

**TEACHER-CENTERED TECHNIQUES:
PERCEPTIONS AND PRACTICES**

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

**Submitted by
Dipendra Kumar Yadav**

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

2012

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DECLARATION

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

Date: 1st July 2012

.....
Dipendra Kumar Yadav

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dipendra Kumar Yadav** has prepared this thesis entitled **Teacher-Centered Techniques: Perceptions and Practices** under my guidance and supervision.

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ABSTRACT

The thesis entitled "**Teacher-Centered Techniques: Perceptions and Practices**" was an attempt to find out the teachers' perception on teacher-centered techniques in language classroom. I collected the data by distributing the questionnaire to 40 teachers of higher secondary schools of Kathmandu valley i.e. 20 respondents of private higher secondary schools and 20 of public higher secondary schools. The data were analyzed in order to identify and compare the techniques used by the teacher of higher secondary schools. The finding of this study was that most of the English teachers use student-centered techniques in language classroom. On the basis of the findings, some recommendations have been made to improve the existing pedagogical situation.

There are four chapters in this study: the introduction, methodology, analysis and interpretation and findings and recommendations. The first chapter deals with the general background, review of related literature, objectives and the significance of the study. The second chapter contains the methodology which is sub-divided as the sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The fourth chapter has the findings and recommendations of the study in which some pedagogical implications have been recommended to make the findings of this study better as well as to strengthen further studies. References and appendices follow this chapter.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	Percent
Dr.	Doctor
EFL	English as a Foreign Language
ELT	English Language Teaching
F	Frequency
i.e.	That is
M.Ed.	Master in Education
No.	Number
p.	Page
pp.	Pages
Prof.	Professor
T.U.	Tribhuvan University
Viz.	They are
Vol.	Volume
Vs	Versus
www	World Wide Web

CHAPTER - ONE

INTRODUCTION

The study is entitled "Teacher-Centered Techniques: Perceptions and Practices". The aim of this study was to find out the English teachers' perception on teacher-centered techniques: perceptions and practices in terms of private and public schools. And, the another aim of this study was to find out what the teachers think the role of teachers in teacher-centered techniques in language learning classroom. Teaching is not a simple activity because a teacher has to teach the varieties of mind within a limited time, i.e. 40 or 45 minutes. Even though, all the teachers want their best of pupils and try to use suitable technique while they are teaching in the class.

1.1 General Background

Teaching learning process is a means whereby society trains its young in a selected environment as quickly as possible to adjust themselves to the world in which they live. In primitive societies this adjustment meant conformity with the things as they were. In advanced civilization of the modern times, effort is made not only to adjust to things as they are but also to make an advance in the improvement of conditions of life by training the young in the modes of thinking and acting which will help to improve the conditions of living that surround them. Teaching learning has four aspects teacher, student, learning process and learning situation. The teacher creates the learning situation for the students. This situation can be created when teacher has been fully skilled in all the aspects of

teaching. Teacher maintains environment in the classes. Teaching depends upon the process of teaching learning which implies that all the various elements of the teaching learning situation have to be brought into an intelligible whole. The teaching learning activities which are varied and complex have to be harmonized. These elements and activities include learners and their individual differences, the methods of teaching, the material to be taught, classroom conditions, teaching techniques and aids questioning and assignments, thinking, practical skill, discussions and many others.

In our country, most of the classes are large in which many kinds of problems occur in the part of teachers as well as students. It is one of the most important problems in teaching learning process. To watch every students in one by one in the large classes within 45 or 35 minutes can be impossible. So every teachers tries their best to improve the classroom. Teachers use many techniques as they possible in the classroom. Some teachers use learner centered techniques and some teachers use teacher-centered technique to handle the students. From the beginning of the teaching learning activities, teacher-centered techniques have been used by the teachers which today, replaced by the student- centered technique. It is believed that teacher-centered techniques are not used by the teachers. It means that teacher-centered techniques are replaced by the student-centered techniques.

In 20th century, student-centered techniques are regarded as the most useful techniques in the teaching learning process but most of the teachers are also using teacher-centered techniques in the language

classroom. It means both types of techniques can be used in the classroom according to the situations. We cannot say that teacher-centered techniques are bad and others are good because teacher-centered techniques can also keep the students attentive and active in the classroom if we use them properly in the classroom while we are teaching.

1.1.1 Language Teaching Methods and Techniques in English Language Teaching

Everything is successfully completed when someone uses certain methods and techniques because these two instruments make the works systematic. Approach, method and technique are most frequently used terms in the field of language teaching according to time, situations, levels, interest and demand of the students.

Anthony (1963, pp. 63- 67, as cited in Richards and Rodgers, 2001, p.19) defines these three terms in the following way:

The arrangement is hierarchical. The organization key is that techniques carry out method which is consistent with an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approached. An approach is axiomatic while a method is

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

Anthony (1963, p. 64) further says:

Approach is the level at which assumption and beliefs about language and language learning are specified, method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Any language teaching method can be described in terms of the issues identified at the levels of approach, design and procedure. Anthony mentions that method is theoretically related to an organizationally determined by a design and it is practically realized in procedure.

Approach, method and technique are interrelated to each other because an approach includes many methods and a method includes many techniques. Without using methods and techniques in the English language teaching classroom. Teaching becomes useless.

1.1.1.1 Language Teaching Technique

Teaching is an essential part of education. Its special function is to impart knowledge, develop understanding and skills. Regarding teaching, Amidon and Hunter (1967, as cited in Aggrawal, 2009, p.16) says, "Teaching is an interactive process, primarily involving classroom talk, which takes place between teachers and pupils, and occurs during certain definable activities". This view states that teaching is involvement of all the students in the work but teaching classes is more problematic and challenging for the EFL teachers. So, teachers moved in systematic way using various techniques in EFL classroom.

Anthony (1963, as cited in Richards and Rodgers, 2009, p.19) says:

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

Technique is an implementation of a particular trick for an immediate objective. There are different techniques to teach language skills and aspects. The teacher himself/herself can create his/her own techniques to teach language in a classroom. Teaching should reflect the students' needs and interest, teaching techniques play the vital role in language learning. The techniques which are used in teaching English language are classified into two types:

A. Student-Centered Techniques

Student-centered techniques are techniques in which students are more active than teachers. Students become self-dependent in doing their works or tasks and teacher functions as a facilitator or a guide. Students are given a lot of task to complete or perform. It emphasizes the student and his/her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirement. It is more psychological than logical. It gives emphasis on the process rather than the product. Songs and rhymes, games, self-evaluation, gesture, oral exercise, communicative exercises, imaginary context body movement and drills are also included under the student-centered techniques. Some examples of student-centered techniques are given below:

(i) Individual Work

Individual work is a type of technique in which all students learn something using same materials. This technique is opposed to the concept of whole class teaching. In this technique, the teacher can provide different supplementary books, tapes, cassettes and the students should be allowed to choose the way they prefer to achieve mastery of the material of the unit. Individual learning fosters learners' autonomy.

(ii) Pair-Work

Pair-work is a technique in which two students work together to solve a problem. It is often used in a communicative classroom. It makes students

engaged in interaction to each other. In pair work, the teacher has two roles, a monitor and a resource person.

According to Cross (1992, p.53) the following are the steps to conduct effective pair work.

-) Preparation: Prepare carefully by means of presentation and practice, so that everyone is confident in using the language.
-) Teacher student model: Select one student and take one part yourself and go through the whole task. Ensure them all know what they have to do.
-) Public pairs: Select two students who are sitting well apart, this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model.
-) Timing: Tell the class how long the activity will last, typically only two or three minutes.
-) Private pairs: Tell everyone to begin while it is going on, go around the classroom to monitor and assist.
-) Public check: If you see that most of the classes have completed the task, stop the activity. After that, choose one pair at random to stand and does the task again, publicly choose a second and a third pair to do the same.

(iii) Group Work

Group work is another important learner-centered technique. It is useful for teaching students in an interactive way. In this type of technique, a task is solved in groups. This includes initiation, monitoring, facilitation, promoting, giving feedback and so on.

(iv) Project Work

Project work is a very effective but time consuming student-centered technique of language teaching. Ur (1996, p.232) says that project work fosters learners responsibility and independence, improves motivation and contributes to a feeling of co-operation and warmth in the class.

Aggrawal (2009, p.233) says,

The project method is the expression of the widespread dissatisfaction against the bookish, encyclopedia method which makes children passive in which children are drilled and spoon-fed with information which mostly is unconnected with real life situations.

Project has to be carefully planned through a process of teacher-learner collaboration. The success of the project depends upon availability of time, access to authentic material, receptiveness of learners and flexibility of time table.

(v) Role Play

Role play is a classroom activity in which students are actively participated. It gives the students an opportunity to practice the language, the aspects of role behaviour, and the actual roles they may need outside the classroom. It is useful for any level of teaching. It makes classroom interactive.

(vi) Discovery Technique

Discovery technique is one of the most important learner centered techniques in which students are given examples of language and are told to find out the grammatical rule. Harmer (1987, p.29) says:

Discovery technique is the technique in which students are given the examples of language and told to find out how requiring them to organize the strips proper sequence allowing them to discuss the materials of the strip as to make it known to the other member of the group to compare.

It is useful for teaching vocabulary materials which allow students to activate their previous knowledge and to share what they know.

(vii) Dramatization

Dramatization has been described as "a synthetic art, involving the purposive co-ordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm, with a view to free and intelligent expression of emotions and iteas" (Agrawal, 2009, p.110).

Drama is not like a communicative language teaching, a new theory of language teaching but rather a technique which can be used to develop certain language skills to the students.

(viii) Strip Story

Strip story is a technique of presenting a story part-wise in small slips of paper called strips. The strips are given to individual students of a group requiring them to organize the strips in a proper sequence allowing them to discuss the materials of the strip as to make it known to the other member of the group.

(ix) Problem-Solving Technique

Problem solving is an instructional technique where by the teacher and pupils attempt in a conscious, planned and purposeful effort to arrive at some explanation to some educationally significant difficulty (Aggrawal, 2009, p.245).

It is not merely a method of teaching. It is more than a method organization of subject matter in such a way that it can be dealt with through the study of problems.

(x) The Heuristic Technique

"The word 'heuristic' is derived from a Greek word "heurisken" which means 'I discover' or 'I find'" (Aggrawal, 2009, p.262).

Heuristic is the technique in which children discover the things for themselves and are placed in the position of discoverers or inventors. This

method was first used by Professor Henry Edward Armstrong of the Imperial College London, in the teaching of science. Its aims to develop a scientific and critical attitude and spirits in the students.

B. Teacher-Centered Techniques

Teacher-centered techniques are the techniques used by teacher in teaching learning process. In these technique, teachers are more active and students become passive listeners. It gives emphasis on the teacher. In teacher-centered techniques teacher plays the dominant role. They speak a lot, read a lot and take too much time in the classroom. It emphasizes the product rather than the process. Some examples of teachers centered techniques are given below:

(I) Lecture

Lecture technique is the teaching procedure involved in the clarification to the students of some major idea. According to James Michael Lee (as cited in Aggrawal, 2009, p.116) "The lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem".

In this technique, teacher is more active and students are passive but he/she uses questions answers to keep them attentive in the class. Teacher shows his/her facial expression, gestures and tones, the exact shade of meaning that s/he wishes to convey. The main objectives of using this teacher-centered technique in teaching learning process are:

- (i) to clarify matters.
- (ii) to review significant details of the lesson.
- (iii) to expand contents.

According to Lee (as cited in Aggrawal, 2009, pp.116-118), merits of the lecture techniques are as follows:

- (i) It is economical as it needs no laboratory. A large numbers of students can be taught at a time.
- (ii) It saves time and covers syllabus in a limited time.
- (iii) It is very effective in giving factual information and in relating some of the thrilling anecdotes.
- (iv) Lecturing makes the work of the teacher very simple. He need not make elaborate arrangements.
- (v) A good lecture not only stimulates the students but also lingers long in their imagination.
- (vi) It provides better scope for clarification and for laying stress on significant ideas.
- (vii) It brings a personal contact and touch to impress or influence the pupils.
- (viii) It provides flexibility.
- (ix) It gives the students training in listening.
- (x) It gives the students training in taking notes rapidly.

- (xi) It develops good audience habits.
- (xii) It provides opportunities of correlating events and subjects.
- (xiii) It enables the linkage of previous knowledge with the new.

The limitations of this technique are as follows:

- (i) There is very little scope for pupil activity.
- (ii) It does not take into consideration individual differences.
- (iii) Lecturing is against the principle of 'Learning by Doing.'
- (iv) It spoon-feeds the students without developing their power of reasoning.
- (v) Speed of the lecture may be too fast for the learner to grasp the line of thought.
- (vi) An average student may not be able to fix up his attention to a lecture of forty to forty-five minutes.
- (vii) A lecture may become monotonous to the students after a while. Very few teachers can keep the interest of the students upto the end.

II. Explanation

Explanation is explicit description or definition of concepts or process.

Explanation is greatly influenced by factors like continuity, fluency and simplicity.

According to Panton (as cited in Aggrawal, 2009, p.111), "Explanation forms a kind of bridge between telling and revealing knowledge of the lesson, and it involves a number of other techniques as well as narration and descriptions". Further, he advises that throughout the process of explanation, the teacher must keep in close touch with the minds of his pupils suggesting lines of thought through questioning them, answering their question, setting them on practical work examining the results obtained, discussing significant problems, etc.

According to Aggrawal (2009, pp.112-113) for effective explanation, the following points must be kept in mind by teacher.

- (i) The teacher must keep in mind some definite aims so as to give definitions to the lesson.
- (ii) The theme should be divided into different sections and must have a logical sequence and definite arrangements.
- (iii) Due consideration should be given to the ability of the students to understand and assimilate the subject matter.
- (iv) Too much dependence on telling or lecturing on the part of the teacher is likely to confuse the children instead of making things clear to them.
- (v) Essential points should be written on the blackboard.
- (vi) Questions of different types should be asked from the students to ascertain whether they are following the teacher or not.

The main objectives of using explanation in teaching learning process are:

- (i) to enable the children to take an intelligent interest in the lesson.
- (ii) to grasp the purpose of what is being done.
- (iii) to develop their insight and understanding of how to do it.

III. Illustration

The term illustration implies the use of these aids which make ideas clear to children and help them to acquire correct knowledge and understanding. They illuminate what is presented or taught to children. Dacanay and Brown (1967, p.392) say, "Teacher reads the paragraph dialogue in which the words are used, she next asks a question to explain the word in the dialogue". Illustrations are usually categorized under two main categories (Aggrawal, 2009, p.114).

(a) Concrete Illustration

This type of illustration is also called non-verbal or objective illustration. This includes subjects, apparatus, blackboard, charts, demonstration, diagrams, films, garden, graphs, models, pictures, radio and television etc. It is useful at lower level.

(b) Verbal Illustration

This type of illustration includes hearing and understanding activities such as story, analogies, anecdotes, comparison, dramatization, similes and metaphor etc. It is useful at higher level.

The relative importance of these two types of illustration depends upon:

- (i) the nature of the topic.
- (ii) the stage of education.
- (iii) the level of pupil's development.

Illustration creates curiosity and interest among students and help to provide clarity and vividness to the subject matters.

(IV) Demonstration

Demonstration implies the presentation of a pre-arranged series of events or equipments to a group of students for their observation (Aggrawal, 2009, p.105). This is commonly used in science and fine arts. It can also be used in giving information, knowledge and training.

Alle and Vallette (1997, p.5) say,

Teacher aptitude is particular crucial in the case of EFL students when students from another culture and/or linguistic groups. An American school, their integration is definitely enhanced if teachers demonstrate a supportive and understanding attitude.

Some of the important guidance for a successful demonstration are given below:

- (i) Plan all the activities relating to demonstration in great detail.

- (ii) Ensure that all the equipment, illustrations and other relevant materials are procured in time and kept ready before the demonstration begins.
- (iii) Break down the demonstration into suitable steps so that it can be easily understood by the students.
- (iv) Proceed with the demonstration slowly so that all the students may grasp the details.
- (v) Wherever possible, involve students in demonstration.
- (vi) Ascertain after every step whether the students have grasped the meaning, content and explanation. Repeat if they have not followed it.
- (vii) Give suitable verbal explanations for heightening the interest of the students.
- (viii) Encourage students to analyse, record and tabulate the results of their observation.
- (ix) Make an assignment based on the demonstration.

Strengths of Demonstration:

Demonstration attracts students' attention. It provides real life environments to the students. Some major advantages of demonstration are as follows:

- (i) It enables the students to acquire knowledge in the first hand form.

- (ii) It helps students eye to a new world of experience.
- (iii) It shortens the time, helps to memorize the facts and principles.
- (iv) It relates skills and their application.
- (v) It helps to establish relationship between theory and classroom practice.
- (vi) It fosters creative thinking in groups and individuals.

1.1.2 Importance of Teacher-Centered Techniques

Teacher-centered technique is the oldest technique and ever famous in foreign language teaching. It is associated with the transmission of knowledge. The work of teachers depend upon the abilities, skills and efforts of their students. In teacher-centered technique, teachers focus on making relationships with students that are anchored in intellectual explorations of selected materials. They focus more on content than on student processing. The importance of this technique are listed below:

- i. A large number of students can be taught in a time.
- ii. It saves time and covers the syllabus in a limited time.
- iii. It motives students to become good orators.
- iv. It provides better scope for clarification and for laying stress on significant subject.
- v. It brings personal contact and touch to impress or influence the pupils.

- vi. It provides flexibility.
- vii. It provides flexibility when a teacher stays in a close and intimate contact with his/her pupils.
- viii. It gives students training in listening and taking notes rapidly.
- ix. It provides opportunities of correlating events and subjects.
- x. It enables the linkages of previous knowledge with the new one.

1.1.3 Teacher-Centered Techniques Vs. Student-Centered Techniques

Teacher-centered technique focuses on the teacher transmitting knowledge, from expert to novice. In contrast, they describe student-centered teaching as focusing on the students' learning and what students do to achieve this rather than what the teacher does. As we attempt to differentiate teacher directed instruction from student-centered teaching we can do it following ways:

In teacher directed instruction:

-) Students work to meet the objectives set by the teacher.
-) Students complete activities designed by the teacher to achieve goals determined by the teacher.
-) Students respond to directions and step by step instruction from the teacher as they progress through activities.

-) Students are given extrinsic motivation like grades and rewards as a means of motivating them to complete work.
-) Students work in groups determined by teacher, the teacher is in control of group membership.
-) Students work is evaluated solely by the teacher.

In contrast, in student-centered techniques, students play pivotal role from the very beginning that is from setting goals to teaching learning activities to evaluation process. We can also compare between teacher-centered techniques and student-centered techniques as follows:

Table No. 1
Difference between Teacher and Student-Centered Techniques

Teacher-centered techniques	Student-centered techniques
1. Focus is on in instructor.	1. Focus is one both students and instructor.
2. Focus is on language forms and structure (what the instructor knows about the language).	2. Focus is on language use in typical situations (how students will use the language).
3. Instructor talks, students listen.	3. Instructor models; students interact with instructor and one another.
4. Students work alone.	4. Students work in pairs' in group or alone depending on the purpose of the activity.
5. Instructor monitors and corrects every student utterance.	5. Student talk without constant instructor monitoring instructor provides feedback correction when questions arise.
6. Instructor chooses topics.	6. Students have some choice of topics.
7. Instructor evaluates students learning.	7. Students evaluate their own learning instructor also evaluates.
8. Class is quiet.	8. Classroom is often noisy and busy.

Source: http://www.orglesentials/goalsmethods_learn_cent_pop.html

1.1.4 The Concept of Perception

The word 'perception' derived from the Latin word 'percepere' which was modified from the same Latin word 'perceptio', means observation.

Literally, it means deeper or natural understand of something or the way of understanding or interpreting something.

According to Oxford English, an idea, a belief or an image you have as a result of how you see or understand something is called perception.

It is the organization of meaningful understanding about subject matter.

According to Sanford and Capaldi (1964, p.175), perception refers to the awareness or the process of being aware, of extra, of the extra-organic or intra-organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences. Likewise, Hochberg (1964, p.660) views on perception as both the experience of gaining sensory information about the world of people, things and events and the psychological processes by which this is accomplished.

It is clear from the above definitions that the development of perception is based on experience of previous knowledge. In other words, perception develops from organization of present and past experiences about subject matter. My study aims to explore the teachers' perception on teacher-centered technique.

1.2 Review of Related Literature

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new thing and

ideas. Actually, no researches have been carried out on this topic. Some of researches are reviewed as follows:

Rimal (2004) carried out a research on the "Effectiveness of group work techniques in learning writing skill in English". The main objective of the study was to find out the effectiveness of group work techniques in learning writing skill. He used both primary and secondary sources for data collection. The researcher used pre-test and post test for primary data collection by dividing the students into two groups, i.e. experimental and controlled group. It was found that group work techniques in learning writing skill was slightly effective than the usual classroom teaching technique.

Sharma (2002) study was based on the "Effectiveness of role play techniques in teaching communicative function: A practical study". The objective of the study was to find out the effectiveness of role play techniques in teaching communicative functions. The researcher used both primary and secondary sources for data collection. He found that role play technique was relatively more effective than usual classroom techniques in teaching communicative function.

Pandey (2004) carried out a research on "The Effectiveness of Project Work Techniques in Developing Writing Skill: A Practical Study". The main objective of this study was to find out the effectiveness of project work techniques in developing writing skill. The study was an experimental research. He found that the use of project work techniques

in classroom teaching was found slightly more effective than conventional teaching.

Regmi (2004) carried out an experimental research on "The effectiveness of group work techniques in teaching English test". The main objective of this study was to find out the effectiveness group work techniques in teaching English tenses. The researcher used pre-test and post-test for primary data collection by dividing the students into two groups, i.e. experimental and controlled groups. It was found that the students who taught using group work progressed relatively better than the students who were taught using explanation.

Silwal (2011) studied on "The Technique Used by Trained and Untrained Teachers in Teaching Reading Comprehension". The main objective of this study was to find the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven. The finding showed that, trained teachers are rather students-centered and skill oriented whereas untrained teachers are teacher-centered and knowledge oriented.

Thus, some studies have been carried out to find out the effectiveness of different techniques. None of them are related to find out the teachers' perceptions on teacher-centered techniques from higher secondary level. Hence, this proposed study will be noble contribution for the department of English education.

1.3 Objectives of the Study

The objectives of the study were listed as follows:

- (i) To find out the teachers' perception on teacher-centered techniques in terms of private and public schools.
- (ii) To compare the teachers' perception on teacher-centered techniques in public vs. private schools.
- (iii) To list some recommendations for pedagogical implications.

1.4 Significance of the Study

Since this study was conducted aiming to explore the teachers' perceptions on teacher-centered techniques, it would provide information about organizing and conducting teacher-centered techniques in English language classroom. Therefore, this study is expected to be significant to all those who are directly or indirectly involved in language teaching and learning activity in general, and more particularly to the teacher, students, syllabus designers, educationists, text book writers, material producers, guardians, supervisor as well as other interested readers. I hope that the findings and recommendations would provide significant support to be made in order to improve teaching methodology in language teaching and learning. Moreover, this would be significant for the prospective researchers who want to undertake further researchers in the field of ELT methodology.

CHAPTER - TWO

METHODOLOGY

To fulfil the objectives of the study, I adopted the following methodology:

2.1 Sources of Data

I used both primary and secondary sources for the data collection.

2.1.1 Primary Sources

The population of the study were the English language teachers who were teaching at higher secondary level of Kathmandu valley. The field of study was English teachers of private as well as public higher secondary schools. The data collected by administrating preset questionnaires.

2.1.2 Secondary Sources

Regarding secondary sources of data collection, detailed information were presented in reference. However, the following books were consulted: Byrne (1987), Cross (1992), Ur (1996), Larsen-Freeman (2001), Richards and Rodgers (2001), Cook (2008), Harmer (2008), Aggrawal, J.C. (2009). Apart from these, several articles, thesis, journals and internet related to the topic would be used the secondary sources of data.

2.2 Population of the Study

The population of the study were higher secondary level English teachers of Kathmandu valley. The teachers were selected from public and private higher secondary schools as the population of the study.

2.3 Sampling Procedure

The sample populations of this study were 40 teachers of higher secondary level of Kathmandu valley. Among them, 20 were from private higher secondary schools and 20 from government aided higher secondary schools. This was done through purposive non-random sampling.

2.4 Tools for Data Collection

A preset questionnaire used as the tools for data collection. The questions related to the perception of teacher on teacher-centered techniques. Close-ended and open-ended questions were included for teachers.

2.5 Process of Data Collection

After preparing a set of questionnaire, I visited to the field for data collection. I adopted following process to collect the data.

- (i) At first, I visited higher secondary schools of both government and private schools and explained the purpose and process of the research to them to get their permission to carry out the research.

- (ii) After getting permission from the authority, I consulted the English teachers and explained them the purpose of research and request them to help in it.
- (iii) Then, I distributed the questionnaires.
- (iv) Finally, I collected the questionnaires and thank the informants and school authority for the kind co-operation.
- (v) The process was repeated until the designated number of questionnaires would be administered to fulfill the purpose of research.

2.6 Limitations of the Study

The purposed study were have the following limitations:

- (i) The population of this study were limited to higher secondary schools of Kathmandu valley.
- (ii) The study included higher secondary levels teachers' perception.
- (iii) The study was based on the role of teachers in teacher-centered technique in language learning classroom.
- (iv) The study was limited to 40 English teachers only.
- (v) The study was limited only to the use of questionnaire as a research tools.
- (vi) The study was based on the English language classroom.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data obtained from the primary sources. Forty of English teachers who were teaching in private and public higher secondary schools were the primary sources of data and questionnaires were the tools for data collection from the teachers. The data collected from the primary sources have been analysed and presented in the following section:

3.1 Analysis of Data Obtained from the Questionnaires

This section deals with the analysis and interpretation of the data collected from respondents. Each questions was related to the perception on teacher-centered techniques of public owned and private owned higher secondary school English teachers. I used questionnaire as the tools for data collection. There were seventeen close - ended questions and four open ended questions. The responses of each questions are valued and changed into percentage. After that those were presented in table with appropriate column.

3.1.1 Use of Techniques in Language Classroom

To find out perceptions of English teachers on the use of techniques in language classroom, they were asked to respond on the techniques they used in language classroom.

The responses given by them are presented and analysed in the following table:

Table No. 2
Use of Techniques in Language Classroom

Techniques	Public		Private	
	Frequency	%	Frequency	%
Teacher-centered	6	30	-	-
Student-centered	4	20	7	35
Interactive	10	50	13	65

The above table shows that 30% English teachers of public schools used teacher-centered techniques whereas non of the private school teachers used it. Similarly, student-centered techniques were used by 20% public and 35% private school teachers while 50% English teachers used interactive techniques and 65% private school teachers used it. It shows that most of the English teachers of private school used interactive techniques in the comparison of public one.

3.1.2 Teachers' Responses on Teacher-Centered Techniques

To exist out the views of English teachers on teacher - centered techniques, they were asked to respond on which of the teacher - centered techniques they used most in language classroom. The responses obtained from them have been presented in the following table:

Table No. 3

Teachers' Responses on Teacher-Centered Techniques

Techniques	Public		Private	
	Frequency	%	Frequency	%
Lecture	7	35	5	25
Explanation	7	35	7	35
Illustration	2	10	6	30
Demonstration	4	20	2	10

The above table shows that 35% public and 25% private school teachers used lecture technique while in the same percentage i.e. 35% English teachers of both schools used explanation techniques whereas 10% public and 30% private schools teachers used illustration techniques. Similarly, demonstration techniques were used by 20% public and 10% private English teachers.

3.1.3. Frequency of Techniques used in the Classroom

In order to find out the teachers' perception towards the most used techniques in the classroom. They were asked following question with its respective techniques.

"Which techniques do you use mostly in the language classroom ?"

- a. Lecture
- b. Explanation
- c. Pair work
- d. Role play

Their responses have been presented in the following table:

Table No. 4
Frequency of Techniques used in the Classroom

Techniques	Public school		Private school	
	Frequency	%	Frequency	%
Lecture	9	45	4	20
Explanation	6	30	11	55
pair work	3	15	4	20
Role play	2	10	1	5

The above table shows that 45% teachers of public and 20% of private used Lecture technique while 30% of public and 55% of private school teachers used explanation. Fifteen per cent of public schools and 20% private school teachers used pair work whereas Role play was used by 10% public and 5% private school teachers. It showed that an explanation technique was used by most of the English teachers of both types of schools.

3.1.4. Least used Techniques in the Classroom

To find out the teachers views about the least used techniques in the language classroom. They were asked which techniques they used least in the language classroom.

Their responses have been presented in the following table:

Table No. 5
Least used Techniques in the Classroom

Techniques	Public school		Private school	
	Frequency	%	Frequency	%
Pair work	-	-	7	35
Lecture	6	30	6	30
Explanation	3	15	1	5
Role play	11	55	6	30

The above table shows that only 35% teachers of private schools used pair work least whereas in the same percentage English teachers of both public and private higher secondary school least used the lecture techniques explanation techniques was used by 15% teachers of public and 5% private school. But 55% public school teachers used least role play and 30% teachers of private school least used the role play in the language classroom. It proved that role play technique was least used by the teachers of both public and private schools.

3.1.5. Usefulness of Techniques

To find out teachers' perception on the usefulness of techniques to make the lesson clear, the respondents were asked, which technique they thought more useful to make the lesson clear to the students. Their responses have been presented as follow:

Table No. 6

Usefulness of Techniques

Techniques	Public school		Private school	
	Frequency	%	Frequency	%
Individual work	5	25	5	25
Illustration	8	40	11	55
Lecture	1	5	-	-
Dramatization	6	30	4	20

Equal per cent i.e., 25% English teachers of public and private schools thought individual work was most useful whereas 40% of public and 55% of private school teachers thought that illustration technique was most useful to make the lesson clear. But 5% teachers of public schools thought that Lecture technique is used to make the lesson clear. While dramatization was thought to be used more to make the lesson clear to the students. It was found that most of the teachers used illustration technique to make the lesson clear to the students.

3.1.6 Usefulness of Lecture Technique in the classroom

To find out the teachers responses on usefulness of lecture technique in the classroom, they were asked how often they used Lecture technique in the classroom. Their responses have been presented in the following table:

Table No. 7

Usefulness of Lecture Technique in the Classroom

Use of Lecture techniques	Public school		Private school	
	Frequency	%	Frequency	%
Sometime	12	60	11	55
Frequently	7	35	8	40
Never	-	-	-	-
Seldom	1	5	1	5

Sixty per cent of public and 55% of private school teachers used lecture technique sometimes, similarly this technique was frequently used by 35% public and 40% private school teachers whereas both public and private school teachers never used this technique in the language classroom. And the same percentage of teachers of both schools seldom used this i.e., lecture technique in the classroom. It was found that most of the teachers of both private and public school teachers used lecture technique in the classroom.

3.1.7 Involvement of students in Illustration and Explanation Techniques

In the responses of the question i.e. How often they involved the students in illustration and explanation techniques, their responses have been presented in the following table:

Table No. 8

Involvement of Students in Illustration and Explanation

Involvement of students	Public school		Private school	
	Frequency	%	Frequency	%
Sometime	12	60	9	45
Frequently	8	40	10	50
Never	-	-	1	5
Seldom	-	-	-	-

The above table shows that 60% of public and 45% of private school teachers sometimes involved the students in illustration and explanation. Similarly, 40% teachers of public and 50% of private school teachers frequently used to involve the students in illustration and Explanation whereas only 5% teachers of private school teachers used to involve the students in the illustration and explanation techniques.

3.1.8. Most problematic factors in the classroom.

In response to the teachers' perception on the most problematic factors while teaching in the classroom, the following responses are obtained which are as described below:

Table No. 9

Most Problematic Factory in the Classroom

Problems	Public school		Private school	
	Frequency	%	Frequency	%
Number of the students	9	45	8	40
Students' attitude to the teachers	1	5	6	30
Lack of teachers Teaching skills	5	25	6	30
Physical facility of the classroom	5	25	-	-

Forty five percentage of public and 40% of private school teachers mentioned that number of students in a class while only 5% public and 30% private English teachers mentioned that student's attitude towards the teachers.

Similarly, lack of teachers teaching skills were the most problematic factors which was the answer of 25% public school teacher and 30% private school teachers. But only 25% teachers of public schools answered to the physical facilities of the classroom.

It means, number of the students i.e. large class were the most problematic factors in the classroom.

3. 1. 9 Preferences of Teacher-Centered Techniques

English teachers were requested to provide their responses whether they prefer to use the teacher-centered techniques or not. The responses obtained from them are presented as follows:

Table No. 10

Preference of Teacher-Centered Techniques

Cause	Public school		Private school	
	Frequency	%	Frequency	%
Due to the lack of teaching skills	4	20	5	25
Due to the lack of enough time	8	40	6	30
Due to the lack of sufficient teaching material	-	-	1	5
Due to Large number of class	8	40	8	40

The table shows that 20%, 40% and 40% teachers of public school preferred to use teacher-centered techniques due to lack of teachers' skills, enough time and large number of class respectively. On the other hand 25%, 30%, 5%, and 40% respectively teachers of private schools preferred to use teachers - centered techniques due to the lack of teaching skills, the lack of enough time, the lack of sufficient teaching materials

and large numbers of teachers preferred to use teacher - centered techniques because of the large number of class.

3.1. 10 Most Applicability of Teacher- Centered Techniques

The respondents were requested to respond about the way of making teacher- centered techniques more applicable. Their responses have been presented in the following table:

Table No. 11

Applicability of Teacher- Centered Techniques

Process	Public school		Private school	
	Frequency	%	Frequency	%
By giving training to the teachers about new method and technique	16	80	10	50
By providing sufficient teaching aid to the classroom	1	5	2	10
By changing the design of curriculum	3	15	8	40

The above table shows that 80% teachers of public and 50% teachers of private schools responded to the training of teachers about new method and techniques while only, 5% and 10% teachers of public and private school responded that teacher-centered technique could be more applicable by providing sufficient teaching aids to the classroom. Similarly, 15% teachers of public and 40% of private school responded

that by changing the design of curriculum, teacher-centered techniques could be more applicable.

3.1.11 Implementation of Teacher-Centered Techniques

To find out the teachers' view on the implementation of teacher-centered techniques, they were asked whose role they thought was the most important in implementing teacher - centered techniques in the language classroom. Their responses have been presented in the following table:

Table No. 12

Implementing Teacher-Centered Techniques

Teacher- centered techniques in the classroom	Public school		Private school	
	Number of respondents	%	Number of respondent	%
Teacher	17	85	8	40
Student	2	10	7	35
Administrator	1	5	3	15
Expert	-	-	2	10

Eighty - five per cent of teachers of public schools and 40% teachers of private school thought that teachers' role was the most important in implementing teacher-centered techniques whereas 10% and 5% teachers of public schools thought to the role of students and administrator respectively but 35%, 15% and 10% teachers of private schools thought to the students, administrators and experts, respectively. It was found that teachers and students played most important role in implementing teacher - centered techniques in the language classroom.

3. 1.12 Impact of Teacher-Centered Techniques on the Students' Motivation

In order to find out the views of teachers on significant impact of teacher-centered techniques on the students motivation. They were requested to respond whether Teacher - centered techniques had significant impact on the students' motivation or not. Their responses have been presented in the following table:

Table No. 13

Impacts of Teacher - centered Techniques

Schools	Strongly agreed		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Public	1	5	6	30	13	65	-	-
Private	-	-	11	55	8	40	1	5

The above table shows that 5%, 30% and 65% teachers of public school strongly agreed, agreed and disagreed, respectively whereas 55%, 40% and 5% teachers of private schools teachers agreed, disagreed and strongly disagreed, respectively to the statement that teacher - centered techniques had significant impact on the students motivation.

3.1. 13. Increasement of Student Talking Time

In response to the statement whether teacher - centered techniques increase student talking time or not. Their responses have been presented in the following table:

Table No. 14

Increasement of student talking time

Schools	Strongly agreed		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Public	1	5	8	40	4	20	7	35
Private	-	-	9	45	9	45	2	10

Five percent teachers of public school strongly agreed, 40% agreed, 20% disagreed and 35% of them strongly disagreed. But 45% teachers of private school agreed to the statement whereas 45% of them disagreed and 10% strongly disagreed to the statement that teacher - centered techniques increased student talking time. It means, most of the teachers disagreed to the statement.

3.1.14 Development of Students' Interaction

The main aim of this statement was to find out the teachers views on development of students' interactive power. They were asked to respond on whether teacher - centered techniques develop the students' interactive power or not. Their responses have been presented in the following table:

Table No. 15

Development of Students' Interaction Power

Schools	Strongly agreed		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Public	-	-	3	15	10	50	7	35
Private	-	-	5	25	12	60	3	15

The above mentioned table states that 15% teachers of public and 25% teachers of private schools agreed on the other hand 50% public and 60% private school teachers disagreed to the statement and 35% teachers of public and 15% teachers of private school teachers strongly disagreed that teacher - centered techniques developed the students' interaction power.

3. 1. 15 Spirit of Learning by Doing

Teachers were requested to respond about the spirit of learning by doing, they were asked whether teacher - centered techniques followed the spirit of learning by doing or not. Their responses have been presented in the following table:

Table No. 16

Spirit of Learning by Doing

Schools	Strongly agreed		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Public	-	-	2	10	10	50	8	40
Private	1	5	4	20	11	55	4	20

Form the above table, it was found that 10% teachers agreed, 50% teachers disagreed and 40% teachers of public school strongly disagreed on the other hand 5% teachers of private school strongly agreed, 20% teachers agreed 55% disagreed and 20% strongly disagreed to the statement. It as found that most of the teachers of both schools disagreed that teacher-centered techniques follow the spirit of learning by doing.

3. 1. 16 Large Class Size as a Problematic Factors

To find out the teachers' perception towards the problematic factors, they were asked whether large class size was one of the problematic factors in implementing teacher-centered technique in the classroom. Their responses attained have been presented in the following table:

Table No. 17

Large Class Size as a Problematic Factors

Schools	Strongly agreed		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Public	4	20	5	25	8	40	3	15
Private	3	15	9	45	4	20	4	20

Twenty percentage of public and 15% private school teachers strongly agreed. Similarly, 25% public and 45% private school teachers agreed to the statement whereas 40% public, 20% private disagreed 15% public, 20% private school teachers strongly disagreed that large class size was one of the problems for implementing teacher-centered techniques or not. Their responses have been tabulated in the following way:

Table No. 18

Obligation of Teachers to Finish the Course

Schools	Strongly agreed		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Public	4	20	10	50	6	30	-	-
Private	1	5	14	70	3	15	2	10

Above table shows that 20% teachers of public and 5% teachers of private school strongly agreed. In the same way 50% teachers of public and 70% teachers of private school agreed to the statement. On the other hand, 30% of public and 15% of private school teachers disagreed while only 10% of private school teachers strongly disagreed to the statement. It means, most of the teachers agreed that obligation of teachers to finish the course in time had negative impact on the application of teacher-centered techniques.

3.1.18. Analysis of Open-Ended Questions

There were altogether 21 questions, among them four questions were open-ended which were related to the involvement of students in activities, suitability and effectiveness of teacher-centered techniques, satisfaction with the practices and exercises of teaching and relevancy of teacher-centered techniques respectively. Their responses have been presented in the following table:

Yes				No			
F	%	F	%	F	%	F	%
19	95	20	100	1	5	-	-
8	40	8	40	12	60	12	60
11	55	11	55	9	45	9	45
11	55	10	50	9	45	10	50

Almost, public and private school teachers thought that involving students in activities while teaching English in the classroom was useful to the students and teachers. They provided the following reasons:

- (I) Students can develop their creativity.
- (II) Learning will be effective.
- (III) It develops fluency and confidence of the students.
- (IV) Students can learn freely and express their attitude on teaching.
- (V) It increases their performance and confidence,
- (VI) Involving students in activities improve the quality of education.
- (VII) It helps to develop students' mental power.
- (VIII) It helps to enhance communication level.
- (IX) It helps to build up confidence to express knowledge.
- (X) Students receive a clear and long term concept.
- (XI) Students get appropriate chance to develop accuracy as well as fluency in English through activities.

Similarly, equal numbers of teachers of private and public schools agreed that teacher-centered technique was a suitable and effective technique for this level because:

- (I) They need the theoretical knowledge which enhance the reasoning as well as manipulative tasks.
- (II) Class is large.

- (III) Teachers work as the guide to students and correct them.
- (IV) Teacher-centered techniques become role model.
- (V) Other techniques are not able to apply in this level and country.
- (VI) It matches the age and psychology of the students.
- (VII) Teachers are active.

On the other hand, the same percentage i.e. 60% of both public and private school teachers didn't agree to the statement because,

- (I) Teacher-centered techniques destroy the real learning intention.
- (II) Teachers don't know the students' psychology and interests of all students.
- (III) It can involve large group of students in activities.
- (IV) Learning is not for teacher but for students.
- (V) Teachers become active and students become passive.
- (VI) It neglects the spirit of learning by doing.
- (VII) It avoids the students' need, desire, interest, etc.

In the same way, equal number i.e. 55% of both public and private school teachers were satisfied with the practices or exercises of teaching in the classroom whereas 45% of both private and public school teachers were satisfied with the practices or exercise of teaching in the classroom . It means most of the teachers were satisfied with the statement.

Like wise, to find out teachers' responses on teacher-centered techniques, they were asked whether teacher-centered techniques were relevant in

language classroom. They were also given opportunity to provide appropriate reasons. Fifty-five per cent of public and 50% of public school teachers were found to be agreed that teacher-centered techniques are still relevant. In the favor of this statement, they mentioned following reasons;

- (I) Most of the teachers were only in the mood to complete their lessons as fast as possible.
- (II) It is relevant because of the large class.
- (III) It is relevant due to the lack of teaching aids and materials.
- (IV) It is difficult to handle the students due to the large classes.
- (V) It is easy for teachers to describe topic in detail.
- (VI) Through it, a teacher can give more information about the topic what they are teaching.

On the other hand, 45% of public and 50% of private school teachers did not accept that teacher-centered techniques were still relevant because:

- (I) It is not relevant due to the arrestment of new techniques and knowledge in the universe.
- (II) Learners want to be self dependent.
- (III) Class becomes monotonous.
- (IV) Students become passive.
- (V) It does not provide the large space for the students to develop their theory and build their confidence.

(VI) Teacher-centered techniques are one-way traffic presentation which obviously ceased students' activity and creativity.

(VII) Learning can not be effective, interesting and permanent.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research which were drawn from the analysis and interpretations of the data. It also deals with some recommendations for pedagogical implications which are presented on the basis of analysis and interpretation of the collected data.

4.1 Findings

The main objectives of this study were to find out teachers' perception towards teacher-centered techniques, to compare the teachers' perception on teacher-centered techniques in public vs. private schools. On the basis of analysis and interpretation the following findings have been listed:

1. Finding from the Study

- (I) The private school teachers highly use interactive techniques.
- (II) Explanatory and lecture techniques were highly used by both types of school teachers.
- (III) Pair work technique was least used by public school teachers.
- (IV) Illustration technique was used by both school teachers to make the lesson clear to the students.
- (V) It was found that involving students in classroom activities while teaching English is a good way of teaching.
- (VI) Most of the teachers of both schools were found to use teacher-centered techniques due to the large class size.

- (VII) It was found that giving training to the teachers about new method and techniques could be most applicable to the teacher-centered techniques.
- (VIII) It was also found that almost 80% teachers thought that teachers played important role in implementing teacher-centered techniques in the classroom.
- (IX) Majority of public and private school teachers i.e. 50% and 70% respectively considered that obligation for the teachers to finish the course in time had negative impact on the application of teacher-centered techniques.
- (X) It was found that majority of teachers i.e. 60% of both schools thought teacher- centered techniques were not a suitable and effective techniques.
- (XI) Most of the teachers thought teacher - centered techniques were still relevant.
- (XII) It was found that information provider, facilitator, assessor, authoritative planner and resource developer were the role of teachers in teacher-centered techniques.

2. Findings from the Comparison

- (I) In response to the question, private school teachers use more interactive technique than public school.
- (II) Private school teachers used dramatization technique more than public school.

- (III) Both types of school teachers were highly used explanation and lecture techniques.
- (IV) Public school teachers least use pair work technique than private school.
- (V) Most of the teachers of both schools were found to use teacher-centered techniques due to the large class size.
- (VI) Public school teachers thought that teacher-centered techniques were more applicable than the private school teachers.
- (VII) Greater number of private school teachers viewed teachers played important role to implement the teacher-centered techniques than to public school.
- (VIII) In comparison, public school teachers gave highly student talking time but less time was given for private school students.
- (IX) Most of the teachers of both school thought teacher-centered techniques were still relevant.

4.2 Recommendations

The pedagogical implications have been recommended on the basis of finding of study. They are listed as below:

- (I) Public school teachers should use more interactive techniques to improve the quality of education.
- (II) Pair work technique should be used more in the classroom by public school teachers.

- (III) Illustration technique should be used more to make the lesson clear to the students.
- (IV) All the teachers should involve the students in the activities.
- (V) Training on implementing teacher - centered techniques should be provided to the teachers.
- (VI) All the teachers should be freed from the obligation to finish the course in time.
- (VII) Teachers should use student-centered techniques rather than teacher-centered techniques.
- (VIII) Class size should be small.
- (IX) Enough time should be provided for the use of teacher-centered techniques in the classroom.
- (X) The techniques that the English teachers implement in the classroom should be based on learners' need, ability, interest and level.

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