

CHAPTER ONE

INTRODUCTION

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The slogan of student-centered techniques has been made proliferating as to give counter to the traditional mode of teacher-centered techniques in language teaching discourse for many years. The concept of student-centered techniques started as to give priority to student's knowledge, experience and their active role in teaching learning activities. The philosophical line of the student-centered techniques is related to progressivism, which emphasizes that education is a means of providing people with learning experience which enable them to learn from their own efforts. It advocates a learner centered approach to education. It sees the learners as a 'whole person' promotes the learner's individual development and lead and to a focus on the process of learning than mastery of discrete learning items (Sharma and Phyak, 2009,p.117).

Although the student-centered techniques sound good in theory, there are some issues which create problems in their application of the classroom. In the context of Nepal, there are some factors which are responsible for creating difficulty in the implementation of student-centered techniques. One of the main factors which affect in the implementation of student-centered techniques is the number of students in the classroom. Our classroom is not ideal in term of the number of students. An ideal class size constitutes the number of 30-35 students. It is just opposite in the case of Nepal where teachers are obliged to teach at least 70-200 students in the same class.

In such a situation, it is very difficult to pay attention for individual differences in spite of students' interest; the teacher is unable to teach students in an interactive way. Similarly, another factor is the attitude of teachers. Apart from some exceptions, all the teachers who are involved in teaching and learning profession are concerned with finishing the text rather than developing students' skill. It is because of the teachers' lukewarm attitude towards their teaching profession. Some factors which are responsible for their lukewarm attitude towards teaching English with skill orientation, as argued by Bhattarai (2001, p.15), are as follows:

- Insufficient exposure to target language which overshadows their confidence every now and then.
- Insufficient exposure to language teaching techniques which deprives them of being familiar with new innovations in this discipline and they cannot be innovative either.
- Due to the lack of constructive competition, professional discussion, regular supervision and evaluation, incentive and punishment, even a new, energetic and innovative teacher also joins the existing community.
- Insufficient financial support and ever increasing cost of living pressurizes the teachers to look for other side jobs which certainly cuts off their concentration and sprit of classroom teaching.

Except these things, time boundary which is provided to the teacher for the completion of the course is also responsible for creating difficulty in the implementation of the student –centered techniques in the classroom. There is limited time given to a teacher. He has to complete the course within the given time. If he goes through an interactive way, he will not be able to complete his course in time. Because of this obligation to complete the course, teachers are obliged to teach in a traditional way. Similarly, our system of assessment is also responsible for creating difficulty in the implementation of the student- centered

techniques. There is the practice of summative system of assessment in Nepal. It does not test daily progress, activities and interaction of students with teacher, etc. In fact, it is not valid i.e. does not test what it is intended to test. Then, why do teacher and students bother for interaction?

The student-centered techniques have just become a slogan but not a practice. As mentioned above, there are many challenges, problems and difficulties in using the student -centered techniques in the context of Nepal. In such situation, here, I am going to do a research work to find out novice teachers' beliefs and practices about student –centered techniques.

1.2 Statement of the Problem

Novice is the person who is new to the field or activity; a beginner. A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. They may not know the expected classroom problems and solutions. The teachers which have less than one year teaching experience are known as novice teachers here in my study. They are new in their teaching profession and they have problems to use student- centered techniques. They have problems to manage student –centered techniques such as group work, pair work, role play, individual work, project work, discovery technique, strip story and drama. So, it may be difficult for the novice teachers to practice the student- centered techniques. The beliefs of novice teachers towards student-centered techniques plays vital role while practicing those student centered techniques. So, the problem going to be explored is how novice teachers have perceived and practiced student centered techniques.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) To find out the novice teachers' beliefs and practices on student centered techniques.
- b) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

- i. What are the novice teachers' beliefs on student centered techniques?
- ii. How do they practice those techniques in their classroom?

1.5 Significance of the Study

Since this study was conducted aiming to explore the student-center techniques : novice teachers' beliefs and practices, it will provide information about organizing and conducting student-centered techniques in English language classroom.

Therefore, this study is expected to be significant to all who are directly or indirectly involved in English language teaching / learning activate 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 will provide significant support to be made in order to improve teaching methodology in language teaching and learning. Moreover, this study will be significant for the prospective researchers, who want to undertake further researchers in the field of ELT methodology.

1.6 Delimitations of the Study

We all know that each and every task has some limitations and boundaries because if it is unlimited, it cannot be completed successfully. In other words, no any research work can cover all the accepts and areas of the problems. Thus, this study was limited on the following points:

- a) This study was limited to the secondary level schools of Saptari District.
- b) This study was limited to the only student-centered techniques.
- c) The study population was ten secondary level English language teachers.
- d) This study was limited to classroom observation check list and questionnaire as research tools.
- e) This study was limited to four classes of each teacher while observing classes.

1.7 Operational Definitions of the Key Terms

The definitions of some important terms have been mentioned below:

Novice teachers: - Novice teachers are those teachers who are newly appointed in teaching profession. Novice teachers are those teachers who have one year teaching experience in teaching field.

Experienced teachers: -Teachers who have one or more than one years of experience in teaching field. Expert teachers can teach the students better than novice teachers.

Method: An overall plan for presented language features in the class.

Pedagogy: It is the art and science of how something is taught and how students learn it.

Student centered techniques: - The student- centered techniques are such techniques on which students are more active than teachers. Here, in my research group work, pair work, role play, drama, individual work, project work, discovery technique, strip story etc. will be taken on student-centered techniques.

Technique:- Specific classroom activities based on a given approach to language teaching, refers to student centered techniques.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMWORK

This part consists of the detailed of related theoretical literature, related empirical literature as well as their implications to the present study.

2.1 Review of Theoretical Literature

The literature review is contribution to almost every operational step. It helps you to establish the theoretical roots of your study, clarify ideas and develop methodology, but later on the literature review serve to enhance and consolidate your knowledge base and helps you to integrate your findings with existing body of knowledge. Since an important responsibility in research is to compare your findings with those of others. There are two functions of literature review are (i) to provide a theoretical background to study (ii) to enable to contextualize the findings in relation to the existing body of knowledge in addition to refining your methodology.

2.1.1 Language Teaching Techniques

Teaching is an art. The success and failure of teaching depends upon the strategies and skills which are used by the teacher in his classroom. Generally, teacher performs various activities in his classroom to make the lesson effective. Those various activities which are used by the teacher to make his class effective are known as techniques. So, it plays very important role in language teaching and learning. Anthony (1963, p.63) defines technique as.

A techniques is implementation- that which actually takes place
in the classroom. It is a particular trick, stratagem or

contrivance used to accomplish in immediate objectives.

Techniques must be consistent with a method and therefore in harmony with an approach.

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. Learning is more important than teaching. 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:

2.1.1.1. Teacher-Centered Techniques

Teacher centered techniques are those techniques on which teachers remain active in the classroom. They speak a lot, read a lot and take too much time in the classroom. On the other hand, students or learners listen to the teacher and observe the teachers' activities. They just remain as a passive worker. Some examples of teacher-centered techniques are given below:

- a. Lecture
- b. Explanation
- c. Illustration
- d. Demonstration

2.1.1.2. Student-Centered Techniques

Unlike the teacher centered techniques, student centered techniques are such techniques on which students are more active than teachers. Students are given a lot of task to complete or perform. They learn by doing. 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 psychosocial than logical. It highlights the process than product. The teacher works as a facilitator or a guide. Some examples of students centered techniques are given below:

i. Individual Work

Individual work is opposed to the concept of whole- class teaching- lock step learning in which 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. Some prefer oral explanation, while others choose written ones. Certain students enjoy findings out information for themselves; others prefer spoon- fed, Richards (1999, p. 147) mentions:

- a. Objectives are based on the needs of the individual learners.
- b. Allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn and the rate at which they learn.

In this technique, the teacher can provide different supplementary books, cassettes, tapes and so on. The teacher can also provide project work to the students. In fact, individual learning fosters learners' autonomy.

ii Pair work

Pair work is one of the important learner centered techniques which is often used in a communicative classroom. It is a management test for developing communicative ability (Cross, 1982, p.43).Pair work makes students engage in interaction to each other. During pair work teacher has two roles, a monitor and a resource person. If we divide our students into pairs for just five minutes; each student will get more talking time during those five minutes than during the rest of the lesson (Byrne, 1987, p.31).

- a. First, the teacher has to explain the reason for using pair work to the student pair work time is not to be used for chatting.
- b. When students finish the set tasks they can change the role and do the task again.
- c. A lot of opportunity is given for taking.
- d. They can ask for help, if they need it.
- e. There will e a check on their participation after wards.
- f. If there are three students, one works as a monitor.

According to Cross (1982, p.53), the steps to be used in pair work are as follows:

- a. Preparation: prepare carefully be means of presentation and practice, so that everyone is confident in using the language.
- b. Teacher student model: Select one student and take one part yourself and go through the whole task. Ensure them all what they have to do.
- c. Public pairs: Select two students sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model.
- d. Timing: Tell the class how long the activity will last, typically only two or three minutes.
- e. Private Pairs: Tell everyone to begin. While it is going on; go around the classroom to monitor and assist. There should be little need. To interfere, if the preparation has been through.
- f. Public Check: If you see that most of the class has completed the task stop the activity choose one pair at random to stand and do the task again, publically choose the second and third pair to do the same.

ii. **Group Work**

It is another student- centered technique in which small groups of around five provoke greater involvement and participation than larger groups. The group may

work on a single task or on different parts of large task. Task for group members are often selected by the members of the group but a limited number of options are provided by the teacher. For a successful group work a teacher has to follow some strategies which are given below:

-) Plan for each stage of group work.
-) Carefully explain to class how the groups will operate and how students will be graded.
-) Give student the skills they need to succeed in groups.
-) Create group tasks that require interdependence.
-) Make the group work relevant.
-) Create assignment fit the student's skills and abilities.
-) Assign group task that allow for a fair division of labor.

iii. Project work

Project work is a very effective but time consuming student-centered technique of language teaching. It has been introduced during 1970s as a part of communicative language teaching. It integrates all language skills involving a number of activities that require all language skills since project work is student-centered rather than teacher-centered the teacher may need to develop a more flexible attitude towards the student's work. Project work is defined variously by different scholars, As Richards (1985, p.295):

The project work is an activity which centers 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 takes place outside classroom.

Similarly, focusing on the importance of project work Ur says: “Project works fosters learner’s responsibility and independence, improves motivation and contribute to a feeling of cooperative and warmth in the class” (Ur. 1996, p.232).

In this ways, we can say that project work provides one solution to the problem 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 researches. Whatever, the opinions on the stages of project work are, the students generally go through the following four stages.

- Z Setting goals
- Z Planning
- Z Collecting information
- Z Reporting

iv. Role play

Role play is a classroom activity which gives the students an opportunity practices the language, the aspects of role behaviors, 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.

Role play is a form of simulation in which students adopt certain roles or parts. In the simulation, sometimes students can be asked to play a role which could be then role-plays. Harmer (1991) says, “All role plays are simulations, but not all simulations are role plays.”

v. **Discovery Technique**

Discovery techniques is the techniques where students are given the examples of language and told to find out how they work 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 invites the students to use their reasoning.

In this technique, the teacher can give the students a listening or reading text or some examples of target sentences and ask them how the languages work.

According to Richards (1999, p.297) discovery techniques are based on the following principles:

-) Learners develop processes associated with the discovery and inquiry by observing inferring formulating hypothesis, prediction and communicating.
-) Teacher uses the teaching style which supports the processes of discovery and inquiry.
-) Text books are not the sole source of learning.
-) Conclusions are considered tentative and not final.
-) 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 techniques.

vi. **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. To complete the activity successfully we should follow some procedures which are given below:

-) Select a story
-) Cut the story into strips and number of sentences should be equal to the number of students.
-) We either can distribute these sentences randomly or we can cut strips in a box and ask students to draw one sentence for each.
-) Each student memorizes the sentence.
-) The teacher collects the strips.
-) Students' move around and ask questions until they reconstruct a whole story.
-) The teacher facilitates, wherever necessary.
-) The most notable point that the teacher must remember while selecting the story is whether it is suitable and relevant to the level of student or not. It would be better if the story was interesting and if it could be related to student's practical life, society and culture.

vii. Drama

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, functions etc.

It brings outside world into the classroom. Drama consists of six elements; situation, problem, solution; surface reality and background, emotions, planning; underlying reality/ foundation .

2.1.2 Student-Centered Techniques in English Language Teaching

Student-centered techniques fall under the humanistic teaching methodology in which students are encouraged to make use of their own lives and feelings in the classroom. Richards (1999, p.359) provides following point that are included by student-centered techniques.

-) Students take part in setting goals and objectives.
-) There is a concern for the student's feelings and values.
-) There are different roles of the teacher. Teachers are seen as a helper, adviser or counselor.

Thus, student-centered techniques is an approach to education focusing on the needs of the students rather than those of others involved in the educational process such as teachers and administrators.

To be more clear about student- centered techniques. We can also summarize Lea et al.'s (2003) views as follows:

Student-centered techniques has reliance on active learning than passive learning. It emphasizes on deep learning and understanding, increases responsibility on the part of the students. Similarly, it increases the sense of autonomy in the part of the students. So, it is a flexible approach to the learning(p.332).

In this way, in student-centered techniques, students play pivotal role focusing on the importance of student-centeredness in language learning. Thomson (1996, p.78) says, "It is a life-long Endeavour". It is therefore important to help students become award of the value of independent learning.

According to Rodgers (2003, p.3) student-centered techniques can be characterized by the following goals. It aims toward:

-) A climate of trust in which curiosity and the natural desire to learn can be nourished and enhanced.
-) A participatory mode of decision making in all aspects of learning in which students, teachers and administrators have their part.
-) Helping students to achieve results they appreciate and consider worthwhile to build their self-esteem and confidence.
-) Developing in teachers the attitudes that the research has shown to be most effective in facilitating learning.
-) Helping teachers to grow as persons finding rich satisfaction in their interaction with learners.

The above given points point out that students are encouraged to participate actively in learning rather than being passive and perhaps taking notes quietly. Students are involved throughout classroom time in activities that help them to construct their understanding of the material that is presented. The instructor no longer delivers a vast amount of information, but uses a variety of hands on activities to promote learning.

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 tells us that in order to make students more receptive to learning, teachers should create a non- threatening environment in the classroom.

In brief, students play a central and an active role from the very beginning i.e. from setting goals to teaching learning activities to the evaluation process.

2.1.3 Teacher-Centered Techniques versus Student centered Techniques

Teacher-centered teaching 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 in following ways:

In teacher directed instruction

-) Students work to meet the objectives set by the teacher.
-) Student complete activities designed by the teacher to achieve goals determined by the teacher.
-) Students respond to directions and step by instruction from the teacher as they progress through activities.
-) Students work in groups determined by the teacher, the teacher is in control of 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 teacher- centered techniques and student- centered technique as follows:

Teacher-centered techniques	Student-centered techniques
Focus is on in instructor.	Focus is on both students and instructor.
Focus is on language forms and structure (what the instructor knows about the language).	Focus is on language use in typical situations (how students will use the language).

Instructor talks, students listen.	Instructor mode; students interact with instructor and one another.
Student work alone.	Student work in pairs' in group or alone depending on the purpose of the activity.
Instructor monitors and corrects every student utterance.	Student talk without constant instructor monitoring instructor provides feedback correction when questions arise.
Instructor chooses topics.	Students have some choice of topics.
Instructor evaluates students learning.	Students evaluate their own learning instructor also evaluates.
Class is quiet.	Classroom is often noisy and busy.

[Source: <http://www.orglesentials/goalsmehods learn cent pop.html>]

2.1.4. Novice Teachers: An Introduction

Novice is the person who is new to the field or activity; a beginner. A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. They may not know the expected classroom problems and solutions. According to Burns and Richards(2011, p. 182), “novice teachers, sometimes called newly qualified teachers are usually defined as teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in as educational institution”.

The term novice teacher is commonly used in the literature to describe teachers with little or not teaching experience. “They are either student-teachers or teachers in their first year of teaching” (Tsui, 2003, p.4). Those teachers who have just started their profession as teaching find themselves unclear or even confused about the classroom dynamics and students differences . New teachers tend to have a

fairly heavy teaching load and tend to get the more basic and less problematic courses. However, it is also generally the case that the pre service course they take is of a fairly general nature, somewhat theoretical and not directly related to their teaching assignment, and thus much of what they need to know has to be learned on the job. In this connection, Burns and Richards (2011, p.184) say:

In the first year of teaching their experiences are also mediated by three major types of influences: their previous schooling experiences, the nature of the teacher-education program from which they have graduated, and their socialization experiences into the educational culture generally and the intuitional culture more specifically.

Every professional has to start his/her career somewhere in life. These professionals learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trial and errors to become expert teachers.

2.1.4.1 Differences between Novice and Expert Teachers

Novice teachers are different from experienced teachers in terms of experience, teaching methods and strategies. In other words, experienced teachers have greater understanding about teaching context, instructional techniques and language learning strategies. In this connection. Tsui (2003, p.26) states:

Although the nature of expertise in language teaching is an underexplored research field, however, some of the differences between novice and experienced language teachers seem to lie in

the different ways in which they relate to their contexts of work and hence their conceptions and understanding of teaching, which is developed in these contexts. (p.7).

Regarding differences between novice and expert teachers Tsui (2003, p.14) says: “Identifying novice teacher is relatively straightforward. The term novice teacher is commonly used in the literature to describe teacher with little or no teaching experiences. They are either student teachers or teachers in their first years of teaching.” Occasionally, the term novice is used for people who are in business and industries, but have an interest in teaching. These people have the knowledge of subject matter but no teaching experience at all and no formal pedagogical training.

Teaching is a wonderfully complex endeavor and one of the most rewarding professions. Teaching is rewarding because teachers have the opportunity to make positive contribution to the lives of children and most of those contributions will live long even after the teacher has left the profession. Teaching profession is complex because it is to promote learning relatively in a large group of students with different individual characteristics, needs, and backgrounds. Involving all students in the lesson, creating a safe learning environment, encouraging shy students, and managing the class are just among some of responsibilities that a teacher has to bear.

In conclusion, we can say that expert teachers can teach the students better than novice teachers. In the words of Berliner (1987, as cited in Richards and Farrell, 2010, p.8) “Experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like.” The most dramatic differences between the novice and expert are that the expert has pedagogical content knowledge that enables him to see the larger picture in several ways; he has the flexibility to select a teaching method

that does justice to the topic. “The novice, however, is getting a good start in constructing pedagogical content knowledge. Starting small and progressing to seeing more and larger possibilities, in the curriculum both in terms of unit of organization and pedagogical flexibility”. (Gudmundsolottir and Shulman, 1989, as cited in Tsui, 2003, p.56). Expert teachers thus exhibit differences in the way they perceive and understand what they do.

2.2 Review of Empirical Literature

Some of the previous research works that facilitate my research work have been reviewed here:

Shrama (2002) conducted an experimental research on the “Effectiveness of role play techniques in teaching communicative function: A practical study”. The objectives of the study were to find out the effectiveness of role play techniques in teaching communicative functions. The researcher used both primary and secondary sources for data collection. The sample of the study was confined to 84 students of grade 10 from a school at Kapilvastu district. He used questionnaire as a tool of data collection to measure the proficiency level of the students. The mode of test was oral.

Pandey (2004) carried out a research on “The Effectiveness of Project Work Techniques in Developing Writing skill, a Practical Study”. The objective of the study was to find out the effectiveness of project work techniques in developing writing skill. The study was an experimental research. The researcher used both primary and secondary data to meet the objectives of the study. The population of the study was confined to 26 students B. Ed 1St year studying in Neelakantha Campus, Dhading. The main tool for the collection of data was a test paper. The findings of the study were that the use of project work techniques in classroom teaching was found slightly more effective than conventional teaching.

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 and selects one school of Lamjung districts as the population of the study. The researcher used pre-test and post test for primary data collection by dividing the students into two group, 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 techniques.

Poudel (2008) carried out a research on the title of “Teaching of communicative function: An analysis of classroom activities”. The objectives of the study were to find out the classroom activities conducted by the teachers in teaching communicative functions and problems encountered by them while teaching communicative functions. The researcher followed a nonrandom sampling procedure for sampling population. He used both primary and secondary sources for data collection. Students and teachers of English at secondary level were the primary sources of data, Kathmandu district was the area of the population of the study. The finding was that discussion, pair work, role play and group work were the commonly used activities and the hesitation of the students of speak, lack of adequate exposure the students, teachers as an authority in the classroom, use of mother tongue into classroom and lack of required physical facilities were the problems encountered by the teachers in the teaching of communicative function.

Baniya (2009) carried out a research on the title of “Teaching techniques used by English teacher”. The main objectives of the study were to find out the techniques used by the teacher in public and private schools. The researcher selected ten schools (5 public and 5 private) of Lalitpur district by using stratified random exampling procedure for the sample of the study. The main tools of data were

observation from and interview schedule. The finding of the study was that teachers of private schools used more teacher centered techniques than public one.

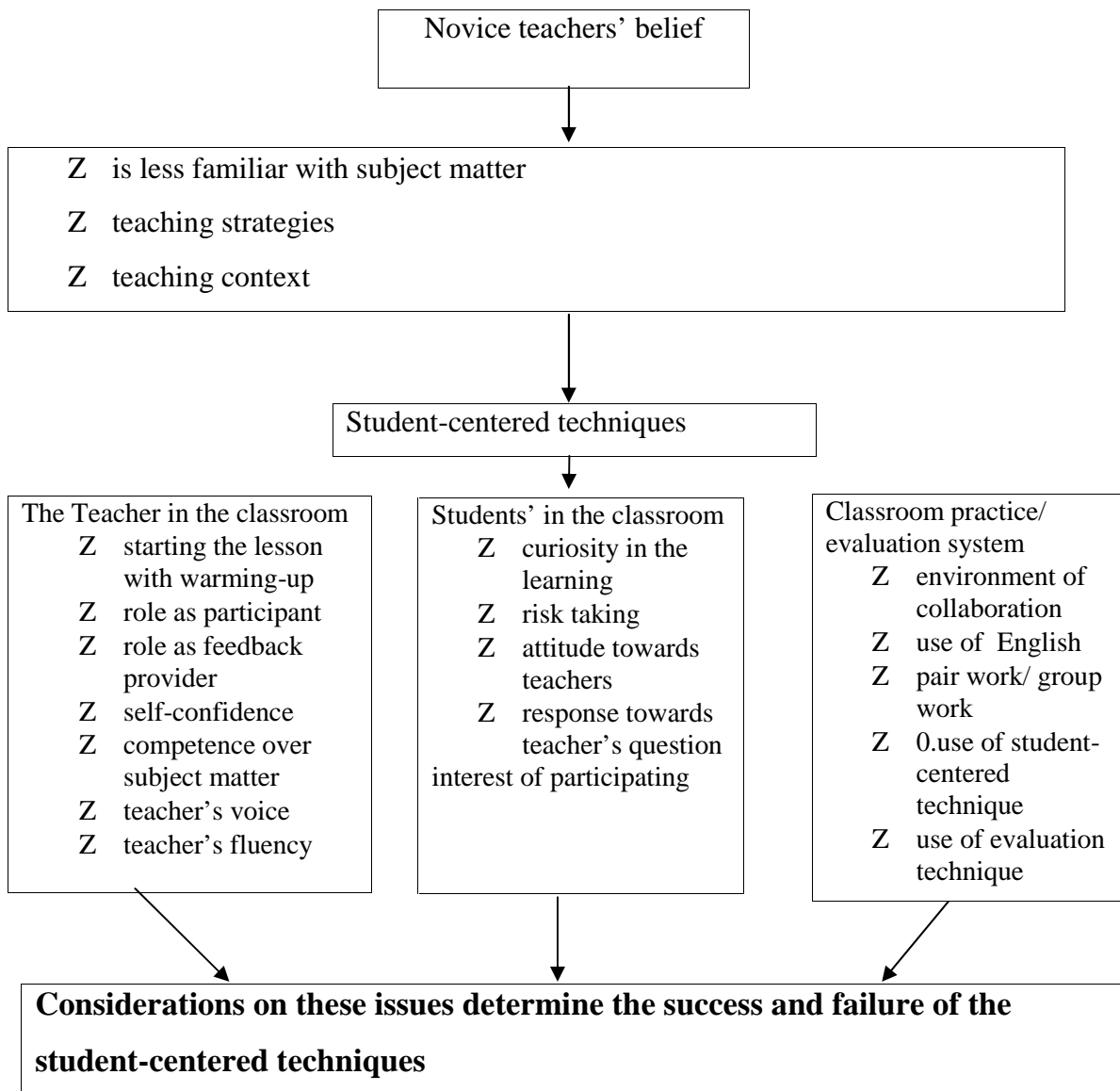
Through some studies have been carried out find out the effectiveness of different techniques, till now no attempt has been made to find out the teacher perceptions' on student -centered techniques from higher secondary level. Hence, this proposed study will be noble contribution for the department of English education.

2.3. Implications of the Review for the study

Altogether five different research works have been reviewed which are related to my research work to some extent. These research works have been carried out with different objectives, methodology and research questions. So after reviewing all these works. I got many ideas that will be very beneficial to my research work. I got many ideas about the student centered techniques; I come to know the basic ideas of student centered techniques. Similarly after reviewing Pandey (2004) works, I come to know about the effectiveness of project work techniques in developing writing skill. Similarly, Poudel (2008) carried out the teaching of communicative function: An analysis of classroom activities. Likewise, the research of Baniya (2009) carried out the teaching techniques use by English teacher help me a lot to develop insights into my study. Likewise, the researches carried out by Shrama (2002) helped me a lot to develop insights into my study. Moreover I knew about the tool of questionnaire. While reviewing those research works I found that they have used experimental research design. So I got benefit while reviewing those works on the process of experimental design. On the whole the reviewed literature have many implications to my research work regarding the design of the study, sampling procedure, data collection tools, analysis and interpretation of data.

2.4 Conceptual Framework

The conceptual framework grows out the theoretical frame work which relates to the specific research problems. Theoretical framework consists of the theories in which the study is embedded whereas conceptual framework describes the way or process to conduct the actual research. The conceptual framework to conduct my research can be diagrammatically shown as:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above objectives:

3.1 Design and Method of the Study

The design of this study was mixed types because I followed both approaches: quantitative and qualitative in general and survey research design in particular. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985);

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small- scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time (p.140).

Thus, from the above explanation, we can say that survey research is carried out to eliminate important educational issues. Here, the data are collected from the sample is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather

than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study, not an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a step wise study.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, the researchers have to follow the systematic process. Nunan (1992, p.141) suggests the following eight-step procedure of survey research design. They are as follows:

Step 1: Defining objectives

In order to carry out any type of research work, the first task of researcher is to define objectives of the study. So is the case with survey research. What we want to find out should be clearly written in our research work. If we carry out research work without defining objectives, it will lead us nowhere. Therefore, defining objectives is the first and most important thing in any research design.

Step 2: Identify target population

Under this step, target population of the study should be mentioned. For example, students, teachers and so on.

Step 3: Literature review

Under this step, related literature should be reviewed. It helps to know about what other have said or discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time, what kind of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist and so on.

Step 6: Design survey procedure

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: identify analytical procedure

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in a narrative way with description.

3.2 Population, Sample and Sampling Strategy

The population of the study were secondary level English language teachers of Saptari district. The sample of the population was ten secondary level English language teachers from ten schools. Then, four classes of each teacher were observed to find out the practices of student centered techniques. I purposively

selected 10 secondary schools and one teacher from each school from Saptari district(following purposive non-random sampling).

3.3 Study areas/ Field

To accomplish the targeted objectives of my research work, this study was conducted in the saptari district. Student – centered techniques are the field of language development of novice teachers.

3.4 Data Collection Tools and Techniques

I used classroom observation check-list and questionnaire as research tools to collect that data for this study.

3.5 Data Collection Procedure

To collect the required data, I visited the purposively selected schools. Then, I got permission from the administration to consult English language teachers and established rapport with the concerned teachers. I explained them about the purpose of my study. After I finished observing their classes, I requested them to help me by filling out my questionnaires. Then, I collected questionnaire and thanked the informants and administration for their kind co-operation finally.

3.6 Data Analysis and Interpretation Procedure

Collected data were analyzed both descriptively and statistically. Percentage, figures and tables were used for the presentation and interpretation of data.

. CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter is mainly concerned with analysis and interpretation of the results derived from the collected data. Various information was collected on novice teachers' beliefs and practices on student-centered techniques in English language teaching. The data were collected from questionnaire and observation checklist. Required data were collected from 10 higher secondary schools of Saptary district. Open-ended and closed-ended questions were provided to the sampled novice teachers in order to find their beliefs towards student centered techniques in English language teaching. Similarly, observation checklist was used to find out the practices on student centered techniques in English language teaching. Views expressed by English language novice teachers of higher secondary schools in Saptary district towards student centered techniques in English language teaching are presented, analyzed and interpreted in this chapter. Similarly, student centered technique in English language practiced by higher secondary level English language novice teachers are also presented, analyzed and interpreted in this chapter.

Two types of questions; closed-ended questions and open-ended questions were provided to the respondents. Among 16 questions, 10 were closed ended questions and rests 6 were open-ended. Closed-ended questions included multiple choice items in which respondents responded being based on the choices they were provided with. And, in case of open-ended question, they were free to write their own views.

The percentage is the main base for data analysis. While analyzing the data, the total number of responses for each question and item was analyzed, tabulated or shown by using figures. Then, the total number of responses was changed

4.1 Data Analysis of Closed-Ended Questions

To find out the novice teachers' beliefs and practices on student centered techniques in English language teaching the responses of ten higher secondary level English language teachers in Saptari district were collected. The responses obtained from ten sampled teachers of ten closed-ended questions have been presented and analyzed below:

4.1.1 Preference of Teaching Techniques in Language Classroom

The respondents were given a statement which was related to teaching techniques preferred in the language classroom. The aim of the statement was to explore the techniques i.e. student-centered preference by secondary level English language novice teachers. The responses obtained from the respondents are schematically presented below.

Table No. 1

Preference of Teaching Techniques in ELT Classroom

S.N	Techniques	Number of the Respondents	percent
1	Student Centered Techniques	6	60%
2	Mixture Techniques	3	30%
3	Teachers Center Techniques	1	10%

The above table shows that 6 respondents i.e. 60% of total respondents used student centered techniques. Similarly, 3 respondents i.e. 30% of them used mixture techniques and rest of them i.e. 10% of novice teachers used teacher centered techniques as a whole. On the basis of the data, it was found that the majority of novice teachers preferred student centered techniques in their ELT classroom.

4.1.2 Preference of Student- centered Techniques

The statement in this topic was intended to obtain respondents' response towards the preference of student centered techniques. The response obtained from the sample has presented below:

Table No.2

Preference of Student- centered Techniques in ELT Class

S.N	Techniques	Number of the Respondents	percent
1	Pair work/ group work	9	90%
2	Role play	1	10%
3	Dramatization	-	-

The above table shows that 9 respondents i.e.90% of novice teacher used pair work and group work techniques. Similarly, 1 respondent i.e. 10% of them preferred role play techniques as a whole. It was also found that no teachers responded that the dramatization techniques. One the basis of the data, it was found that the majority of novice teachers used pair work and group work technique in ELT classroom

4.1.3 Use of Techniques in the Classroom

Technique is a particular trick, or contrivance used to accomplish an immediate objectives. It is a classroom activity in language teaching, while analyzing the collected data, I found that different techniques were use by language novice teachers in the classroom which can be presented in the following table.

Table No. 3

Use of Techniques in ELT Classroom

S.N	Techniques	Number of the Respondents	Percent
1	Group work	6	60
2	Project work	2	20
3	Pair work	1	10
4	Role play	1	10

The above table shows that 6 respondents i.e. 60% of novice teachers used Group work techniques. Contrary to this, it was found that 2 respondents i.e. 20% of novice teachers used Project work techniques, 1 respondent i.e. 10% of novice teachers used pair work techniques and rest of them i.e. 10% of novice teachers used role play technique as a whole. On the basis of obtained data, majority of novice teachers used group work technique in their ELT classroom.

4.1.4 Significant Impact on Student Motivation

In order to out the teacher responses towards the significance impact on the student motivation, the response has been presented below:

Table No. 4

Significant Impact on Student Motivation

S.N	Significance Impact on Student Motivation	Number of respondents	Precent
1	Strongly agree	6	60%
2	Agree	3	30%
3	Disagree	1	10%
4	Strongly disagree	-	-

The above table shows that 6 respondents i.e. 60% of novice teachers strongly agree with the statement. Similarly, 3 respondents i.e. 30% of novice teachers agreed with the statement and rest of them i.e.10% of novice teachers disagreed with the statement. On the basis of obtained data, majority of the respondents strongly agreed with the statement.

4.1.5 Involvement of Students in Pair Work and Group Work

The respondents were also asked to involve the students in pair work and group work. They were given four options viz. Frequently, sometimes, never. The responses obtained from the participants have been presented in the following table:

Table No. 5

Involvement of Students in Pair Work and Group Work

S.N	Involvement of Pair Work and Group Work	Number of the Respondents	Percent
1	Sometimes	7	70%
2	Frequently	3	30%
3	Seldom	-	-
4	Never	-	-

The above table shows that 7 respondents i.e.70% of novice teachers sometimes involved the students in group work and pair work .Similarly, 3 respondents i.e.30% of novice teachers frequently involved the student in group work and pair work as a whole. On the basis of obtained data, majority of the respondents sometimes involved the students in group work and pair work techniques.

4.1.6 Most Problematic Factor

The statement under this topic was intended to find out the most problematic factors. The responses obtained from the respondent are systematically presented below:

Table No. 6

Most Problematic Factor in ELT Classroom

S.N	Problematic Factor	Number of the Respondents	Percent
1	Number of students	6	60%
2	Students attitudes to the teachers	3	30%
3	Lack of teachers teaching skill	1	10%
4	Physical facility in the classroom	-	-

The above table shows that 6 respondents i.e. 60% of novice teachers thought that the number of students. Similarly, 3 respondents i.e. 30% of novice teachers thought that the students attitudes to the teachers and rest of them i.e. 10% of novice teachers thought that lack of teachers teaching skill . On the basis of obtained data, majority of the respondents that number of students.

4.1.7 Importance of Student-centered Techniques

The respondents were requested to show their responses to the importance of student centered techniques. They were given four options viz. student, teacher, and administrator, expert. The responses obtained from the respondents are presented in the following table:

Table No. 7

Importance Role of Implementing

S.N	Students Centered Techniques in Language Classroom	Number of the Respondent	Percent
1	Teacher	6	60%
2	Student	4	40%
3	Administrator	-	-
4	Expert	-	-

The data obtained shows that 6 respondents i.e. 60% of them assented that teacher role were important student- centered techniques. Similary,4 respondents i.e.40% of novice teachers argued that student role was also important to important student centered techniques. It was also found that no teachers responded that the administrator or expert role. On the basis of obtained data, majority of the novice teachers assented teacher role was important student centered techniques in the ELT classroom.

4.1.8 Student-centered Techniques and Students' Interaction

The respondents were given four types of options whether the student centered techniques help the interaction or not. The response obtained from the respondents is presented in the following table:

Table No. 8

Student-centered Techniques and Students' Interaction

S.N	Techniques	Number of the Respondents	Percent
1	Strongly agree	4	40%
2	Agree	3	30%
3	Disagree	3	30%
4	Strongly disagree	-	-

The above table shows that 4 respondents i.e.40% of respondents strongly agreed with student in interaction. Similarly, 3 respondents i.e. 30% of novice teachers agreed with student in interaction and rest of them i.e. 30% of novice teachers disagreed as a whole. It was also found that no teachers responded that the strongly disagreed. On the basis of obtained data, majority of the novice teachers strongly agreed student centered techniques and students’ interaction.

4.1.9 Increases Student Taking Time

The respondents were given four types of options to find out the increase of student taking time. The options were viz. strongly agree, agree, disagree and strongly disagree. The responses obtained from the respondents are presented in the following table:

Table No. 9

Increases Student Taking Time

S.N	Increases Student taking time	Number of the Respondents	Percent
1	Strongly agree	3	30%
2	Agree	3	30%
3	Disagree	2	20%
4	Strongly disagree	2	20%

The above table shows that 3 respondents i.e. 30% of novice teachers strongly agreed to increase student taking time. Similarly, 3 respondents i.e. 30% of novice teachers agreed with student taking time likewise, 2 respondents i.e.20% of novice teachers disagreed with student taking time and rest of them i.e. 20% teachers strongly disagreed with the student taking time.

4.1.10 Applicability of Student- centered Techniques

The statement in this topic was intended to obtain response towards applicability of student-centered techniques. The responses obtained from them have been presented in the following table:

Table No. 10

Applicability of Student- centered Techniques

S.N	More Applicable Techniques	Number of the Respondents	percent
1	By providing sufficient teaching aid to the classroom	7	70%
2	By giving training to the teachers about new method and techniques	3	30%
3	By changing the design of curriculum	-	-

The above table shows that 7 respondents i.e.70% of novice teachers thought that by providing sufficient teaching aid to the classroom more applicable and 3 respondents 30% of novice teachers also by giving training to the teachers about new methods and techniques were more applicable . It was also found that no responded that by changing the design of curriculum. On the basis of obtained data, majority of the novice teachers thought that by providing sufficient teaching aid to the classroom more applicable.

4.2 Data from Open Ended Questions

The respondents were given six open ended questions to find out the student activities and their effect in the classroom. The responses obtained from the respondents are presented in the following table:

Table No. 11

Data from open ended questions

Q.N	Yes		No	
	No. of Respondent	Percent	No. of Respondent	Percent
11	10	100%	-	-
12	10	100%	-	-
13	7	70%	3	30%
14	10	100%	-	-
15	-	-	-	-
16	-	-	-	-

[Note: In the table Q.N. 11 to16 represent the question number (see Appendix -1) where ‘yes’ and ‘no’ were the options which were provided to the novice teachers in the questionnaire.]

It was found that all the novice teachers thought that involving students in activities while teaching English in the classroom was useful. They provided to the following reasons to support this view:

- i. Student-centered teaching helps to avoid monotony of the students.
- ii. Language is easily learned from communication and interactive practices in the classroom.
- iii. Students- centered teaching makes students more active.
- iv. It makes class more interactive and interesting.
- v. It helps to increase student’s curiosity towards learning language.
- vi. It makes learning more effective and long lasting.

It was also found that almost all the novice teachers agreed with the question that question that the large class affects to implement student-centered teaching. They opined that in a large class every student does not get a chance to take part in activities. They also opined that only talented students are benefited in such a situation and back- benchers always remain silent. They also claimed that even if

the teachers try to conduct student-centered teaching in the large class, the class becomes noisier and teachers cannot monitor properly to the students' activities.

In response to the question whether or not teachers were satisfied with the present practice of teacher-dominated teaching in the classroom, it was found that 70% of total novice teacher expressed their dissatisfaction. They viewed that till now most of the novice teachers are going on teaching students in a traditional way which develops the part of the students. They further viewed that education is especially for the students but in teacher dominated teaching students remain passive which does not help to develop overall personality of the students. On the hand, those (30%) who expressed their satisfaction viewed that in the context of Nepal it is satisfactory. They further viewed that there are various factors such as: lack of authentic teaching materials, lack of physical facility, in such situation it seems satisfactory.

With regard to the view of teachers whether all the student-centered techniques can be easily implemented, it was found that all novice teachers opined it was impossible to implement all student-centered techniques in the classroom. They opined that it is very difficult to implement them due to the lack of time lack of physical facility and lack of teacher's skill. They also opined that among various techniques drama and project work techniques are more difficult than others.

In response to the problem, they are facing the implementation of student-centered techniques. I found the following different views from the novice teachers.

- i. Large number of students in a classroom.
- ii. Lack of enough time and teaching materials.
- iii. Culture of following traditional trend of teaching profession in school.
- iv. Lack of student's interest toward learning by doing.
- v. Inappropriate classroom environment and physical facility of the classroom.

The views of teachers indicate that student-centered techniques become problematic due to various affecting factors. Similarly, they also suggested some points for effective implementations on student-centered techniques as follows:

- i. School administration should provide adequate teaching aids create appropriate physical facilities, think about the workload of the teachers and should keep average students in the classroom.
- ii. Teachers should be trained and well-paid.
- iii. Enough time should be provided for conducting student-centered activities in the classroom.
- iv. There should be a change in the traditional way of teaching through training.
- v. Government should make proper policy in the field of education to ensure student- centered techniques and there should be enough investment to achieve this.

4.3 Analysis of the Data Obtained from the Class Observation

This section deals with the classroom observation of ten English language novice teachers of higher secondary level. I prepared observation checklist and observed four classes of each teacher. One of the main purposes of this study was to find out the practices on student centered techniques in English language teaching.

4.3.1 Student –Teacher Interaction in English Language Teaching

The result of student- teacher interaction is tabulated below:

Table No.12

Student – Teacher Interaction

Student-teacher interaction	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	28	70	9	22.5	3	7.5

The above table shows that 70 percent classes frequently used student-teacher interaction. Similarly, 22.5 percent classes sometimes used student-teacher interaction and 7.5 percent classes seldom used student-teacher interaction .On the basis of the obtained data, it was found that majority of the classes frequently used student-teacher interaction.

4.3.2 Student- Student Interaction in ELT Classroom

The result of student- teacher interaction is tabulated below:

Table No. 13

Student- student interaction

Student-student interaction	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	17	42.5	19	47.5	4	10

The above table shows that 42.5 percent classes frequently used student-student interaction. Similarly, 47.5 percent classes sometimes used student-student interaction and 10 percent classes seldom used student-teacher interaction .On the basis of the obtained data, it was found that majority of the classes sometimes used student-student interaction.

4.3.3 Student- Centered Tasks and Activities in ELT Classroom

The following table shows that Student- centered tasks and activities as below:

Table No. 14

Student- student tasks and activities

Student-centered tasks and activities	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	6	15	26	65	8	20

Regarding the student-centered tasks and activities, this table shows that in15 percent classes frequently used student-centered tasks and activities, 65 percent classes sometimes used student-centered and activities and 20 percent classes seldom used student -centered task and activities. On the basis of the obtained data, it was found that majority of the classes sometimes used student -centered task and activities.

4.3.4 Student participation in the task in ELT Classroom

The result of student participation in the task is tabulated below:

Table No. 15

Student participation in the task

Student participation in the task	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	7	17.5	26	65	7	17.5

The above table shows that 17.5 percent classes frequently used student participation in the task. Similarly, 65 percent classes sometimes used student participation in the task and 17.5 percent classes seldom used participation in the task. On the basis of the obtained data, it was found that majority of the classes sometimes used student participation in the task.

4.3.5 Teacher Monitor over the Class

The following table presents the Teacher monitor over the class as below:

Table No.16

Teacher monitor over the class

Teacher monitor over the class	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	7	17.5	26	65	7	17.5

The above table shows that 17.5 percent classes frequently used teacher monitor over the class. Similarly, 65 percent classes sometimes used teacher monitor over the class and 17.5 percent classes seldom used teacher monitor over the class. On the basis of the obtained data, it was found that majority of the classes sometimes used teacher monitor over the class.

4.3.6 Use of Individual Work technique

Individual work is opposed to the concept of whole- class teaching- lock step learning in which all the students learn something using the same materials. They do not get a chance to explore their own ideas and potentialities. Use of the individual work technique the following table presents the data.

Table No.17

Individual Work

Use the individual work	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	30	75	9	22.5	1	2.5

The above table shows that 75 percent classes frequently used individual work. Similarly, 22.5 percent classes sometimes used individual work and 2.5 percent classes seldom used individual work. On the basis of the obtained data, it was found that majority of the classes frequently used individual work.

4.3.7 Use of the pair work technique

Pair work is one of the important learner centered techniques which is often used in a communicative classroom. Regarding use of the pair work technique,

the following table presents the data.

Table No.18

Pair work

Use the pair work	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	5	12.5	26	65	9	22.5

The above table shows that 12.5 percent classes frequently used pair work. Similarly, 65 percent classes sometimes used pair work and 22.5 percent classes seldom used pair work. On the basis of the obtained data, it was found that majority of the classes sometimes used pair work.

4.3.8 Use of the Group Work Technique

It is another student- centered technique in which small groups of around five provoke greater involvement and participation than larger group. Regarding use of the group work technique, the following table presents the data.

Table No.19

Group work

Use of the group work	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	11	27.5	19	47.5	10	25

The above table shows that 27.5 percent classes frequently used group work. Similarly, 47.5 percent classes sometimes used group work and 25 percent classes seldom used group work. On the basis of the obtained data, it was found that majority of the classes sometimes used group work.

4.3.9 Use of the Role Play Technique

Role play is a classroom activity which gives the students an opportunity practices the language, the aspects of role behaviors, and the actual role they may need outside the classroom. Regarding use of the role play technique, the following table presents the data.

Table No.20
Role Play

Using the role play	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	14	35	20	50	6	15

The above table shows that 35 percent classes frequently used role play technique. Similarly, 50 percent classes sometimes used role play technique and 15 percent classes seldom used role play technique. On the basis of the obtained data, it was found that majority of the classes sometimes used role play technique.

4.3.10 Use of the Strip Story

Strip story is a technique of presenting a story part -wise in small slips of paper called strips. Regarding use of the strip story technique, the following table presents the data.

Table No.21

Strip Story

Use of the strip story	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	27	67.5	7	17.5	6	15

The above table shows that 67.5 percent classes frequently used strip story technique. Similarly, 17.5 percent classes sometimes used strip story technique and 15 percent classes seldom used strip story technique. On the basis of the obtained data, it was found that majority of the classes frequently used strip story technique.

4.3.11 Use of the project work technique

The project work is an activity which centers 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. Regarding use of the project work technique, the following table presents the data.

Table No.22

Project work

Use of the project work	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	22	55	13	32.5	5	12.5

The above table shows that 55 percent classes frequently used project work technique. Similarly, 32.5 percent classes sometimes used project work technique and 12.5 percent classes seldom used project work technique. On the basis of the

obtained data, it was found that majority of the classes frequently used project work technique.

4.3.12 Use of the Discovery Technique

Discovery techniques is the techniques where students are given the examples of language and told to find out how they work to discover the grammar rules rather than the told them. Regarding use of the discovery technique, the following table presents the data.

**Table No.23,
Discovery Technique**

Use of the discovery technique	Frequently		Sometimes		Seldom	
	No. of classes	%	No. of classes	%	No. of classes	%
	2	5	12	30	26	65

The above table shows that 5 percent classes frequently used discovery technique. Similarly, 30 percent classes sometimes used discovery technique and 65percent classes seldom used discover technique. On the basis of the obtained data, it was found that majority of the classes seldom used discovery technique.

4.3 Summary of the Findings

The present thesis entitled "Student centered techniques: novice teachers' beliefs and practices" was an attempt to find out the higher secondary level English language novice teachers' beliefs and practices of student centered techniques in English language teaching. In order to collect the data, ten closed-ended questions and six open ended questions were prepared. Ten higher secondary level schools were selected by using the purposive non-random sampling method from Saptary district and one higher secondary level English language novice teacher was

selected from each school by using the same procedure. Observation checklist was also prepared to find out the practices of student centered techniques in English language teaching including various parameters like use of the student-teacher interaction, student-student interaction, students participation in the task, teacher monitor over the class, individual work, pair work, group work, role play, strip story, discovery etc. Then, four classes of each teacher were observed with the help of observation checklist. Then, questionnaires were distributed to the selected novice teachers with clear instructions. Those questionnaires were prepared especially to find out the beliefs of higher secondary level English language novice teachers towards student centered techniques in English language teaching. After the analysis the researcher came up with the following major finding.

- a. In almost all the novice teachers' beliefs it was found that involving students in classroom activities while teaching English is a good way of teaching.
- b. But all the novice teachers were found to opine that large size affects to the implementation of student-centered techniques in the classroom.
- c. It was also found that 70% of novice teachers were not satisfied with the present practices of teaching in the classroom i.e. teacher- dominated teaching.
- d. All the novice teachers were in opinion that student-centered techniques are difficult to apply in the classroom.
- e. The novice teachers also viewed that due to various affecting factors like: large number of students in the classroom, lack of enough time, lack of authentic teaching materials and lack of physical facility, it is difficult to implement student-centered techniques in the classroom.

CHAPTER- FIVE

CONCLUSIONS AND RECOMMENDATION

This chapter deals with the conclusion of findings and the recommendations for further improvement to the different level of applications.

5.1 Conclusions

From the above discussion, interpretation and my direct exposure to the novice teachers, it can be concluded that novice teachers have perceived student- centered techniques in English language teaching positively. They were also interested to practice the student-centered techniques in English language teaching in their classroom. They think that student centered technique in English language teaching is a willed intervention in the conventional practice for the development of ideas and practices that are fundamentally new and novel. Though, almost all the higher secondary level English language novice teachers are practicing student-centered techniques in English language teaching directly or indirectly, they do not have sufficient knowledge of student centered techniques in English language teaching. Majority (60%) of the novice teachers are facing several problems while practicing student centered technique such as. Lack of competent human resources, lack of physical facility, lack of enough time and teaching material, lack of sufficient training on student centered techniques in English language teaching and old fashioned concepts of teachers are the major problems that hinder while practicing student centered technique in English language teaching.

5.2 Recommendations

This study has become very much useful and beneficial for novice teachers to practice student centered technique in their ELT classroom. It is not only

applicable/significant for novice teachers but also researchers for their further research. Mostly, the English teachers have been benefited from the existence of this thesis for various reasons. From the finding of the study, I would like to suggest few recommendations to the policy maker, practitioner and further researchers.

5.2.1 Policy Related Recommendation

From the study, the researcher would like to provide the following recommendations which have been drawn from the findings of the present study. They are listed as below:

-) Teachers should use learner-centered teaching to improve English language proficiency of students.
-) Group work, pair work and role play techniques should be emphasized to make teaching and learning more effective.
-) Training on implementing learner-centered techniques should be provided to the teachers.
-) Sufficient materials should be provided in the classroom.
-) The class size should be small and the number of students can be divided into sections to implement learner-centered techniques effectively.

5.2.2 Practice Level Recommendation

From the study, the researcher would like to provide the following recommendations:

-) Teachers should involve the students in different activities by giving individual work, project work and tasks.

-) The teachers should also interact, different and share their ideas with colleagues for effective teaching and increase the quality of teaching learning in the classroom.
-) The techniques that the English teachers implement in the classroom should be based on learners' need, ability, interest and level.
-) Enough time should be provided for conducting student-centered activities in the classroom.
-) They should use students centered techniques more than teacher centered.
-) There should be collaboration between teacher-teacher, teacher-students and students-students in the process of language teaching and learning.

5.2.3 Recommendation for Further Research

The present researcher will be very helpful for those who want to carry out further research in similar topics. They will be benefited by following way.

-) It will be a good secondary source for them.
-) It will help to study new areas of study.
-) It will help new researchers to make hypothesis.
-) It will help to find out the new research areas.

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Appendix-I

Questionnaire to the English Teachers

Dear Sir/Madam

This questionnaire is a part of my research study entitled “**Student centered-techniques: novice teachers’ beliefs and practices**” under the supervision of **Mr. Bhesh Raj Pokhrel** the teaching assistant of the Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be great value to me . I will assure you that responses made by you will be exclusively used confidently only for present study.

Thank You

Researcher

Rinku Kumari Sah

Name of the Teacher:

Name of the school:

Qualification:

- 1) Which teaching techniques do you prefer in language classroom?
 - a) Student centered techniques
 - b) Teaching technique
 - c) Interactive technique
- 2) Which of the student centered techniques do you prefer most in language classroom?
 - a) Pair work/ group work

- b) Dramatization
 - c) Role Play
- 3) Which technique do you use mostly in the classroom?
- (a) Group work
 - (b) project work
 - (c) Pair work
 - (d) Role play
- 4) Student centered techniques have significant impact on the students motivation
- (a) Strongly agree
 - (b) Agree
 - (c) Disagree
 - (d) Strongly Disagree
- 5) How often do you involve students in pair work and group work?
- a) Frequently
 - (b) Sometime
 - (c) Seldom
 - (d) Never
- 6) Which is the most problematic factor while teaching in the classroom?
- (a) Number of the students
 - (b) Students' attitude to the teacher
 - (c) Lack of teacher's teaching skill
 - (d) Physical facility of the classroom
- 7) Whose role do you think is the most important in implementing student- centered technique in the language classroom?
- (a) Student
 - (b) Teacher
 - (c) Administrator
 - (d) Expert
- 8) Students centered techniques help the students in interaction.
- (a) Strongly agree
 - (b) Agree
 - (c) Disagree
 - (d) Strongly Disagree

9) Students centered techniques increase student taking time.

- (a) Strongly agree (b) Agree
- © Disagree (d) Strongly Disagree

10) How can we make student centered techniques more applicable?

- a. By giving training to the teachers about new method and techniques
- b. By providing sufficient teaching aid to the classroom
- c. By changing the design of curriculum

11) a) Is it good to involve students in activities while teaching English in the classroom?

- i) Yes ii) No

b) Support your answer by giving reason.

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12) a) Does the large class affect to implement student centered teaching in the classroom?

- i)Yes ii) No

b) Support your answer by giving reason.

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15) What are the problems you face in the application of student- centered teaching in the classroom?

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16) What should be done to improve the situation? Suggest some points.

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Appendix –II

CHECKLIST FOR THE CLASSROOM OBSERVATION

Name of the teacher:

No. Of students:

Name of the school:

Period:

Date:

Classroom observation from:

Activities	Existing condition of categories in Terms of percent			
	Frequently	Sometimes	Seldom	Remarks
Student- teacher interaction				
Student- student interaction				
Student- centered tasks and activities				
Students participation in the task				
Teacher monitor over the class				
Individual work				
Pair work				
Group work				
Role play				
Strip Story				
Project work				
Discovery				