respondents strongly agreed the statement "Grammar can be meaningfully taught using 'project work ", 46.6 percent of them agreed the statement, 15.6 percent of them were partially agreed, 8.9 percent of them disagreed the statement and no one strongly disagreed the statement.

From the above mentioned table, it is clear that altogether 91.1 percent of the total respondents were in favour of the statement " Grammar can be meaningfully taught using 'project work ", 8.9 percent of them were against the statement. This shows that majority of teachers believed and practised that both the teachers and students get benefits using project work technique in teaching grammar.

4.2.13 Teachers' Practices for the Behavioural Achievements

Student-centred techniques provide maximum opportunities to use the subject matter and skills in their real life situation. Therefore, in this research, the researcher had tried to find out whether the student-centred techniques lead to the behavioural achievement on the part of students or not. For this, teachers were asked to respond to the statement "Practice of student-centred techniques lead to the behavioural achievement of the learning of students." with five alternatives. Their responses are presented in the table below:

Table No. 13
Student-Centred Techniques Supporting Behavioural Change

Categories	No. of Respondents	Percentage
Strongly agree	16	35.5
Agree	13	28.9
Partially agree	6	13.4
Disagree	5	11.1
Strongly disagree	5	11.1
Total	45	100

In the table mentioned above, 35.5 percent out of total number of respondents strongly agreed the statement "Practice of student-centred techniques lead to the behavioural achievement of the learning of students"; 28.9 percent of them agreed the statement, 3.3 percent of them were undecided, 14 percent of them disagreed the statement and 11.1 percent of them strongly disagreed.

According to the data displayed in the table No. 13, altogether 77.8 percent of the total respondents were in favour of the statement, "Practice of student-centred techniques lead to the behavioural achievement of the learning of students". Only 12.2 percent of them were in the opposition of the statement. Therefore, on the basis of this result teachers are positive that student-centred techniques promote students' behavioural change in their lives.

4.2.14 Lecture Method and Its Usefulness

This study has tried to find out whether only the lecture method can be useful for the students or not. The respondents were asked to respond to the statement "‘Lecture’ technique/method can be useful all the time in teaching and learning process." with five categories. The teachers' responses as their perception are presented in the following table.

Table No. 14
Usefulness of Lecture Method

Categories	No. of Respondents	Percentage
Strongly agree	0	0
Agree	0	0
Partially agree	5	11.1
Disagree	28	62.2
Strongly disagree	12	26.7
Total	45	100

Table No. 14 shows that none of the total respondents strongly agreed the statement " ' Lecture' technique/ method can be useful all the time in teaching and learning process", 11.1 percent of them partially agreed the statement, 62.2 and 2.7 percent of them disagreed and strongly disagreed the statement respectively.

The total agreement percentage of the statement is 11.1 percent, and disagreement percentage of the statement is 88.9 percent as displayed in the table. According to this result, it can be concluded that the majority of the teachers believed and practised that lecture method is not suitable in all the time.

4.2.15 Strip Story Technique in Story Teaching

The researcher has tried to find out whether the teachers used strip story technique in teaching story or not. The secondary and higher secondary level teachers were asked to respond to the statement " 'Strip story' technique is useful to teach stories" with five categories. Their responses are presented in table below:

Table No. 15
Strip Story Technique for Story Teaching

Categories	No. of Respondents	Percentage
Strongly agree	21	46.6
Agree	13	28.9
Partially agree	4	8.9
Disagree	7	15.6
Strongly disagree	0	0
Total	45	100

According to the table No. 15, mentioned above, 46.6 percent of the total respondents strongly agreed the statement, " ' Strip Story' technique is useful to teach stories", 28.9 percent of them agreed the statement, 8.9 percent of them were partially agreed, 15.6 percent of them disagreed the statement and no one strongly disagreed the statement.

From the above mentioned table, it is clear that altogether 84.4 percent of the total respondents were in favour of the statement " 'Strip Story' technique is useful to teach stories ", 15.6 percent of them were against the statement. This shows that majority of teacher practised strip story technique to teach story.

4.2.16 Availability of Teaching Materials in Applying Student-Centred Techniques

To find out the perception and practices of teachers about whether the implemented student-centred techniques were based on the availability of teaching learning materials or not, the teachers were asked to respond to the statement "Practice of student-centred techniques is only appropriate when the teacher can use sufficient materials for teaching and learning" with five alternatives. The responses obtained from the respondents are presented below in table form:

Table No. 16
Determination of Student-Centred Techniques Based on Availability of
Teaching Materials

Categories	No. of Respondents	Percentage
Strongly agree	10	22.2
Agree	21	46.7
Partially agree	5	11.1
Disagree	6	13.3
Strongly disagree	3	6.7
Total	45	100

The above table shows that 22.2 percent of the total respondents strongly agreed, 46.7 percent of them agreed, 11.1 percent of them were partially agreed, 13.3 percent of them disagreed and 6.7 of total teachers respondents showed strongly disagreement.

According to the above table No. 16, altogether 80 percent of the teachers agreed the statement, 20 percent of them disagreed. Therefore, a majority of the teachers/respondents believed that they just used student-centred techniques when they had sufficient teaching learning materials. This shows that student-centred techniques depend on the availability of teaching learning materials.

4.2.17 Peer Correction Technique for Practice of Essay Writing

In this research, researcher had tried to find out whether the peer correction technique is effective in writing essay or not. For this, teachers were asked to respond to the statement "'Peer correction' technique can be best used while teaching essay writing" with five alternatives. Their responses are presented in the table below:

Table No. 17
Support of Project Work and Peer Correction Technique for Essay
Writing

Categories	No. of Respondents	Percentage
Strongly agree	16	35.5
Agree	13	28.9
Partially agree	6	13.4
Disagree	5	11.1
Strongly disagree	5	11.1
Total	45	100

In the table mentioned above, 35.5 percent out of total number of respondents strongly agreed the statement " 'Project work' and 'Peer correction' technique can be best used while teaching essay writing ", 28.9 percent of them agreed the statement, 3.3 percent of them were undecided, 14 percent of them disagreed the statement and 11.1 percent of them strongly disagreed.

According to the data displayed in the table No. 17, altogether 77.8 percent of the total respondents were in favour of the statement, " 'Project work' and 'Peer correction' technique can be best used while teaching essay writing ". Only 12.2 percent of them were in the opposition of the statement. Therefore, on the basis of this result, teachers are positive that project work and peer correction technique promotes students' essay writing practice.

4.2.18 Students' Reaction Towards Student-Centred Techniques

The researcher had tried to find out whether the students became happy, active and motivated while using student-centred techniques or not. The teachers were asked to respond to the statement "All the students become happy and motivated while applying student-centred techniques" with five categories. Their responses are presented in table below:

Table No. 18
Student-Centred Techniques and Students' Reaction

Categories	No. of Respondents	Percentage
Strongly agree	20	44.4
Agree	15	33.3
Partially agree	5	11.1
Disagree	3	6.7
Strongly disagree	2	4.5
Total	45	100

According to the table No. 18, mentioned above, 44.4 percent of the total respondents strongly agreed the statement "All the students become happy and motivated while applying student-centred techniques", 33.3 percent of them agreed the statement, 11.1 percent of them were partially agreed, 6.7 percent of them disagreed the statement and 4.5 percent teachers strongly disagreed the statement.

From the above mentioned table, it is clear that altogether 88.8 percent of the total respondents were in favour of the statement "All the students become happy and motivated while applying student-centred techniques", 12.2 percent of them were against the statement. This shows that majority of the teachers believed and experienced that students were really happy, active and motivated in using student-centred techniques.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

In this chapter, the researcher has presented the summary, conclusion and implication of the study on the basis of presentation, analysis and interpretation of the data.

On the basis of the analysis and interpretation of data obtained from teachers, the following findings have been drawn. Then, some recommendations for pedagogical implications are presented below:

5.1 Summary

The research was carried out to find the practices of student-centred techniques by the secondary and higher secondary level English teachers in their teaching learning activities. The study carried out using both primary and secondary sources of data. In this research, simple random sampling procedure was used to select forty five teachers from public and private schools of Baglung district. A questionnaire was used as the tool for data elicitation about the practice of student-centred techniques by secondary and higher secondary level English teachers. The major finding of this study is that teachers had appropriately used and practised student-centred techniques while teaching in secondary and higher secondary schools.

5.2 Conclusions of the Study

The major findings of this study are given below:

1. It was found that student-centred techniques were used in the classroom activities.
2. Most of the teachers believed that student-centred techniques involve interaction in language classes because it prioritises students in the class.

3. Most of the teachers believed that Student-centred techniques are modern and psychological teaching techniques in the present era.
4. It can be concluded that student-centred techniques provide maximum opportunity to the students in classroom interaction in language teaching.
5. This showed that student-centred techniques are the effective techniques of teaching learning process which make the students better learners and producers in English language.
6. It can be concluded that role play and simulation plays important role in drama teaching for meaningful participation of students in class activities.
7. The explanation technique became fruitful for teaching poems because the majority of respondents supported the statements.
8. It can be concluded that the majority of the teachers believed that teachers' role is not to control everything but he is responsible in all the activities and events.
9. Teachers were positive that student-centred techniques promote students' participation in language classroom.
10. It can be concluded that student-centred techniques create the environment to understand students' background.
11. Teachers practised that lecture method is not suitable all the time.
12. The conclusion showed that majority of teachers practises strip story technique to teach story.
13. It was concluded that student-centred techniques are dependent with the availability of teaching learning materials.

14. It was concluded that on the basis of this result teachers are positive that peer correction technique promotes students' essay writing practice.
15. Majority of teachers believed and experienced that students are really happy, active and motivated in using student-centred techniques.

5.3 Implications of the Study

On the basis of the above conclusions, following implications have been suggested to the concerning stakeholders in different levels.

5.3.1 Policy Level

The finding of this study will give some insight and understanding to the policy level. Student-centred techniques can be practised effectively when there is the provision of it in policy level. Thus the finding of this study will be fruitful to some extent for policy and plan makers. Some of the implementation is pointed below:

- i. To implement student-centred techniques well, there should be balanced responsibility of teachers, students and parents.
- ii. School management committee, teachers' and parents' association should play positive role in using student-centred techniques.
- iii. Teachers have to teach more than seven subjects in a day, therefore, it is difficult to implement student-centred techniques and it has been extra burden for them. Therefore, some teachers should be added in school.
- iv. The role of governmental and non-governmental agencies becomes important in improving the policies of student-centred techniques.
- v. Though the student-centred techniques are good in theory, it has not been used in practice as it has to be. Thus, there should be the program to implement it in actual practice.

5.3.2 Practice Level

In this level, the finding of the study will be useful for those stakeholders who actually work in the field of implementation in actual practice level. Some of the useful implications are mentioned as follows:

- i. Strict supervision should be done from concerned authorities to observe how well the teachers are implementing the student-centred techniques.
- ii. Sufficient training on student-centred techniques should be given to secondary and higher secondary level teachers.
- iii. Teachers should be more labourious to implement student-centred techniques.
- iv. Teachers need more time and extra efforts, therefore, extra fund should be provided to them.
- v. Implementation of student-centred techniques depends on the availability of teaching materials. Thus, sufficient teaching learning materials should be managed.

5.3.3 Further Research Level

Further research level is especially useful for those people who will study in the similar area in future. Thus, the finding of the study will be useful for those stakeholders who will be associated in the field of implementation in future. Some of the useful implications are mentioned as follows:

- i. This research will provide a valuable secondary source for the researchers giving them impetus to understand the modern techniques of teaching language specifically student-centred techniques.
- ii. It will obviously provide the researchers new research areas which are left to be investigated. For example, challenges in implementing student-centred techniques, practices of student-centred techniques in teaching other subjects and comparative study of practices of student-centred techniques in urban and rural schools.

- iii. The study is delimited to the practices of student-centred techniques in secondary and higher secondary level. Similarly, other levels, for example, primary and lower secondary level and areas like the roles of students in student-centred techniques, roles of school management committee, head teacher and parents' association in promoting student-centred techniques, can be investigated in the field of student-centred techniques.
- iv. It also provides the focus on the value of student-centred techniques for those teachers who are feeling hesitation to implement it in their real classroom teaching.

References

- Baniya, B.B. (2009). *Teaching techniques used by English teachers*. An unpublished M.Ed. thesis, T.U., Kathmandu:
- Berg, S. (2012). *Learner autonomy: English language teachers' beliefs and practices*. ELT Research paper 12 (07).
- Brown, D. (1994). *Principles of language learning and teaching*. London: Prentice Hall.
- Choudhury, A.S. (2011). *Classroom roles of English language teachers: The traditional and the innovative*. Contemporary online language education Journal, 1, 30-40.
- Cohen, L. and Manion, L. (1985). *Research methods in Education*. London: Croom Helm.
- Dorneyi, Z. and Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge: CUP.
- Entwhistle, N. and P. Ramsden (1983). *Understanding Student Learning*. London: Croom Helm.
- Ghimire, A.B. (2010). *Roles of teachers in English language classrooms*. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- _____. (2001). *The practice of English language teaching* (Third Edition). London: Longman.
- _____. (2008). *The practices of English language teaching* (Fourth Edition). London: Longman.
- Hedge, T. (2000). *Teaching and learning in language classroom*. Oxford: OUP.

- Hornby, A.S. (Eds.). (2005). *Oxford Advanced Learners' Dictionary* (Seventh Edition). New York: OUP.
- Keblowska, M. (2002). *The role of the foreign language teacher in the classroom-- the teachers' beliefs and role behavior versus the students' expectations*. (*Linguistics*). Article, January 1, 2002.
- Kumar, R. (2009). *Research methodology*. India: Dorling Kindersley.
- Kumaravadivelu, B. (2006). *Understanding language teaching*. Hillsdale: Lawrence.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (Second Edition). Oxford: OUP.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: CUP.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Rrichards, J.C. and Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge: CUP.
- Schuh, K. L. (2004). *Learner-Centred principles in teacher-Centred practices?* Teaching and Teacher Education (pp. 833-846).
- Stoller, F. (2002). Project Work: A Means to Promote Language and Content. In Jack, C. Richards & Willy, A. Renandya (Eds.) *Methodology in Language Teaching: an anthology of Current Practice* (pp. 107-120). Cambridge: Cambridge University Press.
- Subedi, H. (2004). *ELT theories and methods* (Second Edition). Kathmandu: Neema Prakashan.
- Tangpijaikul, M. (1999). *The changing roles of teachers and learners in language classroom*. Article, January 30, 1999 (p.4).
- Tudor, I. (1996). *Learner-Centredness as language education*. Cambridge: CUP.

APPENDIX

Questionnaire to Teachers

Dear Sir/Madam,

I have prepared following questionnaire as a research tool for gathering the information for my research entitled **Practices of Student-Centred Techniques by Secondary and Higher Secondary Level English Teachers** under the supervision of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T.U., Kirtipur, Kathmandu. The correct information provided by you will have great value to accomplish my study. The information that you provide will be kept highly confidential and only for this research study. I will appreciate your honest opinions. For me, your invaluable help will be memorable forever.

Researcher

Suresh Nepali

Name:

Name of the Institute:

Secondary

Higher Secondary

Private school

Government-aided school

Qualification:

Experience:

A. Being based on 'Practices of student-centred techniques', Please put (0) tick to the alternatives that best indicate your response.

1. Student-centred techniques are modern practices to language teaching.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
2. The teacher should provide maximum opportunity to the students while practising student-centred techniques.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
3. Teacher facilitates the students in student-centred techniques.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
4. Drama teaching can be purposefully forwarded using 'role play' and 'simulation technique'.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
5. Interaction is the sole of student-centred teaching techniques.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
6. There is not any other technique for teaching poems except 'explanation technique'.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
7. Teacher is not responsible for everything that may happen in the classroom.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
8. Teacher should promote to encourage her/his students for participating or making suggestions about how they may proceed in an activity.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
9. The teacher should take students' age, need, interest, linguistic background etc. into account while teaching.
a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

10. The technique which is used inside the classroom is determined on the basis of the nature of the text.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

11.. 'Discovery technique' is one of the techniques to teach grammar.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

12. The teacher should motivate the students in the process of teaching and learning.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

13. 'Group work' and 'pair work' are important techniques to teach dialogue.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

14. Grammar can be meaningfully taught using project work.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

15. The main job of teacher is to complete the course by hook or crook.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

16. Teacher should let the students practise themselves.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

17. Teachers should believe that students are the primary factors and they should be kept in centre in teaching and learning activities.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

18. Practice of student-centred techniques leads to the behavioural achievement of the learning of students.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

19. 'Lecture technique/method' can be useful all the time in teaching and learning process.

a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

20. 'Strip story' technique is useful to teach stories.
- a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
21. There are not many disadvantages in the implementation of student-centred techniques.
- a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
22. Practice of student-centred techniques is only appropriate when the teacher can use sufficient materials for teaching and learning.
- a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
23. No one can say which type of method of teaching is good; it is always based on the situation.
- a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
24. 'Project work' and 'Peer correction' technique can be best used while teaching essay writing.
- a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
25. All the students become happy and motivated in student-centred techniques.
- a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
26. Students actively take part in teaching learning activities in these techniques.
- a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree
27. Availability of teaching learning materials influences the application of student-centered techniques.
- a) Strongly agree b) Agree c) Partially agree d) Disagree e) Strongly disagree

B. You are humbly requested to supply the responses in your own words.

1. How long have you been teaching English?

.....
.....

2. Why do you think group work, pair work, dramatization, project work, strip story, individual work etc. come under student-centred techniques?

.....
.....
.....

3. What kind of benefits do the teachers and students get while using student-centred techniques? Give at least two benefits.

.....
.....
.....

4. List the techniques that you use while teaching listening and speaking skill?

a) For listening

a) For speaking

-	-
-	-
-	-
-	-
-	-
-	-

5. What are the possible student-centred techniques that you apply while teaching grammar?

.....
.....
.....

6. What kind of techniques do you use while teaching story?

.....
.....
.....

7. Mention the techniques that you use while teaching vocabulary.

.....
.....
.....

8. List down the techniques that you use while teaching drama.

.....
.....
.....

9. What are the student-centred techniques to teach poems?

.....
.....
.....

10. Mention the possible techniques which are used in teaching writing such as newspaper articles, rewriting a story, essay and so on.

.....
.....
.....

11. Do you use individual work technique while teaching listening and reading comprehension? Why?

.....
.....
.....

12. Which techniques do you frequently use in the classroom? Give reason.

.....
.....
.....

13. What kind of roles should a teacher perform while practising student-centred techniques?

.....
.....
.....

14. What kinds of techniques are useful for the overall linguistic development of the students?

.....
.....
.....

15. Do you agree with the statement that ‘the ultimate aim of all practices and roles is to facilitate the students’ progress’ as it is said by Harmer (1991)? Give reason being based on student-centred teaching.

.....
.....
.....

16. Do you think all the students enjoy while using student-centred techniques? Give reason.

.....
.....
.....

17. What kind of problems and challenges that students face in using student - Centred techniques?

.....
.....
.....

18. What are students' reactions, while you applying student-centred techniques?

.....
.....
.....

Thank you very much for your valuable time and kind information.