

CHAPTER ONE

INTRODUCTION

This is a study on “Learner-Centered Techniques Used in English Language Classrooms”. The introductory part of the study consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

English language has become one of the most important languages in this modern era. It is a lingua-franca as well as global language (Kachru, 1985). It is used all over the world for the purpose of communication with foreigners. Without being familiar with the English language, in this 21st century people feel uneasy to communicate whatever they go. However the use of English language in the context of Nepal is mostly confined to formal situations like diplomacy, teaching and cross country communication student feel learning English as complex task, the due to different aspects as like learning styles, age strategies, attitudes, motivation, gender and teaching learning materials. In reality it depends on the teachers’ effective role, availability of subject matter, active participation of students in learning activities and the appropriate use of teaching methods motivation and techniques in the classroom.

There have been different changes in the fields of language teaching and learning, for example, if we look at the history of language teaching, there was only the use of grammar translation method but nowadays it has been changed in to ICT integrate and engage pedagogy. Similarly the teacher-centered teaching was a major way of teaching in the past has been shifted into the learner-centered teaching at present. It shows a noticeable change in teaching strategies and techniques. The learner-centered techniques a variety of different

methods that shifts the role of the instructors from givers of information to facilitating student learning.

We can observe different forms of instruction in ELT throughout the time. In this regard, Brophy (1999) says that for years; peoples' understanding of classroom management was rooted in behavioral theories of teaching and learning. Educators are now encouraged to implement an instructional approach based on constructivist principle of learning. If we look back to the history of English language teaching and learning, no single method has been established as the permanent and universal method. Traditionally, teaching was restricted only in the school and teachers. At that time teaching was only teacher-oriented. The teachers used to play dominant role keeping students as listeners. They did not take learners age, need and interest, culture as well as linguistic background, into account while teaching. In teacher-centered teaching student put all their focus on the teacher. The teacher more active than the students during the classroom activities students were aim and collaboration was discouraged (Wimer, 2002).

But nowadays the notion of student-centered techniques have been made proliferating as they give counter to the traditional mode of teacher centered techniques in order to determine the aims, content organization pace and direction of a presentation. According to Housen (2013), "In student-centered classroom the curriculum is no longer dictated by the next chapter in scripted teacher's manual, but is dictated by student's interest". He emphasized learner's autonomy in learning the target language. In this regard, Richards and Rodgers (1988) say that the learners centered approaches assume that learners are active and have unlimited potential for individual development. Learner-centered techniques include; individual work, pair work, group work, role play, problem solving, project work, drama, group discussion, picture description and many others. These techniques encourage the students to be engaged in works and they learn by experiencing, hypothesizing, or by being involved rather than being told.

There can be a number of problems and difficulties while using the learner-centered techniques like individual work, pair work, project work, role play, discovery technique, group work, strip story, dramatization, group discussion. However, the teachers can make several attempts to use a variety of strategies like group discussion, picture discussion problem solving in their classes. The learner-centered techniques may require more competent and well trained teachers, and well-equipped classroom. However such a situation may not be available in the context of ELT classes in Nepal. Learner-centered techniques put the roles of learners at the center of teaching and learning activities. The student-centered techniques though they are taken as good practices for teaching English they are not effectively used in many ESL, EFL classes it may be due to the challenges in that teacher faced. In this regard I'm interested to see to what extent teacher use student-centered techniques in their classroom.

1.2 Statement of the Problem

Teacher can teach language to the students in many different ways. The selection of particular technique or method can have impact on teacher teaching achievement. There are several techniques of teaching English by adopting student centered techniques. If we look at literature we came to identify variety of techniques for example, Ur (1996), Harmer (2007) have presented that communicative techniques like role play, dramatization, task-based techniques pair work, group work, project work, strip story, individual work, role play, and dramatization can be used to engage students more in classroom teaching learning activities.

However, all these techniques cannot be applied in all the context in which teaching and learning takes place. The context is determined by various factors such as availability of materials qualification of teacher, aim of teaching English, tradition of teaching and so on. Teacher-centered techniques place students in a passive rather than an active role, which may hinder learning. In contrast, learner-centered techniques allow the instructor to precisely determine

the aims, context, organization, place and direction of a presentation. This study particularly focuses upon the use of learner centered techniques in secondary level classes of English. When I went through literature I found the study this only related their perspective learner centered techniques. However, very few studies were there regarding what teachers actually used in classroom to make their teaching learning learner center. In my own experience teacher rarely engaged as in group discussion rather they focused on their lecture. There can be several problems for teacher to select the appropriate techniques which is applicable to teach in particular context because of the mixed ability class, the teachers could not perform the activities in a very smooth way to teach a single context the teacher can use different technique but the teacher felt difficulty to use multiple techniques.

So that, I became interested in research on this topic contextual use of language teaching techniques neglected in the past. They only focused on exam preparation, rote learning and teaching which did not promote the students skill. So, I became interested to find out the usefulness of student centered techniques to promote student proficiency on learning. Moreover no research works have been carried out under this topic “Student-centered Techniques Used in ELT Classroom”.

1.3 Objectives of the study

The objectives of this study were as follows:

- i) To examine the practices of learner-centered techniques used in teaching English.
- ii) To find out the learner-centered techniques used in the ELT classroom along with the views of teachers.
- iii) To suggest some pedagogical implications.

1.4 Research Questions

The present study was based on the following research questions:

- i) How do teachers practice learner-centered techniques in their classroom?
- ii) What different learner-centered techniques have used in English classes by the teachers?
- iii) How do teachers view on the use of student centered techniques?

1.5 Significance of the Study

This study has been conducted to explore the learner-centered techniques used in ELT classroom. There are very strong reasons for implementing a systematic and principle approach to the teaching and subsequent learning of English language. Teaching English is a corner stone for developing comprehension. Several researchers and ELT experts agree learning, listening, speaking, reading and writing are really a special case of reading comprehension.

Whereas, the primary objective of the study was to find out examine the practice of learner-centered technique in teaching English from the findings of the study. I hope it will encourage English language teachers to use the best learner-centered techniques in teaching English. The teachers can know the techniques of English used by other teacher which can help the textbook writers to include the context and activities to teach learner-centered techniques and to find out the views of teachers as it is practiced in real context of teaching English. Similarly, material designers can design the material to fit the techniques that teacher apply in teaching different aspects of language. Furthermore, it will be useful as reference material for those who want to carry out further research in this area.

1.6 Delimitations of the Study

This study had the following limitations:

-) This study was specific on examining learner-centered techniques used in English classroom only.
-) This study was limited to the five English language teachers from secondary level and observed six classes of each teacher.
-) Observational Ethnography research design was focused for this study.
-) This study was limited to the data collection through classroom observation checklist, interview and note taking.
-) This study was limited to five secondary level English language teachers of Kathmandu valley.

1.7 Operational Definition of the Key Terms

The key terms used in this study have been defined here from the operational perspectives. I have used following terms as the key terms in the study and defined here in this section:

Techniques: Techniques in my study refers to the strategy and actual implemented task used by a teacher to provide his/her teaching lesson.

Student-centered Techniques: Student-centered techniques is an approach to education focusing on the needs/interests of the students, rather than those of other involved in the educational process such as teachers and administration.

Observational Survey: Observational study is a study where researchers simply collect data based on what is seen and heard and infer based on the data collected.

Examine: I will very carefully see what techniques will the teacher use.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter was included the review of theoretical and empirical literature. It has also included the implications of the review for the study and theoretical or conceptual framework of the study.

2.1 Review of Theoretical Literature

This section deals with different theoretical perspectives related to the issue raised in the study literature review gives the information to the researcher about the area that has already been carried out and the areas that has to be further carried out. It also provides the ideas on how to conducts the method procedure and the design of the research. The theoretical review of this study includes the discussion of following topics:

2.1.1 Language Teaching Techniques

Techniques are used to refer to the activities which are used in the classroom in order to achieve the immediate goal of teaching and learning as guided by given method and approach. It is a particular trick, strategies or contrivance used to accomplish on immediate objective. In other word, a technique is any of a wide variety of exercises, activity or devise used in language classroom to fulfil lesson objectives. Appropriate selection of techniques is determined on the basis of subject matter, teachers' individual artist composition of the class availability of the teaching materials and so on .Various techniques are being practiced in the field of language teaching. A teaching technique comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning by students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learners. In this regard, Anthony (1963,as cited in Richard and Rogers 2001) states, “a technique is implementation that which actually takes place in a classroom”. It

is particular trick stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with method, and there for in harmony with an approach as well. The systematic classification of techniques requires the nature of roles that the students and teachers play during the teaching and learning of the target language. There are different techniques for example, role play, dramatization, pair work, Individual work and group work to teach language skills and aspects .The teacher himself /herself can create his /her own techniques to teach language in the classroom. Teaching should reflect the students' need and interest. In this regard, Larsen-Freeman (2004,p.1) says, "Language teaching method to mean a coherent set of links between action and thought in language teaching. The action are the technique and thought is language teaching ".Similarly, Larsen-Freeman and Anderson (2011)mention about the teacher-centered techniques as dialogue memorization, repetition drill, chains drill, multiple-slot substitution drill, transformation drill, lecture, explanation, illustration and demonstration. The techniques which are used in teaching English language are classified into two types. They are teacher-centered techniques and students-centered techniques. This two different set of techniques are briefly discussed below:

2.1.2 Teacher-Centered Techniques

Teacher-centered techniques are those techniques on which teachers remain active in the classroom. The teachers speak a lot, read a lot, and take too much time in the classroom. Teachers are more active than the students in this technique. So that, the learners listen to the teacher and objective the teachers' activities. They just remain as a passive worker. Some example of teacher-centered techniques are lecture explanation, illustration and demonstration.

2.1.3 Student-centered Techniques

Unlike the teacher centered techniques students centered techniques are such techniques in which students become more active and engaged in learning. Housen (2013) states that in student-centered classroom, teachers share

responsibilities with students. So having mutual respect for each other are essential in order for a student-centered classroom to be successful, classroom expectation must be established. Students are given a lot of task to complete or perform. Students learn through activities, they learning by doing such techniques emphasize the students and their individual. Characteristics as a central is conducting instruction instead of focusing on subject matters, external authority and educational requirement. They are more psychological than logical. It highlights the process than product. The teacher works as a facilitators and guide student-centered techniques are widely used concept in language teaching these days.

According to Jones (2007, P.3), "when students work together in English they talk more share their ideas, learn from each other, involve themselves in activities, use English in a meaningful and realistic way and enjoy using English to communicate". This mention us that in order to make students more receptive to learning, teacher should create a non-threatening environment in classroom. Similarly, according to Weimer (2012), there are five characteristics of learner-centered techniques. For example, learner-centered teaching engages students in the hard, massy work of learning. It also includes explicit skill instruction. Similarly, learners-centered teaching encourages students to reflect on what they are learning and how they are learning it. Likewise, it motivates students by giving them some control over learning process and encourages collaboration. In learner-centered techniques the teacher's role only facilitator or a guide so that this technique highlights the process then product. Some examples of student-centered techniques are:

i) Individual work

Individual work is opposed to the concept of whole class teaching lock step learning in while all the students learn something using the same materials. They do not get a chance to explore their own ideas and potentialities. It is well known that all the students do not learn in the same way. Richards (1999,

P.147) mentions that in individual work. Objectives are based on the needs of individual learners and allowances are made in the design of a curriculum for individual difference in what students wish to learn, how they learn and the rate at which they learn. Individual work can help students to gain independence to think through on their own. It also improves confidence in working through a problem, even when they don't feel certain about every step. It also provides creativity and effective thinking process.

ii) Pair work

Pair work is one of the important learner-centered techniques which is often used in a communicative classroom. According to Cross (1992, P.43). "Pair work is one of the most important learners centered techniques which is often used in communicative classroom". During pair work teacher has two roles, a monitor and a resource person. It divides into a pair for just five minute each other. During pair work teacher has two roles, a monitor and a resource person. It divides into pairs for just five minute each student will get more talking time during those five minutes than during the rest of the lesson. Pair work make students engage in interaction to each other. During pair work, teacher performs two roles, one is a monitor listening to a few of the pairs and noting any persistent errors while second role is that of a resource person providing help, information and feedback. We should make the students more confident in the use of language. The use of visual aids appropriately can help to be more effective. Similarly, teacher-student model where there is the selection of one of the students to take a role and ensure everyone knows what to do likewise, public pairs, timing, private pairs and public check are the different important steps of pair work.

iii) Group work

Group work is another important student-centered techniques of language teaching which form of comparative learning. It involves a small group of learners working together. The teacher should divide the class into different

groups on the basis of students' number, their cognitive and linguistic levels and teaching item. Group works provide learner provides learners much exposure to a range of language items and language function. Defining the importance of conducting group work Larsan-Freeman (2004, P.104) says, "Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups". It allows learners to develop fluency in the use of language features that they already learned. It helps in learning new language items and it also develops proficiency in the use of this items.

iv) Project work

Project work is a very effective but time consuming students-centered techniques of language teaching. It integrates all language skill involving a number of activities that requires all language skills since project work is student-centered rather than teacher centered. The teachers may need to develop a more flexible attitude towards the student's work. Project work as defined variously by different scholars. In this regard, Richards (1985, P.295) says, "The project work is an activity which center on the completion of a 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 tasks place outside the classroom". Similarly, Hedge (1993) mentions that learner's reflections of project work can be analyzed through activity theory, where tool mediated activity is understood as the central unit of analysis for human interaction. In this way, we can say that project work provides one solution to the problems of autonomy of making the learner responsible for his/her own learning. it emphasizes on group centered experience. It is co-operative rather than competitive. This technique encourages imagination, creativity, self-discipline, responsibilities and collaboration, research and study skills.

There are different stages of project work given by different researcher. In project work, students collaborate and work together. The role of the teacher is as facilitator.

v) Role play

Role play is a classroom activity which gives the students an opportunity to practice the language, the aspects of role behavior and the actual role they may need outside the classroom. It is an ideal vehicle for developing fluency and it also offers focal points in lessons integrating the four skills. Its main goal is not only to put the learner's knowledge into live practice but also to improve their confidence and self-assurance in a very effective way. It is a form of simulation in which students adopt certain roles or pairs. According to Harmer (1991), "All role plays are simulations, but not all simulations are role-play". So, role play is highly flexible technique which can be adopted for any level of the English language learners. He also advocates the use of role play for the various reasons such as, for fun, motivating, quitter students get more chance to express themselves the world of the classroom is broadened to include the outside world and it offers much wider range of language opportunities.

vi) Discovery Technique

Discovery technique is the technique where students are given the examples of language and told out how to discover the grammar rules rather than the told them (Harmer 2003, p.29). A discovery technique is an extremely learner-centered technique for teaching language vocabulary and grammar which aims to give students a chance to take charge earlier i.e. before explaining language by the teacher. This technique gives invites the students to use their reasoning. The discovery technique is a method of teaching in which students are not directly presented with a target grammatical structure or rule. Instead, students are given content in which the target structure is used students then discovery the grammatical rules or figure out the pattern for themselves. The teacher's role is to guide students to their won discovery not to give students the

information on the grammar rule. According to Richards (1991, P.297), 'discovery technique is based on the various principles'. They are as learners develop process associated with the discovery and inquiry by observing inferring formulating hypothesis, predication and communicating. Similarly, teacher uses the teaching style which supports the processes of discovery and inquiry. Likewise, text books are not the sole source of learning. Similarly, conclusions are considered tentative and not find. Learners are involved in planning, conducting and evaluating their own learning with teacher playing a supporting role. Preview, matching techniques text study and problem solving are the four major activities involved in discovery technique.

vii) Strip story

Strip story is a technique of presenting a story part-wise in small slips of paper strip. The strips are given to individual students of a group requiring them organize the strips as to make it known to the other member of the group. According to Phyak and Sharma (2009, P.14), procedures of using strip story in language classroom includes: selecting the story, cut the story into strips and number of students, we either can distribute these or not. According to Freeman (2000), "many teaching and learning activities can be done with picture strip stories, one of them is by giving a small group a story". A student group will then show the first picture at the story to the other members of the group and ask them to predict what the second picture is like. It would be better if the story was interesting and if it could be related to student's practical life, society and culture.

viii) Group Discussion

Group discussion is an important activity in academic, business and administrative spheres .It is a systematic and purposeful interactive oral process. Here the students exchange of ideas, thought and feeling take place though orals communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi -

circle and express their views on the given topic or problem. It improves learners thinking, listening and speaking skills. It also promotes confidence level. It is an effective tool in problem solving, decisions making and personality assessment. According to Harmer (2003, p.29) there are four major areas of evaluation in selection group discussion: subject knowledge, oral communication skills, leadership skill and team management. Group discussion teaching techniques all members of the group have a chance to speak expressing their own ideas and feelings freely, and to pursue and finish out their thoughts all members of the group can hear others' ideas and feelings shared openly.

ix) Drama

One of the very effective and interesting learner-centered technique. Drama is doing. Doing is being. Drama is normal thing. It is something that we all engage in daily life. When faced with a difficult situation. It encourages genuine communication and involves real emotion and use of body language. It involves using the imagination to make one self into another character or the classroom into different places. It starts with listening, speaking and can be specified to practice specific language aspects e.g. grammar, lexical items and functions. Housen (2013) says, that dramatization is an activity of the group work. In dramatization, drama is performed in group by the students in the classroom. It requires a long rehearsal and repetition before the performance take place. It is important activity group work for teaching functional, vocabulary items.

It brings outside world into the classroom. Drama consists of six elements: situation, problems, solution, surface, reality and background, emotions, planning underlying reality.

2.1.4 Importance of Using Learner-centered Techniques

The concept of learner centeredness in teaching only came into practice when the progressive and humanism became dominant in philosophy. Many philosophers and educationists such as Dewey, Frere, including several others argued for learner-centered teaching. They took learners as “a whole person” that promotes the learners’ individual development and leads to focus on process of learning rather than mastery of discrete learning items. We cannot limit the learner-centered techniques in certain points. Teacher can invent a number of techniques based on their context learning cannot be meaningful, effective and Permanent until and unless it reflects the needs of the learners for developing inner potentiality of learners, learner-centered techniques are essential which develop learner’s autonomy as well regarding the learner autonomy. Harmer (2007, P.394) says, “To compensate for the limits of classroom time and to boost the chance for successful language learning and acquisition, students need to be encouraged to develop their own learning strategies so that as far as possible they become autonomous learners”. There are several learner-centered techniques. They include that the learners can get enough opportunities for processing English language input through the task and activities. The learners are facilitated with negative evidence, positive evidence, scaffolding, feedback and recasts. The students may feel the responsibility of own learning, they may get chances for self-reflection and self-evaluation. So that, we can say the learner-centered techniques can develop learner-autonomy and promote skills of self-reliance and investigation over teacher-dependence.

2.1.5 General Principles for Language Lesson in Learner-centered Class

Learners will be more successful if they have an opportunity to enjoy while learning. However, the challenges are how to create learner-centered techniques environmental inside the classroom. The main objectives of this article was to present few considerations on how to implement learner-centered

teaching. In our daily pedagogic endeavors. In this article includes some tips, principles and challenges of learner-centered teaching. Poudel (2018) mentioned from Grammar Translation(GT) to the communicative approach and beyond the vest methodology menu changes have occurred in ELT over the past five decades good teaching is learner-centered techniques one. In learner centered technique students are more active than the teacher in this techniques the teacher just helps each student how to connect to the material and subject and pay more attention to their activities rather than his own. Poudel (2018) has discussed some tips for learner-centered classroom.

Cultivate a Relaxed Atmospheric Condition Before the Beginning of Instruction

A relaxed atmosphere is conducive to free expression. A skillful teacher can create a good environment where the student feels easy to learn or express own self.

Praise the Students when it is Deserved

The teacher should complement students why they do well. He/She should make it practice to reinforce a good performance with encouraging comments.

Be Enthusiastic and Gender Enthusiasm

Enthusiasm is one of the most important factors to involve learners in a conversation class it makes teachers feel joy of the prospect of engaging them in learning.

Listen to the Students

The teacher should not dominate the learner's responses. He should try to get the students to speak as much as possible.

Be Patient

The teacher should put himself in the place of the student. He should think of how his ideas when he was first learning a new topic.

Be Alert and Foster Alertness

The learner-centered class provides practice in both speaking and understanding what is said and see to it that the attention of the students does not wander.

Making Corrections

The teacher should let them find the answers from the alternatives that provides. Halt (1980) says, “We must not fool ourselves into thinking that guiding children to answers by carefully chosen leading questions is in any important respect different from just telling them the answers in the first place the only answer that really sticks in a child’s mind is the answer to question that he asked or might ask of himself”.

Avoid Over Simplification

The teacher cannot learn for the pupil, he can only provide good conditions within which learning may take place. Halt (1980) says, “if we taught children to speak, they would never learn”.

Treat the Individual Student as a Person on Equal Basis With all the Members of the Class

In learner-centered teaching the teacher must look carefully at his classes to be certain that all students are included equally. The teacher should focused to the talent and as well poor students.

Love Emotional Baggage Outside the Classroom

The teacher should manage his emotional activities. In learner-centered teaching class the teacher must speak naturally with smile and concentrate on the students.

Lead Learners to Understand Language outside the Classroom Too

Krashen and Ferrell (1983) argued that the purpose of child-centered language instructions to lead learners to understand language outside the classroom. So that thing can ultimately utilize the real world, as well as the classroom for progress. They indicate that the purpose of this child-friendly classroom instructions to facilitate and encourage the students to interact with speakers in target language classroom.

Similarly, Kumarvadivelu (1994) has given ten principles that can be used as guidelines to be adopted or applied based on the need of learners as well as of specific situation. They are maximize learning opportunities, facilitate negotiated interaction, minimize perceptual mismatches between teacher's intention and learner's interpretation, minimize perceptual mismatches between teachers intention and learners interpretation activate intuitive heuristics faster language awareness contextualizes linguistic input, integrate language skills, promote learner autonomy, raise cultural consciousness and ensure social relevance.

In developing learner-centered class teaching should be much more than a performance by the teacher. Above all, a successful lesson makes the learners, rather than the teacher the focus of the lesson. So an English language teacher must conceptualize the questions like was the lesson content something students took part in during the lesson sufficiently challenging to engage them but not so challenges that they become frustrate and lost interest where the students motivated during the lesson. These ideas will explore how to one can move from a teacher centered approach to teaching to a learner-centered one,

that is one in which student's need, interest and preferences take priority in teaching (Richard and Ferrrel, 2011).

2.1.6 Features of Student-centered Techniques

In this technique involves understanding learners needs and goals, communicating trust and respect to them. Acknowledging diversity of needs and learning styles, giving effective feedback on their learning in way that help develop their confidence and self-esteem. Some features are the degree of engagement learners have with the lesson, the quality of student participation and interaction, the learning out comers the lesson procedures, the ability to present subject matter form a learner's perspective, how well the lesson addresses learner's needs how to learner reshapes the lesson based on learner feedback and how the teacher responds to learner's difficulties.

2.1.7 Practical Benefits of Using Learner-centered Techniques in Classroom

English language teaching class consists of many similar needs and goals and some with a great diversity of need. This type of homogeneous class with student of a similar age, educational background, interest goals and needs. Benson (2001) argues that learner-centered teaching a practically more effective than other modes of teaching for some reasons:

It is sensitive to individual needs and sensitiveness. It encourages construction of knowledge and meaning. It also draws on and integrates language learning with students' life experience. It generates more student participation and target language output. It encourages authentic communication. It breaks down barriers between in class and out of learners by encouraging interaction with the class. It also offers wide range of preference for particular kinds of classroom activities styles of teaching classroom arrangements, aspects of language and made of learning and encourages construction of knowledge and learning.

2.1.8 Challenges in using student -centered techniques

Using student-centered techniques in the context of Nepalese school's classroom or teaching are really challenging job because there is no good sound management provisions and the teacher has to take every responsibility to manage the classroom. It is very difficult for the teacher to handle the classroom activities. Gautam (2010) states that in Nepal, majority of the large classrooms are made up of multi level groups where students have different needs interests and learning styles, such type of heterogeneity of the student may enrich the variety of social interactions and more interest, ideas and knowledge but it also creates situations that challenge teacher's resourcefulness while trying to facilitate the students by applying student centered techniques. The situation is more challenging in the context of Nepali where classroom size is not well equipped. Teachers are also not well trained. Instructional materials are not sufficient and both teachers and students have to depend on text books, higher influence of their mother language and influence of the grammar - translation method. According to Wright and Bailey (1999), some challenges faced by the teachers in learner-centered teaching techniques are: the way in which teachers support and manage the processes of language learning. The teacher creates opportunities to participate in the communicative and interactive uses of language. The way in which teacher use materials by all which teacher use materials by all means to all the students of the classes and the way in which teachers address individual differences in needs and interests, background and cultural perspectives of the learners. Therefore, teaching in student-centered techniques on such an environment is really challenging. Therefore teaching in students -centered techniques on such a environment is really challenging. Ur (1996) has explained general challenges that might have faced by the teacher and students while teaching and learning in large ELT classes which are given below:

a) Discipline

Discipline is one of the most frequent challenges in Nepal in a large ELT classes .When the class is diverse and the teacher cannot pay attention to each and individual students especially those weaker students.

b) Correction Written Assignments

Correcting all the written assignment is another problem in an ELT class. Because of the limited time periods and other workouts, the teacher does not give time in correcting assignments, so students may ignore to do the assigned tasks.

c) Appropriate Tasks and Materials

Selecting the appropriate instructional materials and tasks to all the students in a large multilevel class is another problem for the teacher. Selecting the materials according to the age, level, interest and the learning pace of the students in a large ELT class is a challenge in an ELT class.

d) Participation

One of the major frequent challenges in an ELT class in the equal proportional participation of the students in all classroom activities. The natures of student are different as if they might be introvert and extrovert. So, the introvert type of students can be backward in comparison to the extrovert type of students. In this regard, Hess (2006) says that "we often feel discouraged when only a few student participate and we cannot manage captivating a grade many other who look out bored ".

e) Interest

Interest is another problem in ELT classes because of the individual differences of a learner interests varies. So, in a large ELT class, all the students may not have the same interest. Ur (1996) states , "They get bored, I can't find topic and

activities that keep them all interested” so, interest of a learner affects the learning process in an ELT class.

Thus, disciplines, correction written assignment, interest ,appropriate am task and materials, individual awareness and student's participation have become the most repeated challenges in the ELT classes.

2.2 Review of Related Empirical Literature

Many research works have been carried out in the field of learner-centered techniques at the Department of English education. However, there are many research works that have been carried out on the title learner-centered techniques use in ELT classroom. Some of the related literature of the present study have been reviewed here in this section.

Baniya (2009) carried out a research entitled “Teaching Techniques Used by English Teachers”. The main objective of the study was to find out the techniques used by the teachers to teach English language in public and private schools. He used both the primary and secondary source of data collection. The primary sources of data was 40 English teachers teaching at secondary level. He used purposive non-random judgmental sampling procedure to select the sample population for this study. The main tool of data collection was observational. The findings of the study showed that teachers of private schools used more teachers-centered techniques them the public one

Similarly, Gautam (2010) carried out a research on “Teachers’ Perspectives on Student-centered Teaching Applicability of Student-centered Teaching”. The main objectives of this study were to find out the teachers’ perspective on the student centered teaching applicability of student-centered teaching. The main tools of her study were questionnaire and observation checklist tool to elicit information form informants. She found that 40% teachers frequently provided student-centered tasks and activities to the students while it was 53.33% who provided such tasks only sometimes and 6.66% teachers rarely did so.

Mandal (2012) carried out a research work entitled “Techniques Used in Teaching Mixed Ability EFL Classroom”. The main objective of this study was to find out techniques used by English teachers in teaching mixed ability EFL classroom. The research designed of this study was survey. He used both primary and secondary sources of the data collection. He selected 40 teachers twenty form secondary level and twenty form higher secondary level as a sample population for this study from Dhanusha district. Questionnaire was used as a research tool for the data collection. The findings of this study showed that teaching meaning in the context was highly used by both secondary and higher secondary school teachers. About 60.2% teachers used it. Similarly, pair work and group work techniques was used by both secondary and higher secondary school teachers while teaching speaking in the EFL classroom.

In the same way, Neupane (2015) carried out a research on “Beliefs and Challenges in Implementing Learner-centered Techniques in ELT Classroom”. The main objective of this study was to identify the beliefs and challenges of teachers in implementing learner-centered technique in ELT classroom. The main tool for the data collection was the questionnaire with open and close ended questions. All the secondary level English teachers of both public and private schools of Kathmandu valley were the study population. The sample for this study population. The sample for this study was forty secondary level English teachers of Kathmandu valley. The findings showed that almost all teachers of both public and private schools took learner-centered technique positively. They agreed learner-centered techniques should be followed to achieve the specified goals.

Similarly, Nepali (2015) carried out a research on “Practices of Student-centered Techniques Used by Secondary and Higher Secondary Level English Teachers”. The main objectives of this study was to find out the practices of student-centered techniques in teaching English at secondary and higher secondary level. The research design of this study was survey. He used both

primary and secondary sources of the data collection. He selected 15 secondary level English teachers from government aided schools 15 secondary level English teachers form private secondary schools are the sample because the sample population and study area was accessible for me to carry out the study from Baglung district, questionnaire was used as a research tools for the data collection. The major finding of this study is that teachers had appropriately used and practiced student-centered technique while teaching in secondary and higher secondary schools.

In the same way, Achhame (2012) carried out an experimental research on the “Use of Learner-centered Techniques by Secondary Level English Teachers”. The main objective of the study was to identify and find out learner-centered techniques used for teaching and aspects by the secondary level English teacher. He used both primary and secondary sources of data collection. He selected 10 English teachers of 5 secondary 5primary teachers of the government aided secondary schools of Jhapa district. The main tools for the collections of data were observation and check-list and structured interview. The finding of the study was the maximum number of teachers used classroom activities they also give opportunity to speak showing positive behaviors and giving immediate feedback.

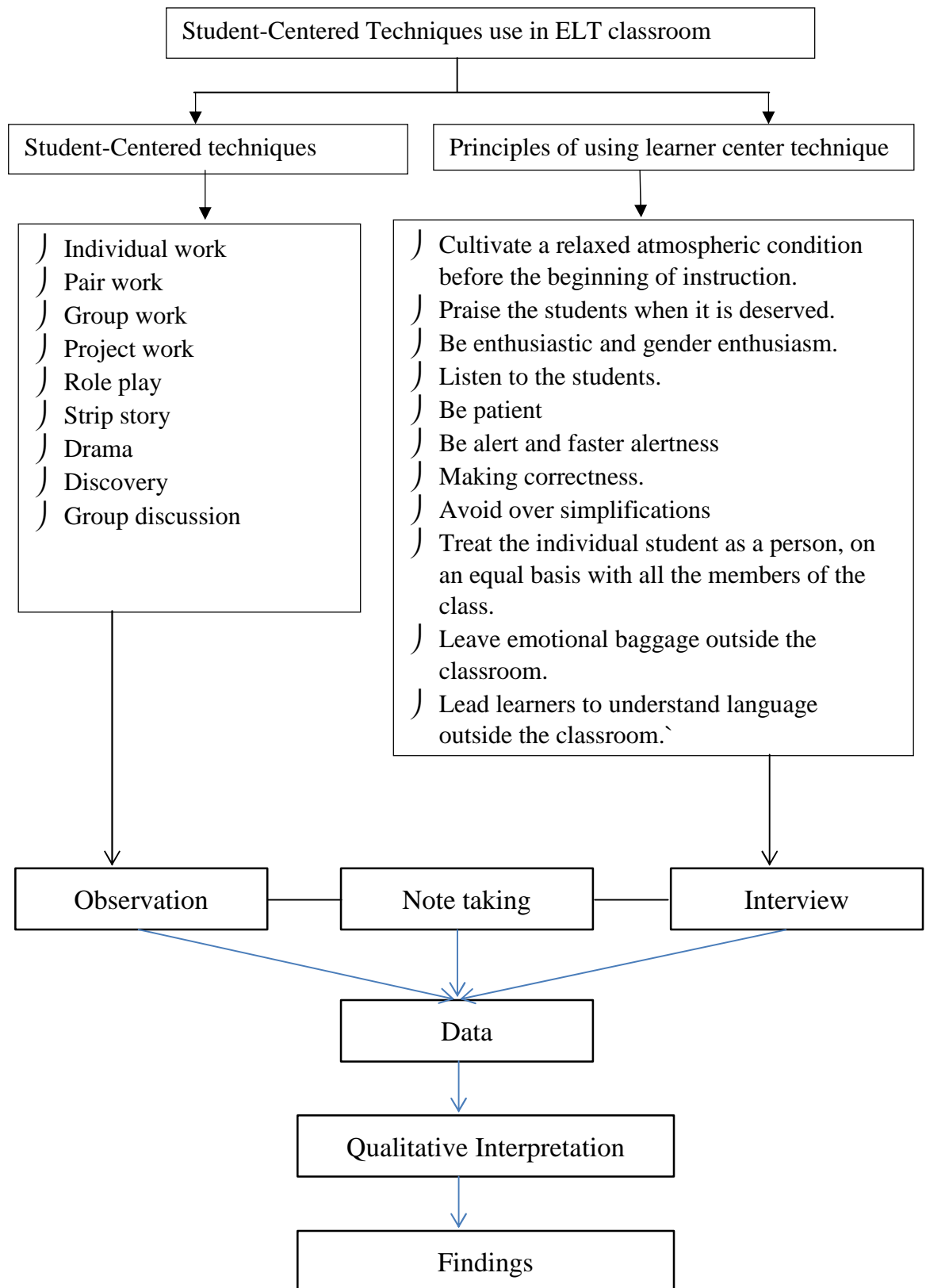
2.3 Implications of the Review for the Study

I reviewed some related studies conducted so fare on learner-centered techniques earlier under the development of English education. These are to some extent related to my study. After, review those works, I have got theoretical insights on the techniques. At first, I read ideas of Wimer (2002), Richard and Rogers (1983), Ur (1996), Cross(1992), Harmer (1991) and Rodgers (2001) helped me to have broader understanding on different student-centered techniques and its principles and challenges which helped to strengthen and concretizing the of my research work study. They also provided the theoretical background of the study and broaden the knowledge in the

research area. It also helpful to develop a methodology to solve the research problems as well as. On the other hand, from empirical literature, I got an abundant ideas regarding my study. I got idea from the study of Mandal (2012). Similarly, from the review of the study of Nepali (2015) and Neupane (2015), I got insights and information regarding the process of survey design, tools and analytical methodology. Likewise, review of empirical literature helped me to conceptualize and develop the conceptual and framework and to bring clarity and focus the research questions. It is also helpful to improve the methodology as well as to contextualize the findings. So, all the related articles helped to show the ideas and explore the theoretical concept on my study. After reviewing all those research works, I came to conclusion that previous researchers have missed the investigation on learner centered techniques used in ELT classroom. Therefore, this research work is new and different from others in terms of objectives, methodology research areas and field.

2.4 Conceptual Framework

Conceptual framework for my study is presented below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Method and procedures are the vital elements of a research of any research. If any research work follows appropriate methodology and procedures, it will obtain its objectives easily. Appropriate methodology helps the researchers to go in a right way in his/her research work. In this chapter, I have discussed the methods and procedures of the study. It incorporates design of the study, population, sample and sampling strategies, research tools, source of data, data collection procedures and ethical considerations.

3.1 Design and Method of the Study

Design refers to the specific guideline to carry out the research. To carry out this study, I adopted the ethnographic design. In my ethnographic observation, I minutely recorded each level of classroom episode and interperate in relation to meaning and context. It is useful design to investigate the specific practices of the group of people who are sharing same culture. Ethnography is the most popular research in applied linguistics and social science. It is used for detail study. In this regard, Creswell (2012, P.462) states “Ethnographic designs are qualitative research procedures for describing analyzing and interpreting a culture-sharing groups’ shared patterns of behavior, belief, and language that develop over time”

Similarly, Wilson and Chaddh (2017, P.1) argue that the ethnographic method examines behaviors that takes place within specific social situations, including behavior that is shaped and constrained by these situations, peoples’ understanding and interpretation of their experience. From the above given views it can be interpreted that ethnographic design helps to find out the behavior, belief, and understanding of a group of people who belong to same social situations. Thus, this design is useful to explore how the English teachers of public and private schools teach new vocabulary in the classroom. We can

use this design when the study of a group provides understanding of a larger issue; therefore, it is best design to carry out for this study. We can catch required data through the day to day class observation of the teachers’.

Research is rigorous work. It cannot be done haphazardly. So, researcher must follow certain steps while conducting it. Based on the ideas given by the Creswell (2012), I followed some stepwise procedures while conducting this study. First step is, identify intent and the type of design and relate intent to your research problem. In this step, I identified the intent and type of design being base on my research problem because under the ethnographic design three different types of design come they are realist ethnography, case study and critical ethnography. Among them, I identified that realist ethnography design is best for my research problem. Second step is discussed approval and access consideration. In this step as Creswell Ibid suggest that, researcher should receive approval from the institutional review board, identify the type of purposeful sampling, locate the site for research and identify a gatekeeper who can provide access to the site and participants for study. Third step is use appropriate data collection tool. In this step researcher should select appropriate data tool being based on the research problem. Fourth step is, analyze and interpret data within design. In this step, researcher should develop the description, analysis of the data for themes and provide the interpretation of the meaning of information from the collected data. Last step is, write the report consistent with your design. In this step, the researcher should reflect the how the research contributes to knowledge about the research problem.

In this study, I observed six classes of five secondary level English language teachers’ from private and public schools in order to analyze the teaching techniques used in English language classroom. Five Secondary English language teachers from Kathmandu valley were selected as a sample and six classes of each teacher were observed. I kept detail of class observation in my field note. I filled up the class observation checklist based on my field note.

I also conducted interview with English teachers to examine the practice of learner-centered techniques in teaching English and find out the learner-centered techniques used in English language teaching classroom along with the view of teachers. Moreover, in the word of Lodico et.al (2006, P.268) a goal for ethnographers is to provide a “richly detailed description” (what anthropologists call a thick description). Thus I selected this design.

3.2 Population, Sample and Sampling Strategies

The population of this study consisted of all the secondary level of English language teachers from Kathmandu valley. Out of them, five secondary level English teachers were taken as the samples of this study. I used purposive non-random sampling strategy to select the sample for this study which helped to identify the population, who had particular characteristics and interest which enabled to answer my research questions. Furthermore, this technique helped me to sample the population convenient to me.

3.3 Sources of Data

I used both the primary and secondary sources of data. Thus, this study was based on both primary and secondary sources of information

a) Primary Sources of Data

The primary sources of data was collected though the observation of English language teacher’s classes of Kathmandu valley. The data was collected from five secondary level English language teachers then six classes of each teacher were observed to find out the use of learner centered techniques used in ELT classroom. Altogether thirty classes were observing, and I took interview with five teachers.

b) Secondary Sources of Data

In order to complete the study, I consulted various books about teaching techniques e.g. Harmer (1991), Hedge (2000), Ur (1996), Richards and Farrell (2010), Cross (1992), and Wimer (2002).

3.4 Data Collection Tools and Techniques

The tools of data collection for this study were observational checklist, diary keeping and interview questions. I observed the class of each teacher for five days regularly to explore the applicability of those techniques used in ELT classroom, I keep diary records to note some activities frequently used by the teachers, then I conduct an interview also were used in order to find out teachers' view on learner centered techniques.

3.5 Data Collection Procedures

At first to collect the required data, I visited selected schools. I developed the rapport with personal of selected school of Kathmandu valley. After building the rapport clarified the purpose of my study and requests them for permission for data collection. The tools of data collection for this study were classroom observation checklist. To get the factual information thirty classes were observed from five different schools. Then I took detail information of applicability of student-centered techniques in ELT classroom through diary keeping.

3.6 Data Analysis and Interpretation Procedures

In the ethnographic research design, the researcher engaged in the general process of developing a description, analyzing the data for themes and providing an interpretation of the meaning of the collected data. In this research three types of research tools were used via; classroom observation checklist, diary notes and interview. Thus, the collected data were categorized under different headings and then analysis and interpretation procedures found in all

qualitative studies. However, the different types of ethnographic designs vary in their approach to these procedures.

3.7 Ethical Considerations

In the present study, all the head teacher were asked for their written consensus coordinating with respective subject teachers. I also confined that all the observed details were kept confidential and used only for my research purposes. One another important ethical aspect is about plagiarism. To avoid the risk of plagiarism, I have given the proper credit to the authors of book, journals, articles, research works, likewise no any teachers name were written in this research rather they are presented with alphabetical names (i.e. A,B,C,D,E).

CHAPTER FOUR

ANALYSIS AND INTERPRETATION THE RESULTS

This chapter is based on the analysis and interpretation of the collected data. As per the nature of data, followed several devices to analyze and interpret data in this study are qualitative in nature. So, I have used descriptive devices to interpret. This chapter presents the details of analysis and interpretation of the data under different subheadings.

4.1 Analysis of the Data and Interpretation of the Results

During the time of observation altogether thirty classes were observed. Five teachers were selected as sample and six classes of each selected teachers were observed to find out the use of learner-centered techniques in teaching English language classes.

4.1.1 Beginning of the class

I observed secondary level English language classes. The teacher had written the topic in top of white board and asks some related question of the topic. He did not use any audio video materials in ELT classroom. The teacher used humor appropriately by giving examples and quotations in Nepali (*tuppi badhera padhana laga exam ko rutin aayo*). The atmosphere of the classroom was fully participate and some students were participate in the discussion on the topic. The beginning class was nice teacher clarified about topic and presented their lecture nice way.

a) Revision

How does a teacher initiate the classroom is one of the crucial aspect of successful language teaching. Therefore, teachers should start their class very carefully and systematically for this purpose they can use different activities. The most important one is warm up technique. Generally, warm up activities are those activities which are done before starting to teach the lesson in the

classroom. There are short activities used as the starting of a class period as well as at the middle and final stage.

At 7:20 a.m. we together (TA and myself) entered in the class Eleven. We were greeted by the students by saying good morning miss, welcome to our class. Then, we also greeted and thanked them. The teacher introduced me with the students. The teacher asked about homework that was assigned the day before. When I observed her classes, she asked the students whether they had read the passage or not. Students replied; Yes, mam. After that she wrote the topic nineteenth century novelist on the whiteboard that they were to learn about novelist. Then, the teacher asked:

Teacher: *Did you find who was the first novelist, Rita?*

Rita (student): *Yes, mam.*

Teacher: *Who was he?*

Rita: *Thomas Hardi.*

Teacher: *Yes, Rita you are right, Well done! Please sit down.*

Student : *thank you mam.*

In the same way, she also asked the other students. The teacher wrote the other novelist name which were not given in the topic as like: Emily Brunt, Brunt sisters. She explain about Emily Brunt, Brunt sisters and other novelist. In the same way, she taught other novelist too. Similarly, TA revised the class on March 26, 2019, I observed the class. She taught the lesson about Other Nineteenth Century Prose; the teacher started her lesson by revision day before assignment. Assignment were read and come Nineteenth Century Prose. She also engaged students by asking some questions like:

Teacher: *Have your read this Nineteenth Century Prose lesson?*

Students: *Yes, mam.*

Teacher: *Can you tell me, who was famous writer in this century?*

Students: *Charles Darwin*

Teacher: *Yes, you are very genius students.*

Student: *Thank you mam(students seem happy).*

After that teacher and students discussed to each other and the teacher started to explain in detail.

Altogether six classes of TA revised only two classes.

TB and TC are not used revision techniques when I observed all classes. They entered the class and started to teach new lesson. They taught lesson without feedback or revision lesson.

TD and myself entered into the class twelve at 9:15am. We were greeted by the students by saying good morning teacher welcome to our class, then we also greeted and thanked them. At first, she wrote the date and topic of that day's on the white board. The teacher asked about the assignment that was assigned the day before yesterday. When I observed her class, she asked the students whether they had underlined in the previous lesson or not. Students replied, 'yes, mam'. After that she wrote the topic, 'The Way'. Then, she wrote the list of structure and asked some questions:

Teacher: *Can you tell me one structure about 'The Way'?*

Students: *Yes, mam.*

Teacher: *Ok then give me one example of using the way structure.*

Students: *I like the way they play football.*

Teacher: *Thank you, sit down.*

Altogether six classes of TD revised only one class while teaching English.

Similarly TE also revised the class in the same way as like TA did. She also assigned the words which they would be discussing the other day. It was on March 24, 2019, I observed the class of grade eleven. The teacher revised the lesson in this way.

Teacher: *What was your yesterday lesson?*

Students: *To find out the meaning.*

Teacher: *Yes, you have to know the meaning and spelling of new words from the text.*

students: *Ok sir.*

After discussing the meaning, he divided the class into four groups like group A,B,C and D. He provided two words for each group and assigned the students. He told them to make the sentences by saying those words. The teacher provided five minute for completing task. After five minutes, the teacher checked the students task and provided necessary feedback.

In the same way TE, At 8:45 am. We together entered into the class Eleven. We were greeted by the students by saying good morning teacher, then we also greeted them. At first, he wrote the date and topic of that day's on the white board. After that teacher and students discussed to each other. The teacher asked about previous lesson the day before. When I observed his classes, he asked the students whether they had read the lesson or not. Students replied yes sir. After that he wrote some words on the white board, and he asked with students.

Teacher: *Today we are going to read about a very famous person's name "Martin Luthe King". Do you know, who was he?*

Students: *Yes, sir. He is a famous novelist.*

Teacher: *Yes, you are right, he wrote many story, novel.*

Students : *Yes, sir so he became famous at that century.*

Teacher: *Before we write summary, we should know the writer and about lesson. So he wrote the some main points about that day's topic.*

After completing writing, he start new lesson in briefly.

This type of revision class was found during the observation. Teacher entered into the class, wrote some previous lessons point on the board and ask the students to recall previous lesson. It was retain the lesson previous topic for long remember it also beneficial for low memory power students. They also

conducted activates like question answer and discuss previous class, it is very useful for their exam and long life memorable.

From the above discussion, I came to realize the types of revision class helps students to remember lesson long lasting. Similarly question answer techniques used by teachers of beginning of the class ensure to remember main point of the lesson. The activities like question answer discussion and revision are also useful task to develop memory power. It shows they also focused on communication with teachers and friends it was also noticed that some time it remove shyness and develop communicative classroom. So, it is better that teachers present point and discuss by students for long memory. Moreover, to combine two technique to present some main point benefits those students who did not present yesterday.

During the class observation of English language teachers TA used revision lesson only two classes altogether six classes. TB,TC do not use revision lesson altogether six classes. TD used only one class revision lesson altogether six classes and (TE) used revision lesson altogether six classes.

During the class observation of five English teachers from secondary level school. I came to know that the teachers used revision of previous lesson as a technique to initiate class only in five classes. The data above show that the revision lesson help learner for their better conceptualize the content and memorize the learnt items.

b) Teachers motivation in teaching English

Learner-centered techniques also work as motivating strategies in the ELT classroom. Learner-centered techniques are used to get student's attention to help them put wide distracting thoughts and to get them ready to focus individually and as a group on whatever activity will follow. The teacher can use songs, rhymes, stories and jokes and so on as motivate activities in the classroom then the classroom became more effective and lively. In case of

second language learning the use of motivation activities makes learning the language fun activity. Language games always create fun, motivation and encouragement to the student. It is commonly believed that students become more alert, motivated thoughtful, creative and interactive when language games are included and practiced. Teachers can create some jokes to attract their students' attention. I found only three teachers using common questions to motivate the students. These activities were. *How are you ? What about your study ?Have you done your homework ?Are you ready to learn ?* And so on.

On march 24, 2019, when I observed the class of TA at 7:20 am we together (TA and myself) entered into the class Eleven. We were greeted by the students by saying good afternoon mam, welcome to our class. Then we also greeted and thanked them. At very first, she wrote the date and topic of that day on the white board. The teacher asked:

Teacher: *How are you dear students?*

Students: *Fine mam, and what about you?*

Teacher: *I am also good. Are you ready to read new lesson?*

Students: *Yes mam.*

Teacher: *Do you know about Jhamak Ghimire?*

Students: *Yes, mam. She is a very famous literary writer.*

Teacher: *yes, you are right but let's make me it very brief.*

She is not only writer. She is also ornament of our country. She has not good physical structure. She can't write with her hand but her mind is very sharp, so she write every literary work by her foot. So, she became a very famous writer. Similarly she also provide other example and slowly linked that day's topic.

On March 29, 2019 when I observed the class of grade eleven. The teacher taught about "Twentieth Century Poetry". She motivated the students by telling a poem written by Laxmi Prasad Devkota "*Juneli Ratma*". In this class

students are very curious to listen the teacher's lecture then she start her new lesson.

On March 29, 2019, when I observed the class of TA. She starts her lesson by makes some sentences about twentieth century poetry. She provided five minutes, then checked the students' task and provided necessary feedback.

In the same way, on March 31, 2019. She started her lesson literary class by telling example of novel writer Amar Neyaupane (*Seto Bagh*) and Madam Krishna Shrestha (*Mahako Mah*). The students are looking encouraged to read and listen to the teachers lecture while observing class Eleven. While she taught novel lesson she use relevant examples of related topic.

Altogether six classes, she used motivation techniques only four classes by asking questions, telling biography, poem and give immediate feedback are most relevant motivation to give lessons main theme. It is commonly believed that students become more alert, creative and interactive, so learning became long life.

On March 28,2019, when I observed the class or grade eleven. TB used motivation entering the classroom by asking dream of students. He also asked *what is your dream?* He also made the students to read individually. After that he asked some question:

Teacher: *What do you mean by recurring dream?*

Students (Tulsa): *Recurring dream means which dream we recall again and again.*

Teacher: *Yes, you are right, but it is not clear answer, let me clear about it. Then he start his lecture.*

Students: *Write some main point while teacher giving lecture.*

Altogether six classes TB only one class used motivation. While observing all classes he used only one class motivate the students by asking question and giving feedback.

In the same way, TC also taught the lesson about ‘The Loving Mother’ story from Japan. The teacher motivate the students by telling importance of mother in childhood. He also shows the picture of mother and lovely child. While showing picture the teacher tells about mother. She is our first teacher, she is our world. She love us more than herself. The students also being emotional by listening about mother’s importance in our life time. In the same way he taught his lesson about loving mother while teaching lesson he asked question like:

Teacher: *What is actual meaning of mother?*

Student (Nisa): *Mother is our life, without mother we couldn’t be here. So, she is the most and first important person of our life.*

Teacher: *Ritesh, what do you think about mother? Can you tell me some sentences of your Mother?*

Student (Ritesh): *Yes, sir. My mom is my god. She is first teacher of my life. She love me More than herself.*

Teacher: *Thank you, all.*

Then the teacher started his lesson briefly.

Similarly also taught the vocabularies of loving mother. It was on 31 march 2019. I observed class of grade eleven. She had initiated the lesson in this way.

Teacher: *What was your homework?*

Students: *To find out the meaning.*

Teacher: *Yes, you have to know the meaning and spelling of some new words from the text. Until and unless you don’t know the meaning and spelling of new words from the text you cannot understand the text.*

Most of the students had done their homework except some of them. She asked the reason of not completing the homework and the students told that they do not have dictionary at home then she told them to buy dictionary.

Those who had done the homework put their copy in front of them. Then he said thank you all who haven't done your homework you must do and come

tomorrow. He motivate the students by telling *thank you, Why don't you complete your homework ? etc.*

Altogether six classes of TC he used motivation only two class. While observing TC classes she encourage to learn by using, How are you?, Why don't you do your assignment and he give feedback to the students. It helps to learner to share their problems with teachers and friends.

It was March 26, 2019, I observed the class of TD at grade twelve. The topic was “Women Business” from the compulsory English Heritage of Words. The lesson was started by having a short conversation between teacher and students.

Teacher: *What is the lesson of this day? Do you know?*

Students: *Yes, mam. 'Women Business'.*

Teacher: *Can anyone say something about this text? What is the next about? Let's go.*

One of the students (Uma): *It is about paints a portrait of notable American women entrepreneur.*

Teacher: *Yes, you are right. Thank you very much.*

In this way, the teacher initiated the class. Then, he gives an example of Sarita Tharu who is famous for Ayurveda. Before he discusses the whole story, he summarizes the text and asked some questions. If student were unable to give answer he would give an appropriate example and explain it in detail. In the same way it was on March 29, 2018. I observed the class of TD at grade eleven. The topic was “The Boarding House” written by James Joyce from the compulsory English Heritage of words. The teacher started her lesson by asking about meaning of Boarding. She also motivated the students to read individually. After that she asked some words on the board as like: Sheriff, Shabby, till, foreman. After that, she asked the meaning of this words one by one student. If students were unable to give meaning she would encourage like ok, thank you, try it no matter if it is wrong, try to say etc. In this way, she encouraged the students to learn new words. After finishing this task the

teacher also explained and made them clear about the meaning of those words. In this way she taught the other words.

Out of six classes of TD she used only one motivation classes. The teacher has to motivate her students to encourage them to learn the subject matters presented in the course. If the learners are motivated, they can learn better.

It was March 27, 2019, that day I observed the class of TE. We (teacher and me) entered the class at 9:15 am at class twelve. Students greeted us by saying good morning miss and then we also replied good morning and thanked them for their warm welcome. She asked them to tell the topic to grab the attention towards that day's lesson. Students replied that today's topic is unit two 'Travelling through the Dark' by William Stafford. After that she asked related question of this poem and the students discussed to each other and try to give answer:

Teacher: *How are you Sunita?*

Student (Sunita): *I am fine, mam.*

Teacher: *Can you tell me couple of sentences about this poem?*

Student: *Yes, mam, sure. In this poem, the poet presents a great conflict between two realities: efficiency and responsibility and emotions warmer than efficiency and Deeper than good judgement.*

Teacher: *Thank you, Sunita. You are very intelligent, well done!. Sit down.*

Student: *Thank you, sir*

In this way, TC motivated the students to learn more effectively. Among six classes, he motivated the student of a single class.

During the classroom observation, I came to conclude that the participant teachers mainly motivated their students by using: *how are you? what about your study ? are you ready to learn?* Sing a song. The data show that the motivation technique help learners for their good relation with the teachers then they remove their hesitation then teaching learning process became interactive.

Out of total observed classes the teacher only seven motivation class at the beginning of class.

c) Explaining topic at first

Introductory topic is also one of the most important aspect of successful English language teaching. The teachers should start their class introductory topic with smile and by telling related story jokes songs and so on.

The teacher have to motivate their learners to encourage them to learn the subject matters presented in the course. The teacher can use some related questions while starting new lessons like: *Have you any idea of this topic? Have you read this topic? Do you know about the main character of this story?* use of explaining topic with interactive way the classroom may more effective and lively.

It was the Fourth day On March 27, 2019 of my visit to the school. At 7:20 am we together greeted by the students by saying good morning mam, welcome to our class. Then we also greed and thanked them. At very first, she wrote the date and topic top of the white board, I went to the back of the class and sat on the last seat. The topic was ‘Twentieth Century Poetry’ from an outline of English literature. The teacher started her lesson talking about W.B Yeats and his contribution in literary works. W.B. Yeats had shown power. Mostly she shows impact of war, then women writer also shown the literary power at that time. At that time, novel and story only became highlighted not poem as much story. She talked about science and technology also at that time.

In the same way (On March 31, 2019) we entered the class. We were greeted by the students and we also greeted back. She writes date and topic in the white board. The topic was “other Twentieth Century Poetry’ front the major English Outline of English Literature. She explained the topic, as we know that Twentieth Century Poetry means it is the time when first time world war start. From start to first world war to second world war this era was called twentieth

century poetry. First and second world war mostly impact on European country. *I hope you all understand the topic.* Students replied. *Yes, mam.* before we discuss the whole text, let's learn about some writer of this era.

Altogether six classes of TA. I found she used to explain topic only in two classes, while observing TA classes she explain topic orally by telling some relevant example related to the Nepali literary work like "*Khalangama Hamala*" Explanatory topic also helpful to remember the lesson long lasting.

It was March 27, 2019, I observed the class of TB at grade eleven. The topic of that day was 'The Recurring Dream'. a story from England. From the compulsory English, the magic of words, the teacher started his lesson by telling his own dream after finishing S.L.C. He had a dream to be a doctor but he became a teacher because of economy. He also asked to the students , *What is your dream?* Students also replied *I want to be a pilot, doctor, businessman, nurse,* but nobody say I want to be a good teacher. Then the teacher smiled and asked to the students, *nobody wants to be a good teacher?* Then students didn't reply this question. After that the teacher started his lesson. Altogether six classes of TB, I found he used explain topic only one class.

When I observed the classes of TC, the use of explained topic was not used in his any classroom. Altogether six classes he was not used explained topic in his classroom.

When I observed the classes of TD, the use of explained topic. It was 31 March 2019, I observed the class of TB at grade twelve. The topic was 'The Boarding House' written by James Joyce from the compulsory English, Heritage of Words. The teacher started her class by explaining about meaning of Boarding she also engaged the students by asking, *who is called businessman?*

Students: *Shopkeeper*

Teacher: *laugh....pause*

Then the teacher started explain the topic. This lesson is about butcher man when his father died, he involved in drink, plundered the till and started becoming a back-rupt. He also used to fight his wife before the customers. This way he lost his business, after this the wife got divorced from him with the permission of the priest. Then she started asking some related questions to the students, then explain the lesson in briefly.

Altogether six classes of TD, she used explained topic only one class. When observed the class of TD. She present topic nice way. She try to give fun and relevant example while reading story. Students also ask some questions while teacher explain about characters of this story.

It was fourth day of observation, on March 31, 2019. I observed the class of TE at grade twelve the topic was 'Hansel and Gretel' written Jacob and Wilhelm Grimm Gretel, Garrism Keillor. From the compulsory English heritage of words. The TE started his lesson by singing a song (Sauteni Aama) with very sweet voice. Then all students became sad, some time classroom were calm. Sometime later the teacher link the topic. *Today we are going to start our new topic Hansel and Gretel. Then the student say :wow sir it is very interesting story. Start explaining topic there was a poor family, who have not anything to eat they have two children. Gretel is a sister who suffers along with her brother when their parents leave them in the forest deep. The teacher also link the story of Sisir and Basant. The teacher asked: have you heard the story of Sisir and Basanta's story? students replied yes sir .* And the teacher also asked question related to the topic. Then he explain story in detail.

When I observed the class of TE, I went to the school as class teacher and we greeted each other and also talked about the lesson of that day's. At 8:15 am we entered into the classroom. In that day, students seemed excited because teacher complete previous lesson about Hansel and Gretel. Then the teacher asked students to open chapter Hansel and Gretel story. Then the teacher repeat the story of step mother and he also said *all step-mother are not bad. He also*

explained about brave boy Hansel who have courage and he also talk about clever little girl Gretel.

Altogether six class of TE, he used explained topic only in two classes. When I observed the class of TE, he explained topic very nice way. He used song, Nepali story Sisir and Basant are relevant example of this lesson. When teacher taught the lesson example also play important role which he give time and again so overall his class was very interesting.

Out of the total observed classes, the teacher only explain the topic at the beginning six classes they association with example like (Khalangama Hamala) telling Nepali story about (Sisir and Basanta). If teacher used explaining topic it helps to develop the creativity of the students.

4.1.2 Techniques used in Teaching

Techniques are sued to refer to the activities which are used in the classroom in order to achieve the immediate goal of teaching and learning as guided by given method and approach. Various techniques are being practiced in the field of language teaching like role play, individual work, pair work, group work, dramatization, strip story, project work group discusion are to teach language skills and aspects. The teacher himself/herself can create his/her own techniques to teach language in the classroom.

Pair work

Pair work is a technique in which learners work together in pairs. One of the main tools of motivation is to encourage pair work in the English language classroom is to increase the oppotunities for learners to use English in the class. In pair work, students can practice language together study a text, research language or take part in information gap activities. They can write dialogues, predict the content of the reading texts or compare notes on what they have listened to or seen. During the observation, it was found that teacher

'A', 'B' and 'C' in their each class of grade eleven and twelve used pair work while teaching in English language classes.

It was March 29, 2019, that day I observed the class of TA. We (class teacher and me) entered the class at 7:20 am at class eleven. Students greeted us by saying good morning mam, and then we also replied good morning and thanked them for their warm welcome. She asked them to tell the topic, to grab the attention towards that days lesson. Students replied that day's topic is about "Nineteenth Century Novelist". The teacher started the lesson with the warming up by talking about previous days listening task and she slowly moved towards the pair work after that she asked her students to be in pair to do the pair work of chapter named Nineteenth Century Novelist. The students were so excited to do the pair work by discussion with friends but some of the students feel hesitation to do the pair work. After that she asked her students to be in pair and make a dialogue.

Ram: *Sita, have you read this lesson No.3?*

Sita: *No, I was absent yesterday. Please can you help me?*

Ram: *Yes, of course. Don't worry, I will help you. We were discussed yesterday on about Nineteenth Century Novelist. It is about the different writers like William Words Worth, Emili Brunte and others writers who were contributed to wrote novel.*

Sita: *Thank you Ram.*

Ram: *it's ok.*

Then teacher said thank you both of you. After that the teacher started explain about new lesson.

It was the third day (march 27, 2019) of my visit to the school. That day I observed the class of TB in class eleven. At 8:45 am, we (me and class teacher) entered into the class. We were greeted by the students and we also greeted back. I went to the back of the class and sat on the last seat. The topic was the gardener from the compulsory English. The magic of words. After that he

asked his students to be in pair to do the pair work of chapter name is the gardener. After that he told his students to be in pair and make a dialogue. The students seem very excited to make a dialogue with friend.

Ritu: *How are you Nisha?*

Nisha: *I am fine and what about you?*

Ritu: *I am also good, do you know the main theme of the story “the gardener”.*

Nisha: *yes, do you have any problems?*

Ritu: *I am confused who was the main character of this story?*

Nisha: *the gardener may be father of son, husband of wife, priest or may be a god because this is a suspense type of story, so you can explain in your own words.*

Ritu: *Thank you, Nisha.*

Nisha: *it's ok*

In the same way, he also asked the others students to make the similar type of dialogue. Then one student asked question and his pair reply.

On the other hand, while observing the English language classes, the use of this technique was noticeable. It was March 28, 2019, TC entered into the class twelve, he wrote the topic and started that day's topic. The topic was 'I Have a Dream' by Martin Luther King from the compulsory English Heritage of Words. The teacher started this lesson by asking question about dream. Then he also asked the students to be in pair and make a dialogue.

Shanti: *Gita, have you read this lesson no.4?*

Gita: *Yes, I read this lesson in detail but I cannot clear about this lesson. Could you help me?*

Shanti: *Yes, of course. This lesson is about large mass of black people and white people. After hundred years, the Negroes are not free and color discrimination. The poor Negroes are sidelined by the rich white community.*

Gita: *Thank you Shanti.*

Shanti: *You are welcome.*

In the same way, at 8:20 am we together TD and myself entered into the class. We were greeted by the students by saying good morning mam, welcome to our class. Then we also greeted and thanked them. The teacher wrote the date and topic of that day on the white board. The teacher started his lesson by his nice lecture. She don't use pair work technique in English language teaching classroom. While I observed her class, she asked the students whether they had read the lesson or not. Then she started writing about previous class.

Similarly, at 9:00 am we together (TE and me) entered in to the class twelve. We were greeted by the students by saying good morning sir, then we also greeted them. The teacher asked about the homework that was assigned yesterday. Then, he wrote the date and topic of that day's on white board. When I observed the class. He did not used pair work techniques in English language classroom. He just read out the story "The children who wait" then he asked questions related to the topic.

Throughout the observation of thirty classes, the teachers used pair work techniques only in three classes. Form the class observation, it has been found that pair work can be used while taught vocabulary and reading tasks. The teacher used pair work in English class to develop the students interpersonal speaking skills.

Individual work

Individual work can help students to gain independence to think things through their own. It helps to improve confidence in working through a problem, even when they do not feel certain about every step. In individual task, the teacher provides problem to the students and the student solved the problem. Similarly, the teacher asks his students to complete worksheets with several different tasks and allow individuals to make their own decisions. So, during the

observation, it was found that the teachers used individual work depending upon their tastes and their abilities.

During the classroom observation of six English language teachers only two teachers used individual work. The following details of observation present how they use this technique in their classroom

On March 26, 2019, I observed the class of TA at grade eleven. At first, teacher asked students whether they are ready to do the listening task or not students showed the interest to do the listening task. After that the teacher showed to play the tape recorder and the students were started to listen and do as this was an individual task to do. After that listening task was about novelist and several questions were given as true or false, fill in the blanks and some questions were given while the tape was played students listened very carefully questions like: *Who is the first novelist of Nineteenth Century?, What were the contributions of Nineteenth Century Novelist?*

Then, teacher also assigned the class work to the students to find the other novelist of this century.

In this way, they discussed the writers and what was contribution of these writer in this century. On the other had, to talk about the activities that day the teacher assigned the students to do individual work as to make the sensible sentence by using the own words.

On March 30, 2019, when I observed the class at 9:15 am at class eleven students greeted us by saying good morning teacher and we also replied good morning and thanked them for their warm welcome. He asked them to tell the topic. Students replied that today's topic is 'The Gardener' he replied that they were correct. He also wrote the topic on white board. Then he started the lesson by writing main theme of the story on white board. When I observed the class of TB he did not used individual work techniques in English language classroom.

It was March 30, 2019. When I was observed the class of TC and TD. The teacher write the topic on the white board and informed that they are going to learn this topic. They were not used individual work techniques in English language classroom.

On March 31, 2019, when I observed the class of TE, at grade twelve (the teacher and my self) enter into the classroom. We were greeted by the students and we also greeted back. I went to the back of the class and sat on the last bench. The topic was 'The Way' form the compulsory English, meaning into words. The teacher started his lesson by writing structure of the way on the board.

Structure like: *I like/ love / the way.....*

What I like/ love about them is the way...

One thing/ what makes me happy/ impresses me about them is the way.

After discussing the meaning of those structures, he moved to another section. That means he engaged students in and activity. He told the students to make one-one sentences using those structures. Then he told them to show what they have write. After that, he told the students to exchange their copies with their friends and check their own answers. Then teacher write the examples of this structure like:

-) They play football.
-) I like the way they play football.
-) What I like about them is the way they play football.
-) One thing that impresses me about them is the way is they play football.

During the class observation of thirty, the teachers used individual work only in two classes. From the class observation, I came to conclude that individual work can be used while using listening task speaking tasks and doing the given

exercises. The teacher used it in English class to make them independent while doing the assigned task.

Dramatization

Dramatization technique is one of the very effective and interesting learner centered techniques. Drama is doing. Doing is being. Drama is something that we all engage in daily life, when faced with a difficult situation. It encourages genuine communication and involves real emotion and use of body language. It involves using the imagination to make self into another character or the classroom into different places. It starts with listening, speaking and can be specified to practice specific language aspects e.g. grammar, lexical items and function.

When I observed the classes of TA at grade eleven. She entered into the class and wrote the date and topic of that day and instructed to open book and explain in detail. After completing reading passage she asked the students whether they have understood the lesson or not. The students replied yes. Then she asked some question. In this way, she taught the lessons Eighteen Century to Twentieth Century. She did not use dramatization technique while teaching in teaching English classes.

Similarly, when I observed the classes of TB at grade eleven we together (TB and myself) entered into the class. We were greeted by the students by saying good morning teacher. The teacher asked about the homework that was assigned yesterday students replied, Yes, sir. When I observed his classes, he asked to the students whether they had read or not. Students replied, Yes, sir. After that he wrote the topic "I have a dream". Then, he wrote the list of main theme of the story. He did not use drama technique while teaching English class.

On the other hand, while observing the English language classes of TC. He entered into the class eleven, he wrote the topic and started that day's lesson.

The topic was “The Loving Mother” story from compulsory English book. He started the class by asking vocabulary and related question of the topic but he did not use dramatization techniques in teaching English classes.

When I observed the class of TD. We (TD and me) entered the class at 8:45 am at class twelve. Students greeted us and then we also greeted them back. The teacher asked them to tell the topic. Students replied that day's topic is lesson number 14. Then she wrote the topic on the board. Then she told the students to look at book and read out the lesson. After that teacher started to explain topic. She did not used dramatization techniques.

In the same way, the TE also taught English language at grade twelve compulsory subject. As like TA, TB, TC and TD did. He also explain the topic and asked related questions which they would be discussing the other days. The TE also did not used drama technique because lack of time teaching materials, lack of knowledge how to conduct drama.

None of the teachers used drama technique while observing in the English language classroom .

Group work

Group work can be a good idea when you want to get your students think harder and big deeper and when some variety in skills levels and ways of thinking about things can be a benefit to all. In group work, teacher can put students in larger group and this allows students to do a range of tasks. It also increase the number of talking opportunities for individual students. In group work, the learners can watch, write or perform a video sequence and chant a poem. During the observation, it was found that teachers ‘A’ and ‘E’ used group work technique in their each single class of grade eleven while teaching in English language classroom.

When I observed the class of TA in grade eleven. At 7:15 am, we (I and the TA) entered into the class. We were greeted by the students and we also

greeted back. The topic was “Nineteenth Century Novelist” from the Major English book. At first the teacher grabbed students attention by showing different novelist picture like Thomas Hardi, Emily Brunt, in Nepali Laxmi Prasad Devkota, Parijat, Jhamak Kumari Ghimire. She also engaged students by asking questions. *Do you like literature? Have you read Jeevan Kadaki Phool ?* written by Jhamak Kumari Ghimire. Students replied *yes, mam*. After that, students were displayed with the pictures of Jhamak Ghimire and Emily Brunt. The teacher had made different groups consists of four students in the class and from the books page no.120. students were given a picture and they started to discuss among friends about the picture wants to tell students were also asked whether they like to do those things in their real life or not. The teacher expected to discuss students about the likes and dislikes sentences to develop their speaking skills. Similarly, different topics were given as reading books, working in the field, playing football.

When I observed the class of TB I found he used group work technique in teaching English classes. The teacher revised the chapter “The Recurring Dream”. After that the teacher conducted one very interesting activity as *he had made lots of small cheats of paper where in one piece he wrote words and in next piece of paper, he wrote meanings of those words. Similarly, the students were asked to take these pieces of paper and asked to find out the meaning of those words.* The students were seem too much excited to find out the words in a group and meanings of those words.

When I observed the class of TC in class eleven. The topic was “The Loving Mother” story from Japan from the Compulsory English , The magic of words. The teacher started his lesson by asking about previous lesson. She also discussed the new chapter about “The Loving Mother” and he started explained the topic briefly. She also did not used group work technique while taught English language at grade eleven.

Similarly, TD of grade twelve, when I observed the class of TD, she revised the chapter beginning of the class. Then she asked them to tell the topic, to grab the attention towards that days lesson. Students replied that today's topic. She replied that they were correct. She also wrote the topic on the white board. Then she told the students to look at page no.12. she asked them "Have you read this lesson?". The students replied 'yes'. Then she start to explain the topic. The teacher did not used group technique because of lack of time.

In the same way the TE also taught compulsory English at grade twelve. TE also explain the topic and write main theme of the story and asked related questions. The teacher E also did not used group work techniques.

After the observation, I came to conclude that the teachers mainly used group discussion by using display picture and students have to discuss among groups and teacher asked question. Have you read this lesson? If you read this lesson, please discuss in your group. After the group work students got excited to study. The teacher used group work to develop the habit of learning in all collaborative manner.

Role play

Role play is a classroom activity which gives the students and opportunity to practice the language the aspect of role behaviors and the actual role play they need outside the classroom. It's main goal is not only to put the learner's knowledge into live practice but also to improve their confidence and self assurance to a very effective way. It is also called vehicle for developing fluency and it also offers focal points in lessons integrating the four skills. It is a form of simulation in which students adopt certain roles or pairs. There are various roles of a teacher such as facilitator spectator and participant. During the observation, only TE in her only one class of grade twelve used role play while teaching English.

I observed the class of TA in grade eleven, major English book an Outline of English Literature. The teacher started her lesson by talking about previous class. The teacher asked some questions which they have read previous class. She focused on whole class discussion and asked some question about that day's topic. So, her class was interactive. She used humor appropriate examples and quotations. She did not used on role play technique while teaching English.

Similarly, TB, TC and TD of secondary level English teacher also taught English language in the same way. As like TA did, the TB, TC, TD also did not used role play technique while teaching English.

When I observed the class, I found TE used role play technique in grade twelve. The topic of that day's were "Travelling Through The Dark" form the compulsory English book, Heritage of words. At first, the teacher asked to the students whether ready to do the role play task or not. The students showed the interest to do the role play. After that the teacher made one map to visit a new place and he asked his students to tell the direction to go form one place to another place. After that the teacher asked his students to be in pair and play the role of tourist and a students. The tourist should ask for directions to get the different places in their locality.

Tourist: Excuse me, would you mind telling the way to the Tribhuwan University?

Student(Sushma): yeah, go ahead until you meet a junction. Turn left and move ahead for About ten minutes.

Tourist: Thank you.

Students: Welcome.

Similarly, the teacher asked other students to do role play task in English language classroom.

Throughout the observation of 30 classes only in 1 class, teachers used role play technique while teaching English. From the class observation, it was found that role play can be used while making the students to develop the speaking ability which helps to develop the interpersonal speaking skills. It also helps students to speak by having role play or turn taking relationship.

Project work

Project work is a learning experience which aims to provide students with the opportunity to synthesize knowledge from various areas of learning and critically apply it to real life situations. The projects start when a teacher and a student decide on a topic. Sometimes, students may bring their own ideas, sometimes a teacher may offer a list of possible topics and some times the teacher may ask all the students to do the some projects. In project work, the teacher conducted the project through inquiry based task where a teachers provide guidelines to their students as identifying the steps, think of questions to ask, collect data, analyze data and decide on future actions to implement the project work. Similarly, students allow for alternative perspective. During the observation, it was found that teacher 'D' and 'E' in his only one class of grade twelve used project work while teaching English.

When I observed the class for TA at grade eleven. The topic was 'Twentieth Century Poetry' from an Outline of English Literature. The teacher started her lesson talking about W.B. Yeats and his contribution in literary works. She also engaged students by reading and underline difficulties words. After that the teacher asked related questions to that days topic and the students were replied. Then the teacher started to explain that days topic. She did not used project work technique while teaching English classes.

I observed the class of TB in grade eleven. The TB taught lesson about "identify gender and ethnicity" from the compulsory English, the magic of words. The teacher started his lesson by asking yesterday's topic and he also asked some related questions of previous lesson. Then the teacher asked about

that day's lesson. *Have you read this lesson?* Students replied, *Yes, sir.* After that the teacher started to explain in detail that day's topic. The TB did not use project work in teaching English language classes.

Similarly, I also did not find the use of project work techniques in the class of TC in grade eleven. When I observed his classes. The teacher started his class. he informed the students that they should learn the meaning of some new words that appear in the passage. Then, he told that students to find out the difficult meaning of those passages. After that the teacher started his lesson of that day's.

On March 29, 2019. when I observed the class of TD. The teacher wrote topic on the board. The topic was "Women's Business" from the compulsory English Heritage of Words. The teacher started the class by asking about meaning of business. She also engaged the students to read individually. After that the teacher asked some questions from exercise no.2. after that, she gave one project work as *Meet women who involve in a business and took interview with her daily life.* Then student replied *Ok, sir.*

On March 28, 2019. I observed the class of grade twelve. The TE taught the lesson about 'The children who wait' from the compulsory English Heritage of Words. The teacher started his class by introducing topic. The teacher focused on whole class discussion and asked some questions to the students. He delivered his lecture by describing the children who wait, Marsha Traugot with implication and provided suitable examples. After that the teacher asked some questions related to that day's topic. After that the teacher gave one project work as *meet orphan children and took short interview with them about their battle life.*

As like the role play technique, teachers rarely used project work. They used it only in two classes of thirty. It was found that project work was also used while expecting students to learn by doing which helps to motivate students to learn in a practical way and also helps to socialize students in a real field.

Discovery

Discovery techniques is a technique of inquiry based learning and is considered a constructional based approach to education. Discovery learning can occur whenever the student is not provided with an exact answer but rather the materials in order to find out the answer but rather the materials in order to find out the answer themselves. Similarly, students are encouraged to work out themselves how language forms are constructed and used. Then they go on to do exercises using the language they have uncovered to work out the themselves how language forms are constructed and used. It is highly possible that they have seen the language before but this may be the first time for the students that they have studied it properly.

When I observed the class of TA of grade eleven at 7:20 am. We entered into the classroom. It was English literature major subject class , where students were less in number than in compulsory English classroom. In that class there were only 10 students. In that day classroom was very calm. Then she asked students to open chapter five of their an outline of English literature book. She asked questions to the students which are related to the that day's topic. Then she started to explain that day's topic while observed the class of TA did not used discovery technique.

Similarly, TB also did not used the discovery technique at grade eleven 7:50 am we entered into the classroom of compulsory English from The Magic of Words. The teacher started his lesson by asking related question of the lesson. He also engaged the students to write summary of this lesson. After that the teacher also added some important sentences of this lesson . then he started to explain lesson briefly. The TB did not used discovery technique while teaching English.

When I observed the class of TC in grade eleven. The TC taught compulsory English book The magic of words. The teacher started his class by asking about writers biography. After that he explained about writer and he also discuss

about writers contribution in literary genres. He also made the students to read individually. And then he focused group discussions. He also give an appropriate examples of related topic. He also encouraged the students to asked questions if they have any problem. The TC also did not used discovery technique in their English language classroom.

On March 28, 2019. I observed the class, I found TD used discovery technique in grade twelve. The teacher taught about tense. At first, the teacher revised the things that they learnt on their previous day. The teacher started from the past tense. At first the teacher wrote Columbus discovered America. Then the students discovered that the structure of simple past tense is subject+v2+object. Then the teacher asked his students to write an activity about their childhood life.

On March 31, 2019. I observed the class of TE. The teacher taught about the 'The Way'. At first the teacher wrote some sentences on the board. Those sentences on the board. Those sentences are: *I like the way they play football.* *What I like about them is the way they play football.*

After that the teacher asked his students to discover the structure of each sentences, then the students replied :*I like/ love the way.....* and *what I like/ love about them is the way.* Then the teacher replied they were right and the TD also asked his students to make 5/5 sentences by using the structure of the way.

Out of total observed classes, the teacher only used discovery technique only in two classes. The teacher said *discover the structure of this example, Columbus discovered America.* From the class observation, it came to conclude that can be used while teaching grammar. The teachers used discovery technique to learn the grammar rules. It helps to develop the creativity of the students.

Strip story

Strip story is a technique of presenting a story part-wise in small slips of paper strip. The strips are given to individual students of a group requiring them

organize the strips as to make it known to the other member of the group A students group will then show the first picture at the story to the other member of the group and ask them to predict what the second picture is like. It would be better if the story was interesting and if it could be relate to students practical life, society and culture. During the observation, it was found that the teacher 'D' in his only one class of grade twelve used strip story technique while teaching English.

When I observed the class of TA at grade eleven from major English book an outline of English literature. The TA started her lesson talking about previous class. She asked some questions related to that day's topic. She focused on whole class discussion. So, her classes were interactive. She also used the name of students some time. She did not used strip story technique while observing altogether six classes.

I observed the class of TB at grade eleven. The teacher started his lesson by asking some related topic of that day's. He also engaged the students to write summary of this lesson. After that, the teacher also added some most important points. While students asked questions, he replied orally. The TB also did not used strip story technique in English language classes.

When I observed the class of TC at grade eleven. The teacher started his class asking about last topic then he asked some related questions. Then he revised the things that they have learnt on their previous day. He also engaged students by reading the text and underline difficult sentences. After that the teacher focused on writing summary of the lesson. He also did not used strip story technique while teaching English.

It was 28 March 2019: I observed the class of TD at grade eleven. The topic of that day was "Women's Business" from the compulsory English Heritage of Words. At first, the teacher asked to the students whether they are ready to do the reading task or not the students showed the interest to do the reading task. After hat the teacher started to give part of story and paragraph two and the

students were started to read the story and next group complete it. Then the teacher asked several questions individually to the students. Questions like: *What is the theme of this essay?* Student (Mina) replied, *This essay is about how women's marketing efforts were combined with their passionate social activism.* Then the teacher linked important point of this essay.

When I observed the class of TE at grade twelve form the compulsory English Heritage of Words. The teacher started his class by introducing topic. Then he wrote the list of important sentences on the board. He did not used strip story technique while teaching English.

After the class observation, I came to conclude that the teachers mainly used strip story while asking students to listening task, speaking task, reading task and doing the given exercises. Out of total observed classes, the teacher only used strip story in one class. The teacher used strip story in English class to develop the students interpersonal speaking skills.

Group discussion

Group discussion is an important activity in academic spheres. It is a systematic and purposeful interactive oral process. Here, the students exchange of ideas, thought and feeling take place though communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the giving topic or problem. During the observation, it was found that TA in her each single class of grade eleven used group discussion whereas TE in their only one class of grade twelve used group discussion while teaching in English language classes.

On March 30, 2019. I observed the class of TA in grade eleven. That day she was going to teach the lesson Nineteenth Century Prose. She had made different group consist of three students in the class and frim book's page no. 220. Students were given a topic about Nineteenth Century Prose. She explain

the topic in detail and the teacher also asked her students to recite the topic in group according to their desk members. The students were actively participated in a group discussion for recitation. Finally, the teacher asked her students to summarize the topic and share it in their class. The students summarized the topic in this way. In this century , *Charles Darwin was a very famous writer, he wrote many more literary genera. He used to write satire styles. He also prefer to write about nature.* Teacher say *Thank you all.*

When I observed the class of TB in grade eleven. He were taught compulsory English The Magic of Words. The teacher started his lesson by asking previous class. Then, he asked to the students to read the lesson of that day's and he focused on writing summary. He did not used group discussion technique while teaching English.

When I observed the class of TC in grade eleven. He taught compulsory English The magic of words. The teacher started his lesson by asking questions related to the topic. He also engaged the students to write summary at this lesson. After that TC also added some important sentences. He also did not used group discuss technique while teaching English classes.

When I observed the class of TD in grade twelve. She was taught compulsory English Heritage of Words in the same way. As like TB and TC did, the TD also did not used group discussion technique while teaching English.

On March 31, 2019. That day I observed the class of TE, we (TE and me) entered the class at 9:15 am at class twelve. Students greeted us by saying good morning teacher and then we also replied good morning and thanked them for their warm welcome. He asked them to tell the topic of that day's students replied that day's topic is about Hansel and Gretel. He taught the lesson about the speaking task. The teacher had made different groups consist of five students in the class and from the book's page no.119, students were given a picture about Hansel and Gretel and they started to discuss among friends about what the topic want to tell students were also asked whether they like to do

those things in their real life or not? Then the teacher asked to the students *discuss with in your group and write five sentences about topic*. Then the students start to write about topic. *Hansel and Gretel are small children. The women was their step mother. They were suffered from famine. Their step mother suggested that they should leave their children some where far out in the forest. They were lost in the forest.* the TE replied, they were right.

Discussion is a general technique. However, it was not well practice in the classes so far, I observed thirty classes but it was found only in two classes. It might be lack of time from the classes observation, it was found that group discussion can be used while discussing on a given picture or specific topic. The teacher used group discussion to develop the habit of learning in a collaborative with the group of friends. In this technique, all members of the group can hear others ideas and feelings shared openly.

4.1.3 Technique for Evaluation

Evaluation is most important part of teaching learning process. So teachers should evaluate their students after finishing every lesson in the classroom otherwise they may not know what information do they need first? What must the students know if they are to complete this activity successfully? Without evaluation teaching learning process may not be successful. So teacher should know about their students knowledge about the lesson.

a) Asking questions

How does a teacher evaluate a student in the classroom is important aspect of English language teaching and successful classroom management? Teacher should ask questions their students after finishing every lesson in the classroom. In my study, I found some English teachers were unconsciously neglecting this evaluation of language teaching. They rarely ask questions their students after finishing the lesson.

On March 24, 2019, that day I observed the class of TA in grade eleven. The teacher asked them to tell the topic of that day's, the student replied that day's topic was *Nineteenth Century Novelist*. She replied *they were correct*. Then she told the students to look page number 122. She asked them '*Do you see?*' the students replied *Yes*. Then she start explain topic in brief. While explain topic she asked some questions like: *Have you heard the name of Emily Bront?* Students replied, *Yes, mam. She was famous in 19th century*. She asked, *What do you think about Thomas Hardi?* Students replied *he was a satire writer of 19th century*. She said, *Thank you students*.

Similarly, she also taught on March 26, 2019. She taught at grade eleven. The topic was *Nineteenth Century prose writers* while teaching *19th century prose*. She asked the same question: *Do you know who is Charles Darwin?* Students replied, *He is a prose writer of 19th century*. Similarly she asked many more questions while teaching English. So, her classroom was more interactive.

On March 25, 2019, I observed the classes of TB at grade eleven. At very first he wrote the date and topic "*The Gardener*" on the board of that day's. The teacher asked to the students whether they had read or not, that day's lesson. Students replied, *Yes, sir*. Then he asked them to read this lesson. Then he started explain topic. At last he asked the students, *What is the theme of this lesson?* Students replied, *love and role of women in a society*. The teacher said, *Thank you*.

When I observed the classes of TC in grade eleven, he did not *used ask question* for evaluation technique.

On March 26, 2019, I observed the classes of TD in grade twelve. That day's topic was "*Women's Business*". The teacher started her lesson by asking some vocabulary like: *Do you know the actual meaning of Passionate?*. Student (Nanu) replied: *Yes, mam. Passionate means caused by strong feeling*. The teacher said, *you are right*.

Similarly on March 28, 2019, I observed the class TE started his lesson by telling fairy tale which was related to the topic (Hansel and Gretel) of that day. Then he linked the topic of that day. After that he started to ask question related to the lesson like: *Do you think the woman was real mother of Hansel and Gretel?* Students replied, *No sir, she was step mother of Hansel and Gretel?* TE asked, *Do you think Gretel represents modern feminist women?* Students (Nita): *I think Gretel represents a modern feminist woman. Like a feminist activist her voice strongly against male domination.* Teacher said, *Thank you, Nita. Sit down.*

During the class observation of five teachers, I came to know that the teachers used asking question for evaluation like (*What is the main theme of this lesson? Do you know the actual meaning of passionate? Do you think Gretel represents modern feminist women?*) While students unable to give answer than the teacher explain it. It is the best way to evaluate the lesson.

b) Give assignment

Assignment is also most important of evaluation. According to Harmer (2008,P.37), “There are two general rules for giving assignment”. They must be kept as simple as possible and they must be logical. Teachers should give assignment before giving instructions. For example, what information do they need first?, What must the students know if they are to complete this topic? It is also important for them to check whether they have understood or not what they are supposed to understand.

On March 25, 2019, I observed the classes of TA in grade eleven. The lesson of that day she as “Twentieth Century Poetry” she started her lesson talking about previous class. After that, she started that day’s lesson. And end of the class, *She assign the students to summarize that today’s lesson.*

Similarly, when I observed the classes of TB in grade eleven. The lesson of that day’s was Identity, Gender and Ethnicity. The teacher started his lesson by

engaged the students to read page 110 individually. After that he started to explain the topic. At last he *assigned the students read and come tomorrow.*

In the same way, I observed the class of TC in grade eleven. The lesson of that day's was "Malini". The teacher started his lesson by telling a story in Nepali language. After that he started to explained topic in briefly. At last he *assign the students read the passage and underline difficulties words.*

During the class observation TD also used assignment technique for evaluation. The lesson of that day was "The Way" from grade twelve. She started her class by asking structure of the way while she explained the exercise she assign classwork to the students. Make five sentences using I like/ love/the way.....

Similarly, when I observed the classes of TE in grade twelve. I also found the use of this technique. The lesson of that day was "Tense". At first, the teacher revised the things that they have learnt yesterday. He started from the past tense. At first, he wrote an example and he asked *What is the structure of this example?* While students replied then, he thank to the students. He also explain other examples of simple past tense. *At last the teacher asked his students to make 10 sentences of past tense.*

Out of the total observed classes, the teacher only giving assignment for evaluation in five classes they assign questions like: *Who was Thomas Hardi? What is the main theme of The Gardener?* While students unable to give answer the teacher explain in briefly. The teacher used asking questions to know the students knowledge that day's lesson.

c) Engaging in Group discussion

Group discussion is also an important evaluation tool in education field. It is a systematic and purposeful interactive oral process. Here, the students exchange of idea, thought and feeling take place through oral communication. The teacher is the manager of the activity. The teacher stays mainly at the front of

the class. If the task become wrong the teacher give feedback immediately, then they get a chance to do better. It is useful to do correction on the spot.

I observed the class of TA at grade eleven, he wrote the topic. That day's topic was other Nineteenth Century prose writer students were given a topic about 19th century prose. She explain the topic in detail and she *also asked her students to recite the topic in group according to their desk members*. The students were actively participated in group discussion technique.

When I observed the classes of TB in grade eleven, he did not used group discussion technique for evaluation while teaching English classes. on the other hand, the TC also not used group discussion technique for evaluation, while teaching English.

In the same way TD also did not used group discussion technique for evaluation, while teaching English.

When I observed the classes of TE in grade twelve. I found the TE used group discussion technique for evaluation. The lesson of that day's was "I Have a Dream". The teacher started his lesson by using group discussion. *The students were given a topic about Dream and they started to discuss among with friends about their own dream.*

Throughout the observation of thirty classes of selected teachers, the teachers used engaging in group discussion for evaluation ten classes from the class observation. I came to concluded that engaging in group discussion on a given topic like: 19th century prose and I Have a Dream. They rarely used engaging in group discussion for evaluate their students after finishing the lesson. It is also one of the most important evaluation technique to develop the speaking skill and they get good opportunity to remove shyness.

4.2 Teachers' Ways of Using Learner-Centered Techniques

In order to find out secondary level English teacher's perceptions, views and concepts on learner centered technique teachers were asked different type of questions as well as find out their classroom practice; they were observed in their own six classes. The first question asked to them was, "In your experience, *how do you use learner-centered techniques in your classroom?*"

Analyzing their responses, in response to this question, they responded differently, some excerpts of the interview regarding this question are given *TA said that among the various methods of teaching I believe interaction between students and teacher referring a particular chapter is the best learner centered technique that I use. Similarly TB said that I make group among them , project works and presentation themselves, dramatic method. I used method and writing and presentation themselves. Likewise TC said I use warm up and brain storming technique making guessing and asking for answers of what they know about certain topic is effective one . similarly, TB said Well, I use learner-centered techniques in the following ways: At first, I choose the best method based on content, then I analyze how to make students involved and active in it. At last, I make a lesson plan and engage students in lesson. Similarly, TE said learner centered technique is the best teaching technique in which, the learners are made involve in different activities like role play case study dramatization and different workshop.*

From the above excerpts, I came to conclude that the motivation is a most important thing in teaching learning process. All teachers responded they motivate the students and teachers, using different learner-centered techniques, using lesson plan and learners involve in different workshop and dramatization technique. All the English language teachers showed that they had good perceptions and understanding on learner-centered technique between I compare those data with the data that I collected from the classroom observation found them weak in classroom practice.

4.3 Teacher Techniques to Facilitate Students

Teachers facilitative role is one of the most important technique while using English language classroom the teacher has to facilitate his/her learners to encourage them to learn the lesson presented in the classroom, then the learners are encouraged the better they learn. The question they were asked, “*What different techniques do you use to facilitate your student in learning?*”

After synthesizing responses, TA said, to facilitate my students in learning in a very effective way, I use different techniques such as pre-reading text, while reading text and post reading text. Similarly, TB said I help them by personal contract treatment method and I make friendship with them. Likewise, TC said question answer translate and correlation with their knowledge. Similarly, TD said, well I use the following techniques to facilitate students in learning- project method and field visit techniques group discussion techniques and role play and dramatization techniques. Similarly, TE said different techniques that I used to facilitate into smaller steps, encouraging them in peer learning. Similarly, making learning participative and emphasizing the learners to use their own words, language materials.

The above responses of the English teachers showed that they facilitate their students by using encouraging students to make friendship interact with students taught project method and field visit group discussion role play and peer learning techniques.

4.4 Specific Strategies to Motivate Students

Motivation technique makes teaching and learning immeasurably easier, more pleasant and productive. It is more important in the field of teaching and learning activities. It helps to succeed in language learning. The third question asked to the secondary level English language teachers were “*In what ways you motivate your students towards learning?*”

The TA said *mostly, I motivate my students towards learning by driving towards their ambition. Beside this, internal competitions and extra activities could also be done. Likewise, TB said motives also main things in teaching I motivate students oriented method and environment, using teaching material, song/ case study/ make relation with parents etc. similarly, TC first to draw their attention by making class the entertaining one. And I make the class were useful in teaching and learning perspective. Where TD said why not, I inspire students by telling the story and example of great personality, for better learning. I usually use verbal motivation and sometime, I gave some prizes to the students who do better in learning. Similarly, TE said without letting them to feel classroom environment we can maximize the number of students in learning, e.g. We should present the question or problem among the students and ask them to find the solution and finally teacher should give the positive feedback.*

From the aloft extract, I came to conclude that the all teacher responded their students by using internal competitions, teaching materials, telling story, gave some prizes and gave positive feedback.

4.5 Problems Faced by Teachers

Generally class of Nepal are large and students sit in orderly rows. In such seating arrangements, students have desks in front of them to write on. This kind of seating makes teachers' lecture easier as well as enables the teachers to maintain eye contact the students he/she talking too. In my research study, I found similar type of classes and seating arrangement of the students in order to find out problems in using learner-centered technique teachers were asked a question. *Have you ever faced some problems in the use of learner- centered techniques?*

The TA said *sometimes, while going through pre-reading text, students seem to have very minimal knowledge about the subject matter. Similarly, TB said Yes, I have problem of teaching materials and good environment to make interested*

teaching for learner. I have not ICT or internet in school. Whereas TC said Yes, sometime I face problem, when they don't know about something in English and in their own mother tongue Nepali language. Similarly, TD said of course, usually face, the following problems: the classroom becomes quite noisy, in the large class it is difficult to control as well, some students get in conflicts and show abruptive behaviors. Similarly, TE said yes, because of lack of effective plan and preparation. Sometimes we get problems in the use of techniques, while conducting case study, due to lack of proper support the students may collect wrong information so the case study doesn't bring correct report.

Observing their responses it was found that all teachers faced the problems of large classes, language, lack of sufficient teaching materials, traditional concept of teaching and lack of effective plan. Thus, after analyzing those responses of teachers, I came to the conclusion that they had lack of teaching training and awareness about teaching techniques.

4.6 Benefit of Learner-centered techniques

Learner centered techniques help the learners for effective and everlasting learning. It develops the feeling of confidence in the use of English language. It integrates all four skills of language as well as extra linguistic skills. The TA *said that learner-centered techniques promote student's interest towards learning and remove their boredom in classroom. Likewise, TB said participated all learner in classroom. Achieve or fulfill our teaching aims, easy for presentation of subject interesting etc. Likewise TC said they read the book/ contents themselves. I try to make them more useful by making that more understandable for them. Whereas TD said that the benefit of learner-centered techniques are learning becomes ever lasting and effective, students get activated or they learn by themselves and useful to have teachers labor. Similarly, TE said that the learner-centered techniques makes the students active, so that their learning also will be effective. Not only that, the leaner*

centered techniques also increase the practical knowledge in students or learners.

From the above responses, it was found that all the teachers responded learner-centered technique develops the feeling of confidence in the use of English language classroom. It integrates all four skills of language as well as extra linguistic skills. It promotes students interest towards learning. Students get chance learns by themselves. It also increases the practical knowledge in learners. It helps to save teacher's labor.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This is the final chapter of this research which has included the findings conclusion and recommendations related to policy, practice and further research that are drawn from the close analysis of the collected data.

5.1 Findings

The major objective of this study was to examine the practice of learner-centered techniques in teaching English and to find out the learner-centered techniques used in the ELT classroom along with the views of teachers. On the basis of classroom observation checklist interview and diary records were analyzed and interpreted. As the practice of learner-centered techniques in teaching English to the students, it has been found that teachers used individual work, pair work, group work, strip story, project work, role play, discovery technique and group discussion teaching techniques in their English class. The major findings of the study are presented in this section.

-) During the class observation, I came to know that the teachers used revision of previous lesson as a technique to initiate class only in five classes. The data above show that the revision lesson help learners for their better conceptualize the content and memorize the learn items.
-) After the observation, I came to conclude that the teacher motivated their students by asking, *How are you? What about your study? Are you ready to learn?* The data show that the motivation helps to classroom interactive way, out of total observed classes the teacher used it in seven classes.
-) During the class observation the teacher only explain topic at the beginning six classes they association with example as like (*Khalangama Hamala*) telling Nepali story (*Sisir and Basan*). It helps to develop the creativity of the students.

-) Throughout the observation of thirty classes, the teachers used pair work in three classes, from the class observation it has been found that pair work can be used while taught listening task. It helps to develop the students interpersonal speaking skills. Similarly, marginal used individual work, it can be used while using listening, speaking and doing given exercises.
-) During the class observation of thirty classes the teachers used group work in two classes. I came to conclude that the teachers mainly used group work by display picture and discussion among groups. It helps to develop the habit of learning a collaborative manner. On the other hand, none of the teachers used drama technique while observing their classes.
-) Though role play is a basic technique in a learner-Centered classes, marginally used it. It helps to develop interpersonal speaking skills. As like the role play technique, teachers rarely used project work. It helps to motivate students to learn in a practical way.
-) Out of total observed classes, the teacher only used discovery technique in two classes. It can be used while teaching grammar. It helps to develop the creativity of the students. As well as strip story used marginally while observed the English language classes.
-) Discussion is a general technique. However, it was not well practice in the classroom so far. I observed thirty classes but it was found only in two classes. It might be lack of time. From the class observation, it was found that group discussion can be used while discussing on a given picture or specific topic. The teacher used group discussion to develop the habit of learning in a collaborative with the group of friends. In this technique all members of the group can hear others ideas and feeling shared openly.
-) Altogether thirty observed classes, only five classes teachers asked questions while teaching English. Similarly, they provided assignment in five classes to evaluate while teaching English. In the same way they

used group discussion in ten classes. It helps to know the students knowledge of the learnt lesson.

-) After synthesizing responses, all teachers have clear idea about using learner-centered techniques. Similarly, they facilitate their students by using encouraging students to make friendship, interact with students and used different learner-centered techniques. *I compared those data which collected from the classroom observation found them weak in classroom practice.*
-) All the teachers responded they motivate their students verbally, some time give prizes to the students who do better in learning. In the same way, they faced the problems of large classes, language, lack of sufficient lesson plan.
-) After analyzing teachers responded learner centered technique makes the students active, so that their learning will be effective. It also helps to save teachers labor.

5.2 Conclusion

Learner-centered techniques are those techniques which emphasize that education is a means of providing people with learning experience which enable them to learn from their own efforts. On the other hand, learner-centered techniques are those type of techniques on which students are more active than teachers. This research is based on the in-depth observation of classroom activities and techniques used in teaching English. The classroom observation, interview and diary keeping were the tools of data collection from the overall finding of the study. I come to conclude that learner-centered techniques are different as per the nature of the class and the perception of the teachers.

Before this study, I thought that teachers use to teach Learner-Centered techniques while teaching English at secondary level classes. But after that the study, I have realized that they focus on own status. During my observation, I have seen that teachers used to teach English in a separate class.

Similarly, they also used different techniques like, individual work, pair work, role play, group work, discovery, strip story, group discussion and project work while teaching English. This study shows that various techniques like problems solving, dramatization, picture description, think pair share was not used. The findings of the study motivate me to use more learner-centered technique to make English language classroom more effective and efficient in my self-teaching carriers.

5.3 Recommendations

My study show that the most of the English teacher were not using learner-centered techniques in secondary level English language classroom because lack of teaching materials, not sufficient time, over-crowded classroom, low level of English language proficiency of students, teachers training and so on. I also found that most of the teachers have clear and positive perceptions on learner-centered technique.

Based on the major findings and conclusion of the study, I would like to point out some recommendations.

5.3.1 Policy Related

Policy is one of the influential factors in any sectors. The findings of the study have some insights and understanding to provide the policy makers. Learner centered techniques can be practiced effectively when there is the provision of it in policy level. Thus, the findings of this study will be fruitful to some extent for policy and plan makers.

-) The finding of this study shows that teachers used own strategies while teaching English. English language teachers should be given training by the Department of ELT, Dean Office and University to know about how to get the students interest, how to maintain time, how to select appropriate techniques and materials in English class which has become a big problem in present days.

-) Despite of the challenges to used learner centered techniques, many teachers used learner centered techniques but could not implemented very effectively. So, English language teachers should be given training about the ways to overcome the problem while using learner-centered techniques.

5.3.2PracticeRelated

Since the findings of the study presented that number is not important, Teachers only used individual work, pair work, group work, project work, discovery technique , role play, dramatization, strip story, group discussion techniques in an English Language class of secondary level. However, all those techniques are not sufficient to make more effective class. From the observation it was found only individual work, pair work, group work, discovery technique, strop story, role play, group discussion, project work. The teacher would follow various learner-centered techniques such as problem solving, picture description, dramatization technique, task-based language teaching, communicative language teaching, co-operative language learning and so on. It might be the lack of knowledge and training to the teachers. So, more technical and practical information on learner centered techniques should be given to the teachers. Similarly, the teacher also face challenges, teachers need to be given frequent training. Some other practice level recommendations areas follows:

-) Teachers can use problem solving picture description, individual work, pair work, group work, dramatization, discovery technique and role play to teach English language to make the students creative.
-) Teachers should use strip story and dramatization technique to make English class more effective and to meet the objectives of the learner-centered techniques. Teachers should be aware on the problem while using learner centered techniques. Sufficient training on learner centered

techniques should be given to the secondary level English language teachers. So, I suggest it is better to be consistent it is seeing and being.

5.3.3 Further Research Related

In reality, no any work in the world is perfect and complete. In the same way no research is complete in itself. Regarding the further research in the field of learner centered techniques in teaching English language class, it is important that a large scale qualitative research should be carried out taking a larger sample in order to find out the current practice of learner centered techniques and strategies while teaching English. Considering limitations of this study, some guidelines for the further research seem to be admirable.

-) Future researchers should focus on strategies of learning vocabulary used by secondary level students.
-) Future researchers should focus on problems faced by secondary level teachers while using learner centered techniques.
-) Future researchers should focus on effectiveness of learner centered technique by secondary level English language teachers.
-) Future researchers can focus on problem faced by secondary level English language teachers while using learner centered technique.

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APPENDIX-1

Classroom observation checklist

S.N		
1.	Beginning of the classes – Revision – Motivation – Introductory topic	Explanation
2	Teaching particular item – Pair work – Individual work – Dramatization – Role play – Group work – Project work – Discovery technique – Strip story – Group discussion	
3	Evaluation students – Ask question – Give homework – Group discussion	

APPENDIX-3

Visited schools for my research work

1. Shahid Smarak College, Kirtipur Kathmandu.
2. Mangal Multiple College, Kirtipur Kathmandu.
3. Jana Sewa College, Kirtipur Kathmandu.
4. Bright Future College, Satdobato Lalitpur.
5. Gyanodhaye Secondary School, Kalimati Kathmandu.