

CHAPTER ONE

INTRODUCTION

1. 1 Background of the Study

If we look back the history of English language teaching and learning, no single method is permanent and no stability is found in it. Traditionally, teaching was restricted only in the school and teachers which means teaching was teacher-oriented. The teachers used to play dominant role keeping students role as mere listeners. They did not take learners age, need and interested into account while teaching. Their roles were that of an authoritarian and controller all the time. But now the notion of teaching have been shifted from teacher-centered to student-centered which seems humanistic in nature. In this teaching, students are very active. Their age, culture, need and interest are addressed and taught accordingly; as a result, the teaching becomes effective and meaningful. In student-centered teaching, the roles of the teachers as a facilitator, participant, organizer, language model, teaching aid in the classroom.

As language is used for communication, speech is considered as a primary skill with the help of which we can express our ideas, feelings and intentions. The novice teachers are competent enough in the subject matter but in the beginning, they may lacks in applying the learner -centered techniques because of the lack of fluent speaking.

Rodgers (1983) describes the shift in power from the expert teacher to the student/ learner, driven by a need for a change in the traditional/environment where "so called educational atmosphere, students become passive, apathetic and bored" (p. 25). In the school system, the concept of child-centered education has been derived, in particular, from the work of Froebel (1832).

In modern education, it is accepted that learners have creative power. For this the teacher should create the situation and facilitate them. The novice teachers are doing too many learning task for students, they do preview and review the task. On given any day, in most classes, the novice teachers are working much harder than students. But because of the no teaching experience, they may lacks in classroom management, feel unclear confused about their teaching activities. According to Burns and Richards (2011,p. 184), '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 in to the educational culture generally and the institutional culture more specifically. So I'm impressed by the novice teacher's teaching learning activities and highly accepted techniques i.e. learner centered techniques.' That is why I will conduct a research in order to find out the novice teacher's perceptions on those learner centered techniques.

1.2 Statement of the Problem

In the language classroom, the novice teachers who are familiar with subject matter, teaching techniques and strategies, become worried about for management of the classroom while teaching, using learner-centered techniques. Because of newness, it may be difficult to use learner-centered techniques. For this classroom management may be challenging. If the teacher uses difficult language in classroom, It may be problematic to manage the child-friendly classroom. If the novice teachers do not manage the classroom properly, they do not obtain the teaching objectives. So it may be difficult for the novice teachers to practice the student-centered techniques. Perceptions /beliefs on teaching learning activities plays vital role for teachers successful teaching. That is why I'm interested to do research in this topic" Novice

Teachers Perceptions on learner- centered techniques in order to find out the novice teachers views on learner -centered techniques.

1.3 Objectives of the Study

The general objective of the study is to find out novice teachers' perceptions on teaching techniques. To be specific, the study had the following objectives:

- a) To find out the perceptions of novice teachers on applying learner-centered techniques.
- b) To find out the practices of using learner-centered techniques in the classroom ,and
- c) To suggest some pedagogical implications for students.

1.4 Research Questions

The research oriented to find out the answers of the following research questions.

1. How do novice teachers view on student – centered techniques?
2. Are they satisfied with their own teaching using learner-centered techniques?
3. Why novice teachers do practices learner-centered techniques in the classroom?

1.5 Significance of the Study

This study directed to reveal the perceptions that whether lower secondary or secondary level English teachers are really practicing student-centered techniques in their class room or not. It has been focused on the professional development of English language teacher in the sense that modern English language learning process requires student's active participation. Thus, this study is beneficial for those teachers who are teaching English as well as those who teach English in

future. It will be equally useful for educational administrators, policy makers and the researchers who want to carry out research in the area of English language teacher's professional development and teacher education. This research work is also significant for those who want further study in the areas like the roles of English language teachers for creating proper teaching learning environment, roles of students in learner-centered teaching, roles of stakeholders in promoting English language teaching and learning and so on.

1.6 Delimitations of the Study

The study had been limited to the following points:

-) The study has been limited to the novice teachers' perceptions on student-centered techniques
-) It has been limited to the forty novice language teachers and twenty five schools at Nuwakot district.
-) The data has been collected through questionnaire.
-) The design of the research is survey research.

1.7 Operational Definitions of the Key Terms

- Novice Teacher** : The teacher who has teaching experience of less than one year.
- Perception** : The way that the novice teachers think about learner centered techniques.
- Student-centered techniques** : Here in this study, role play, pair work, group work, simulation, discovery technique is taken as student-centered techniques.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part consists of the review of the studies as well as their implications to the study. Theoretical and conceptual frameworks are also included.

2.1 Review of Theoretical Literature

This sub topic deal with different theoretical background related to the factors that are associated to the medium of instructions, feedback and its types and the ways of providing feedback.

2.1.1 English Language Teaching

Being an English teacher is a difficult profession. English as second language for Nepalese learner, is difficult to acquire. So teaching English effectively, we have to adopt the suitable methods and techniques as the need and demand of the time. Rodgers (2001). Published an article on "Language Teaching Methodology", in this article he noted an overview of 10 directions, language teachers might take in the future. Different language teaching methodology was defined and a distinction is made on between methodologies and approaches. Here present scenarios are briefly described.

In the Rodgers article, language teaching methodology was presented figuratively as follows:

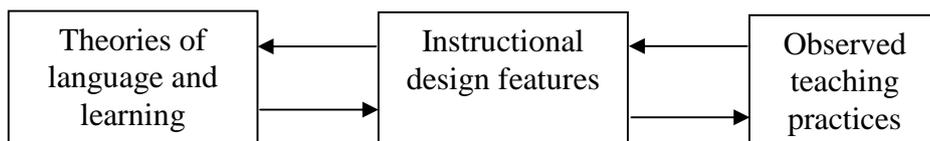


Fig:1 Language Teaching Methodology

While looking at ELT from methodology perspective we find that it is in the post-method era. A more or less classical formulation suggests that methodology is that which links theory and practice. In this regard, Richards and Rodgers (2010) say:

By the end of the 20th century, mainstream language teaching no longer regarded as the key factor in accounting for success or failure in language teaching. Some spoke of and the term "post-methods era" was sometimes used. (p.247)

Nowadays English language teachers, specially the novice teachers are advocated different methodological diversities and different teaching techniques. There are so many approaches, methods and techniques for teachers, but the novice teachers are in dilemma of which to choose and how to go ahead.

In language teaching, only one method may not be the best one. According to the context, we have to pick up the suitable technique. In present context in Nepal, the learner-centered techniques is regarded as the suitable techniques.

2.1.2 Language Teaching Techniques

Technique can be defined as what actually takes place in a classroom while teaching and learning the language. According to Anthony (1963), as cited in Richards and Rodgers (2010, p. 19); A technique is implementation which actually takes place in a classroom. It is a particular trick, strategy or contrivance used to accomplish, an immediate objective. Techniques must be consistent with a method therefore in harmony with an approach as well. "Technique is generally is an activity/way which is conducted inside the classroom". So, it is also called classroom procedures. We can categorize the

techniques into two : teacher-centered techniques and learner-centered techniques. They are described in this section.

(a) Teacher-centered Techniques

The techniques in which the teacher remains more active and has the center role are called teacher-centered techniques. The teacher's role is to be authoritative in the classroom. It is product oriented rather process oriented. Though these techniques have been criticized very widely, it is used throughout the world. But it has both advantages and disadvantages too. There are various teacher-centered techniques they are; Explanation, Lecture, Illustration, Demonstration

(b) Learner-centered Techniques

Nowadays, these techniques are widely used concept in English language teaching. In these technique students are provided ample opportunities to the students. Students get enough opportunities to involve in discussion, interaction, and communication. So their individual feelings, abilities, differences are highly considered in learning. Some common learner-centered techniques are described below:

(i) Pair Work

We can conduct pair works in three stages; the first stage is introduction. It is one of the important learner-centered techniques which is often used in communicative classroom. Students work in pair to solve the problems. Some of the examples of pair works are dialogues, question/answer, describing pictures, etc. According to Cross (1992), it has five steps; preparation, teacher student model, public pair, private pair, public check, the second step is task \work and exercise or activities and the third step is correction, feedback and reflection according to Mahashram Sharma (2073).

(ii) Group Work

It is a technique used in language teaching class. Students are worked in groups. If there are big numbers of students, the teacher should divide the class into different groups. According to Harmer (2007, p. 165), "It is possible to say that small groups of around five students provoke greater involvement and participation than larger group". Each group should have more than 5 students.

According to Achhame (2012); Group work can be divided into four types.

They are:

-) The combining arrangement.
-) The cooperating arrangement.
-) The superior-inferior arrangement.
-) The individual arrangement.

(iii) Simulation

It refers to the representation of real-life events organized in the language class. Students are given to play the roles for which they do not necessarily be the dramatic talented students. Students feel as real life environment when they act.

(iv) Role Play

It is somehow related to the simulation and dramatization. It is useful technique to teach languages communicatively. Students are given an opportunity to practice the language. According to the Richards and Rodgers. (1985),

"Role play is drama like activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation. Like this according to Harmer (2008, p. 352). "

Role play can be used to encourage general oral fluency or to train students for specific situation, especially where they are studying English for specific purposes. It is short and simple technique to organize in a classroom. It helps to develop student's fluency.

(v) Discovery Technique

It is very useful technique for language teaching. According to Harmer (1987, p. 19); " Discovery technique is the technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be total them." It is effective for teaching vocabulary terms.

Like this; individual works, strip story, dramatization are learner-centered techniques.

2.1.3 Novice Teachers

The term '*Novice*' has frequently been used in studies on the beginning teachers as Farrell (2012) noted. There are no clear cut definitions of a novice teacher in the literature. A '*Novice*' could be anyone who is teaching something new for the first time or who has entered a new cultural context for the first time (Farrel, 2012). There is no consensus on how many years of teaching necessary to end this novice stage. Some researcher defined a novice as a teacher with less than five years of teaching (e.g, Kim and Roth,2011). Others referred to it as a teacher with two years of teaching experience or less (e.g. Hymes, 2011). Different scholar have defined it differently. But in the context of Nepal novice teacher means those teachers who have teaching experiences of less than one year.

In the past teaching was not view as a profession, but now being as a professionalizing teaching, teachers have to know many techniques. Specially

novice teachers must be familiar with teaching techniques. In a classroom there are students with individual differences i.e. social, economical, cultural, physical, mental, emotional, etc. So the teachers have to manage classroom keeping these differences in mind and apply the suitable techniques. Because of the new comers in teaching field, the novice teachers feel difficulty to identify the student's diversities, and feel difficulty in the classroom management. Without proper classroom management we cannot facilitate the learning effectively. Novice teachers are trying to conduct better teaching learning activities in the classroom for better teaching learning activities but how they perceive it, let it will be find out.

2.2 Review of Related Empirical Literature

To carry out this study, the researcher has studied so many works done under student centered technique. Thus, I'm reviewing some empirical literature related to this study.

Flores (2006) wrote an article named "Being a novice teacher in two different settings: Struggles, continuities, and discontinuities." The article explores the ways in which a cohort of novice teachers learned and developed over two years period. A combination of methods for data collection was used. Finding suggested that novice felt overwhelmed by the amount and variety of duties that they were expected to perform at school. This, along with the lack of support and guidance, forced them with "learning by doing".

Achhame (2012) carried out a research on "Use of Learner Centered Techniques by Secondary Level English Teachers". The main objective of the study was to find out the effectiveness of learner-centered technique and what are learners centered techniques. He used both the primary and secondary sources for data collection. The primary source of data was 10 English teachers of 5 secondary schools and 5 students per teachers of the government aided

secondary schools of Jhapa district. The main tool for the collection of data was class observation and interview. The finding of the study was; most of the teachers are used learner centered techniques and most of the teachers used other activities i.e. showing positive behavior and giving immediate feedback.

Similarly, Basnet (2012), carried out research on "Challenges Faced by Novice Teachers". The main objectives of her study were to identify the challenges faced by novice teachers at secondary level and to list some pedagogical implications. The study was survey research. finding of the study were that the novice teacher's faced the problem in choosing the teaching techniques.

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 technique in developing writing skill. The study was an experimental research. The researcher used both primary and secondary data to meet the objective. The research area was Dhading district. The findings of the study were that the use of project work technique in the classroom teaching was slightly more effective than conventional teaching.

Baniya (2009) carried out a research on the title of "Teaching Techniques used by English Teachers". 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 of Lalitpur district by using stratified random sampling procedure. The finding of the study was that teachers of private schools used more teacher- centered techniques than the public ones.

Pokhrel(2016) carried out a research on the title of "Teachers Perceptions and Practices of using Nepali Language in Providing Feedback". The main objectives of research were to find out the perceptions of English teachers towards the use of L1 while giving feedback o the students and to suggest some

pedagogical implications. For this the researcher carried survey research, using questionnaire as the research tool. The main findings of the research were that most of the higher secondary level English language teachers used Nepali language while providing feedback in their classes. The population of her study was all the teachers of Dang district who have been teaching English in higher secondary level.

In conclusion, some studies have been carried out to the effectiveness of different learner-centered techniques and practice of those learner centered techniques in the classroom. And some other studies have been carried out on teachers teaching learning activities as well as their perceptions. But the researcher interested to know how the novice teachers perceive about learner-centered techniques in the language classroom.

2.3 Implications of the Review for the Study

In reviewing the literature I have studied various theoretical works and empirical research studies. These all study are related to some extent to my research area. After reviewing the research, I got ideas on different existing theories related to my topic. According to Kumar (2009, p. 30): "None of the essential primary tasks when you undertake a research study is to body of the knowledge in your area of interest." go through the existing literature in order to account yourself with the available

In the same way the researcher also go through different existing research study. From Achhame's research, I got to know about the use of learner-centered techniques of secondary level teachers. This research is helpful for me in reviewing the theoretical literature. In the same way, from Basnet's research, the researcher got the information about the challenges faced by the novice teachers. Similarly, from Pandey's research, I got the information about project work technique in developing writing skill.

As a researcher, I review some books and research works. I study the research work of Flores (2006) on "Being a Novice Teacher in Two Different Settings: Struggles, Continuities and Discontinuities." Similarly the researcher goes through the Richards and Rodgers' book "Approach and Methods in Language Learning." The review of above literature has a number of implications in my research.

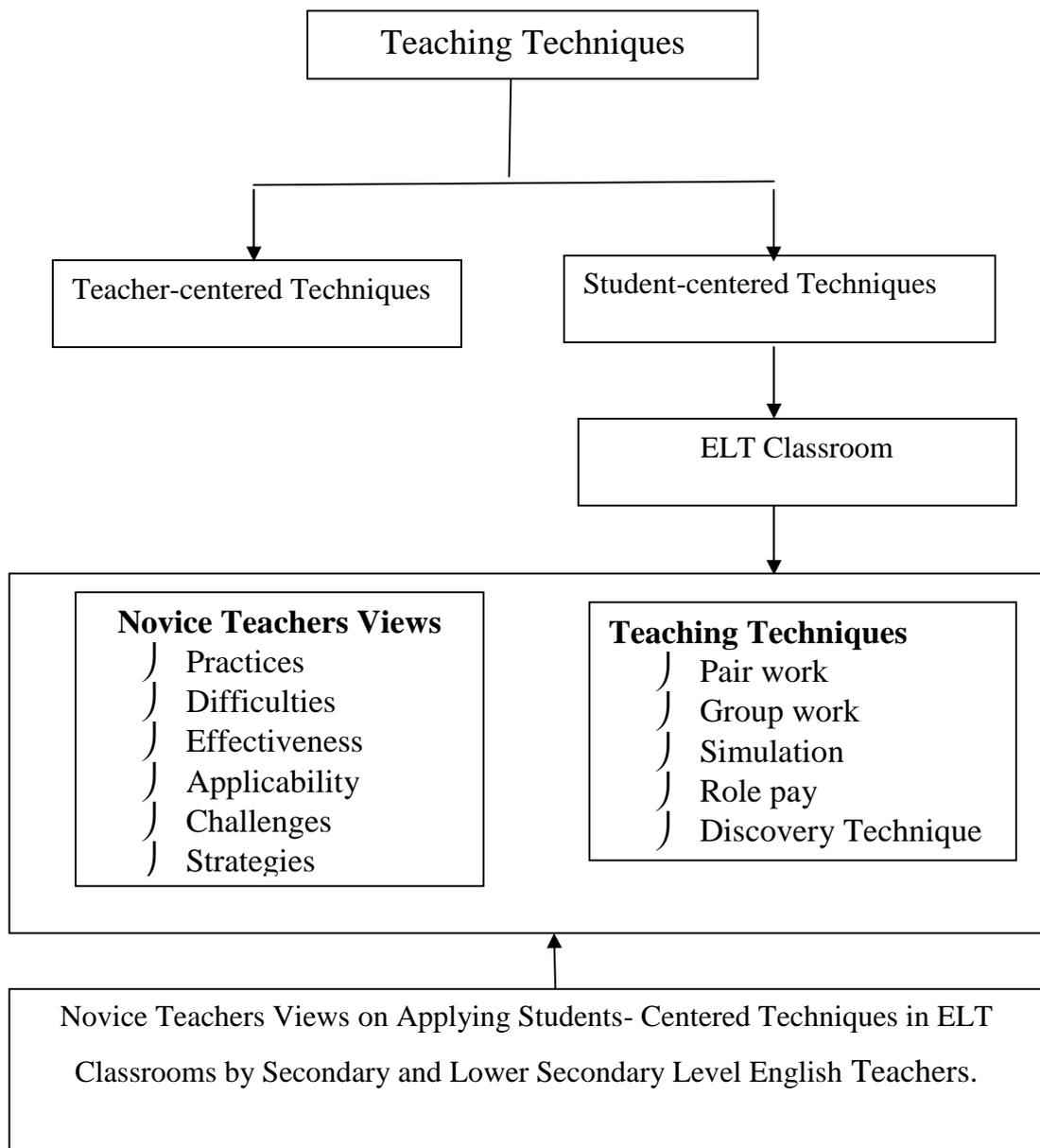
- It provides me to theoretical background of my study.
- These previous works helps me to formulate objectives of the research design.
- It helps me to select methodology.

2.4 Conceptual Framework

A conceptual framework is the representation of understanding of the theories.

According to the Miles and Huberman (1994, as cited in Dhamala, 2012, p. 28)

"Conceptual Framework is a written or visual representation which explains either narrative/short form or graphically the main things to be studied. The key factors, concepts or variables and the presumed relationship among them." The following framework makes my research study area clear.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of this research, the researcher followed the following methodology and procedure which I include herewith.

3.1 Design of Method of the Study

For this research, the researcher followed survey research design. Survey is a research design that is widely used in social and educational researches. Survey is carried out in the large numbers of population to find out an attitude, belief or behavior of particular group of people and individual as well. A large population is covered using sampling. Generally this research is usually done in the natural setting. Data in survey design are collected through questionnaires, interviews, test scores, attendance, rates, results of public examinations, attitudes scales, etc. According to Kerlinger (1986), "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables."

We know, research is a systematic process of investigating ideas so we cannot conduct it haphazardly. In order to conduct systematic research, the researcher followed eight step procedures of survey research design as suggested by Nunan (2010, p. 141).

Step 1: Defining objectives

Step 2: Identifying target population

Step 3: Reviewing literature

Step 4: Determining sample

Step 5: Identifying survey instruments

Step 6: Designing survey procedures

Step 7: Identifying analysis procedures

Step 8: Determining reporting procedure.

3.2 Population, Sample and Sampling Strategy

Survey research demands a large number of populations because it is easy to elicit the views, perceptions and attitudes of the people at the sametime. So the population of this study consist all the novice teachers who are teaching English in Nuwakot district. I purposively selected 40 novice teachers from different (secondary and lower secondary) schools in Nuwakot district. The researcher selected the teachers using non-random sampling procedure.

3.3 Study Area/Field

The research area of this study had Nuwakot district. The researcher selected twenty five schools by non-random sampling procedure.

3.4 Data Collection Tools and Techniques

The main tool for data collection for this study had been questionnaire. Questionnaire is used in order to find out 'Novice teachers' perceptions on student-centered techniques'.

3.5 Data Collection Procedures

In order to collect data for research study, the researcher went to the selected schools and build rapport with concerned people after getting approval. Then the researcher explained the purpose of my study to those teachers. Then the researcher requested to the selected novice teachers to fill out the survey

questionnaire and to return it as soon as possible. The researcher explained about the terminologies used in survey questionnaires, if they are in confusion.

3.6 Data Analysis and Interpretation Procedure

Most of the survey researches are qualitative and quantitative in nature. Being a survey research it had the characteristics of both qualitative and quantitative analysis. After collecting the raw data from field the researcher analyzed it, both descriptively and statistically.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the collected data obtained from primary sources which were collected from the secondary and lower secondary level English teachers through the use of questionnaire. The responses were converted into percentage and analyzed and interpreted on the basis of the objectives of the study. This chapter also includes the summary of the findings as well

4.1 Analysis of Data and Interpretation of Result

In order to collect the data and to derive the findings regarding novice teachers perceptions and practices of student –centered techniques in teaching English, I designed a set of questionnaire including both open-ended and close –ended items and .Forty novice English teachers were selected and requested to fill the questionnaire form .On the basis of the information obtained from questionnaire ,the results have been derived .They have been displayed and described orthographically as well. The details of which has been presented below:

4.1.1 Student-centered Techniques as modern practices to language Teaching

Most of the teachers believed that student-centered techniques are useful and modern practices to language teaching not only the teachers but also the students get benefit from student-centered techniques. The responses obtained from the respondents are presented in next page.

Table 1

Teachers' Responses on Student-Centered Techniques as Modern Practices in Teaching

Categories	No. of Respondents	Percentage
Strongly agree	24	60
Agree	12	30
Disagree	3	7.5
Strongly disagree	-1	2.5
Total	40	100

The above table shows majority of the teachers (i.e.60%) that teachers strongly agreed the statement that student-centered techniques are modern Practices to language teaching only, 30 percent of them agreed the statement , few of them (i.e 7.5 %) of them were disagreed the statement and very few of them (i.e.2.5 %) strongly disagreed .

Thus, the table no1 shows that almost all of the teachers (i.e.90 %) of the teacher agreed with the statement, few of them (i.e. 10 %) disagreed with the statement. As shown in the table a great majority seems to be in favor of the statement. Therefore, it can be concluded that modern practice of language teaching increase the attendance of students' and effective learning in the language classroom .

4.1.2 Simulation and role play Technique in Drama Teaching

Regarding the fruitfulness of the use of role play and simulation in teaching drama, the teachers/ respondent were asked to respond to the statement "Drama teaching can be purposefully forwarded using' role play' and 'simulation' techniques with four alternatives". The responses given by the teachers are presented in next page.

Table 2

Drama teaching using Role play and Simulation

Categories	No. of Respondents	Percentage
Strongly agree	14	35
Agree	17	42.5
Disagree	7	17.5
Strongly disagree	2	5
Total	40	100

The above table shows that , below average of total respondents (i.e.35%) strongly agreed that role play and simulation are useful techniques to teach drama in class activities; around half of them (i.e.42.5%) agreed with the statement, only 17.5 of them were disagreed and very few of them (i.e.5%) were strongly disagreed with the statement.

According to table given above, most of the total respondents (i.e.77.5%) agreed the statement, few of them (i.e.22%) disagreed .So, it can be said that role play and simulation and role play techniques play important role in drama teaching for the meaningful participation of students in class activities.

According to the above data, still now, some novice teachers are not use these techniques in drama teaching.

4.1.3 Teachers as Facilitators

To find out the perception of teachers about whether the student-centered techniques help students to become a better learner and producer or not, the teachers were asked to respond to the statement" Teachers facilitates the learner-centered techniques” with five four alternatives .The responses obtained from the respondents are presented in next page.

Table 3

Responses on Teachers role as a Facilitator

Categories	No. of Respondents	Percentage
Strongly agree	16	40
Agree	22	55
Disagree	2	5
Strongly disagree	0	0
Total	40	100

The above table shows that below average (i.e 40 %) percent of the total respondents strongly agree, above average (i.e 55 %) of them agreed,5 percent of them were undecided and none of the respondents showed strongly disagreement.

In table 3 almost the teachers (i.e.90%) agreed with the statement, very few of them (i.e.5%) disagreed. Therefore a majority of the teachers/respondents believed that they provide facilitation in teaching. This shows that teachers play the role of facilitation while applying student-centered teaching techniques.

4.1.4 Teachers' Roles in Classroom Management

Regarding the roles of English language teachers in the classroom management, the respondents were asked to respond to the statement, "It is difficult to manage classroom while using learner-centered techniques in teaching with four alternatives .The teachers' responses as their perception are presented in next page.

Table 4

Teachers' Roles in Classroom Management

Categories	No. of Respondents	Percentage
Strongly agree	5	12.5
Agree	18	45
Disagree	13	32.5
Strongly disagree	4	10
Total	40	100

Table 4 shows that few of them (i.e.12.5 %) strongly agreed the statement, around half of (i.e. 45 %) respondents were agreed with the statement, one third of them (i.e. 32.5 %) disagreed the statement, few of them (i.e.10 %) were strongly disagreed.

According to the data displayed in the table 4, majority of the respondents (i.e.58) were in favor of the statement, 'It is difficult to manage the classroom while using learner-centered techniques, below half of them (i.e. 42.5 %) percent of them were in the opposition of the statement. Therefore on the basis of this result half teachers believe on this and half do not believe on.

4.1.5 Physical Facilities of Classroom

The researcher has tried to find out whether the number of students and lack of physical facilities of the classroom is the problematic factor or not. The lower secondary and secondary level novice English teachers were asked to respond the statement."The number of students and lack of physical facilities of the classroom is the most problematic factor while teaching in classroom using learner centered techniques." with four alternatives .The responses obtained from the respondents are presented in next page.

Table 5

Physical facilities of the Classroom

Categories	No. of Respondents	Percentage
Strongly agree	22	55
Agree	14	35
Disagree	4	10
Strongly disagree	0	0
Total	40	100

Table 5 shows that majority of the total respondents (i.e. 55 %) strongly agreed the statement, one third of them agreed (i.e. 35%) the statement, very few of them (i.e.10 %) were disagreed and none of them strongly disagreed the statement.

From the above mentioned table, it is clear that almost all (i.e.90 %) of the total respondents were in favor of the statement and only 10 percent of them were against the statement .This shows that majority of the teachers faced the problem.

4.1.6 Learner Centered Technique as Motivation

To find out the perception of the teachers about whether the recently implemented student-centered techniques is the source of students motivation in the classroom or not. The novice teachers were asked to respond the statement; 'Student get motivated by following learner-centered techniques' with four alternatives .The responses obtained from the respondents are presented in next page.

Table 6

Learner-Centered Techniques as Motivation

Categories	No. of Respondents	Percentage
Strongly agree	5	12.5
Agree	10	25
Disagree	20	50
Strongly disagree	5	12.5
Total	40	100

Table 6 shows that few of the (i. e. 12.5%) respondents strongly agreed the statement "Student get motivated by following learner centered techniques," one forth of them (i.e.25%) agreed the statement half of them (i.e.50%) strongly disagreed the statement.

The total agreement percentage of the statement is one third (i.e.37.5%) and majority of the respondents (i.e.62.5%) disagreed with the statement.

According to the statement it can be concluded that the majority of the teachers believed that students do not get motivation through students centered techniques but it is effective to create child friendly environment.

4.1.7 Effectiveness of learner- centered Techniques in Classroom

Student centered techniques in another words is an interactive and participatory technique. Therefore, in this research , researcher had tried to find out whether the learner- centered techniques help in creating better teaching learning environment in the classroom or not for this teacher were asked to respond to the statement "learner-centered techniques help in creating better teaching learning environment in the classroom" with four alternatives. Their responses are presented in next page.

Table 7

Teachers Altitude towards learner-centered techniques in creating better teaching learning environment

Categories	No. of Respondents	Percentage
Strongly agree	10	25
Agree	22	55
Disagree	8	20
Strongly disagree	0	0
Total	40	100

Table 7 shows that one fourth of (i.e. 25%) Teacher's strongly agreed that learner-centered techniques help in creating better teaching learning environment in the classroom, half of them(i.e. 55%) agreed with the statement only 20 percent of them were disagreed and none of them strongly disagreed the statement.

According to the table given above, majority of (i.e. 80%) out of total respondents agreed the statements, only 20 percent of them this disagreed, so it can be concluded that student-centered techniques create the better teaching learning environment in the classroom.

4.1.8 Correlation of learner –centered Techniques with students learning achievement

The researcher had also tried to find out the teachers practices student-centered techniques and whether it improves the learning achievement or not, For this the teachers were asked to respond to the statement "Student -centered Techniques improves the learning achievement of the student in the classroom with four categories. Their responses are presented in next page.

Table 8

Analysis of Correlation of Techniques with the Students

learning achievement

Categories	No. of Respondents	Percentage
Strongly agree	13	32.5
Agree	19	47.5
Disagree	7	17.5
Strongly disagree	1	2.5
Total	40	100

The above table shows that one third (i.e.32.5) out of the total respondents strongly agreed that the student-centered techniques improves the learning achievement in the classroom, around half (i.e.47.5%) of them agreed with the statement. Some (i.e.17.5 %) of them were agreed, very few (i.e. 2.5 %) of them strongly disagreed the statement.

According to the table given above altogether majority of the respondents (i.e.80) out of the total respondents agreed the statements, only 20 percent of them disagreed. So it can be concluded that the student- centered techniques improve the learning achievement of the student in the classroom.

4.1.9 Practice of Group work and Pair work in Teaching Dialogue

In this study the researcher had tried of find out whether the novice teachers used group work and pair work in teaching dialogue or not. The lower secondary and secondary level novice English teachers were asked to respond the statement."Group work and pair work techniques are important techniques to teach dialogue." with four alternatives, Their responses are in next page.

Table 9

Practice of Group work and Pair work in Teaching Dialogue

Categories	No. of Respondents	Percentage
Strongly agree	21	52.5
Agree	14	35
Disagree	5	12.5
Strongly disagree	0	0
Total	40	100

According to the table 9 mentioned above half (i.e.52.5 %) of the total respondents strongly agreed the statement " group work and pair work techniques are important techniques to teach dialogue", More then one third (i.e.35%) of them agreed the statement, few of them (i.e. 12.5%) were disagreed and no one strongly disagreed the statement.

From the above mentioned table, it is clear that majority (i.e.87.5%) of the total respondents were in favor of the statement use of "group work" and "pair work" techniques is important while teaching dialogue, only 12.5 percent of them were against the statement. This shows that majority of the teacher practices group work and pair work techniques to each dialogue.

4.1.10 Availability of Teaching Materials in Applying Student-Centered Techniques.

To find out the perception and practice of the teachers about whether the implemented student-centered techniques were based on the availability of teaching learning materials or not, teachers were asked to respond of the statement "Availability of teaching learning materials influences the application of student-centered techniques" with four alternatives. Their response are presented in next page.

Table 10

Determination of student-centered Techniques Based on Availability of Teaching Materials

Categories	No. of Respondents	Percentage
Strongly agree	11	27.5
Agree	21	52.5
Disagree	5	12.5
Strongly disagree	3	7.5
Total	40	100

The above table shows that some (i.e.27.5%) of the total respondents strongly agreed half of them (i.e.52.5%) of them agreed, few of them 12.5 percent of them were disagreed and 7.5 percent of them strongly disagreed.

According to the above table 10. altogether 80 percent of the teachers agreed the statements, 20 percent of them disagreed, therefore ,a majority of the teachers believed that they used learner-centered techniques when they had sufficient teaching materials .This shows that student-centered techniques depend on the availability of teaching learning materials.

4.1.11 Individual work and explanation Techniques for Teaching Poem.

In this research researcher had tried to find out whether the individual work and explanation techniques is effective in teaching poem or not for this the teachers were asked to respond the statement "In class 9,the poem 'The wind and The leaves' can be taught by explanation and individual work techniques" with four alternatives. Their responses are presented in next page.

Table 11

Effectiveness of 'Explanation' and Individual work for teaching poem

Categories	No. of Respondents	Percentage
Strongly agree	14	35
Agree	17	42.5
Disagree	7	17.5
Strongly disagree	2	5
Total	40	100

In the table mentioned above, more than one third (i.e.35%) of total respondents strongly agreed the statement, below half (i.e.42.5%) of them agreed the statement, few of them 17.5 percent of them were disagreed and few of them strongly disagreed.

According to the data displayed in the table 11, majority of them (i.e.77.5 %) of the total respondents were in favor of the statement, "*Explanation*" and "*Individual work*" techniques can be used while teaching poem. few of them (i.e.22.5%) of them were in the opposition of the statement. Therefore, on the basis of the result, teachers are positive on the statement.

4.1.12 Student Background Knowledge for Teachers

The researcher had tried to find out whether teacher should take students background knowledge into account or not for this the teachers were asked to respond the statement, "The teacher should take students age, need, interest, linguistic background, etc into account while teaching". The responses of this statement are presented in next page.

Table 12

Students Background Knowledge for Teachers

Categories	No. of Respondents	Percentage
Strongly agree	13	32.5
Agree	25	62.5
Disagree	2	5
Strongly disagree	0	0
Total	40	100

The above table shows that more than (i.e.32.5 %) out of the total respondents strongly agreed that "The teacher should take students, age, need, interest, linguistic background, etc into account while teaching", majority (62.5%) of them agreed with the statement, few of them (i. e. 5 %) were disagreed and no one strongly disagreed the statement.

According to the table given above, almost all (i.e.95%) of the total respondents agreed the statement, few of them (i. e. 5 %) disagreed, So it can be concluded that the student centered techniques create the better environment to understand students background knowledge.

4.1.13 Teachers' Practices for the Behavioral Achievements

Student -centered techniques provide maximum opportunities to use the subject matter and skills in their real life situation. Therefore, in this research, the researcher had tried to find out whether the student- centered techniques lead to the behavioral achievements on the part of students or not for this teachers were asked to respond to the statement " practice of student- centered techniques lead to the behavioral achievement of the learning of the students" with five alternatives. Their responses are presented in next page.

Table 13

Student-centered Techniques Supporting Behavioral change

Categories	No. of Respondents	Percentage
Strongly agree	13	32.5
Agree	19	47.5
Disagree	6	15
Strongly disagree	2	5
Total	40	100

In the table mentioned above, one third (i.e.32.5 %) out of the total number of respondents strongly agreed the statement "practice of student-centered techniques lead to the behavioral achievement of the learning of students", below half (i.e.47.5%) percent of them agreed the statement, a few of them (i.e. 5 %)were disagreed the statement and 5 percent of them strongly disagreed.

According to the data displayed in the table 13, majority of the total respondents (i. e. 80 %) were in favor of the statement, only 20 percent of them were in the opposition of the statement. Therefore, on the basis of this result teachers are positive that student-centered techniques promote students' behavioral change in their lives.

4.1.14 Teachers' Believe on students

In this research, the researcher had tried to find out whether the teachers believed that the students are the primary factors in teaching and learning activities or not. For this, teachers were asked to respond the statement " Teachers should believe that students are the primary factors and they should be kept in center in teaching and learning activities" with four alternatives. Their responses are presented in next page.

Table 14

**Responses on Teachers Believe on students as primary factors in the
Classroom**

Categories	No. of Respondents	Percentage
Strongly agree	15	37.5
Agree	19	47.5
Disagree	4	10
Strongly disagree	2	5
Total	40	100

The responses of the teachers in above table shows that slightly more than one third (i.e.37.5 %) out of total respondents strongly agreed to the statement , below half (i.e. 47.5%) percent of them agreed the statement , few (i.e.10 %) of them were disagreed the statement and very few (i.e.5%) strongly disagreed the statement.

Table 14 shows the result that majority (i.e.85 %) of the total respondents agreed with statement and few (i.e.15 %) of them disagreed. Therefore majority of the teachers were in favor of the statement from this result, we can conclude that the teachers kept students in center while teaching in the classroom.

4.1.15 Correlation of Techniques with the Nature of the Text

In the study, the researcher also tried to find out the teachers' practices in student-centered techniques regarding the text type or nature determine the teaching techniques or not. For this the teachers were asked to respond to the statement, "The techniques which are used inside the classroom are determined on the basis of the nature of the text" with four alternatives. Their responses are presented in next page.

Table 15

Analysis of Correlation of Techniques with the text Nature

Categories	No. of Respondents	Percentage
Strongly agree	23	57.5
Agree	15	37.5
Disagree	2	5
Strongly disagree	0	0
Total	40	100

In the table mentioned above, more than half (i.e.57.5) out of total number of respondents strongly agreed the statement " The techniques which is used inside the classroom is determined on the basis of the nature of the text", one third (i.e.37.5 %) of them agreed the statement, very few (i.e.5 %) of them disagreed the statement and no one strongly disagreed the statement.

According to the data displayed in the No 15, almost all (i.e. 95 %) of the total respondents were in favor of the statement. Few of (i.e.5%) them were in the opposition of the statement. Therefore, on the basis of this result, teachers' practices show that teaching techniques are determined on the basis of the text nature.

4.1.16 Use of Project Work Technique to teach Grammar

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

Table 16

Use of Project Work Technique to teach Grammar

Categories	No. of Respondents	Percentage
Strongly agree	7	17.5
Agree	20	50
Disagree	10	25
Strongly disagree	3	7.5
Total	40	100

According to the table 16 mentioned above, few of the total respondents (i. e. 17,5 %) were strongly agreed the statement , " Grammar can be meaningfully taught using project work ,half of them (i.e.50%) were agreed the statement, one fourth (i.e.25 %) disagreed and very few (i.e.7.5 %) were strongly disagreed.

According to the data displayed in the table. 16. majority of the total respondents (i. e. 67.5 %) were in favor of the statement and some of them (i. e. 32.5 %) were against the statement. This show that majority of teachers believed and practiced that both the teachers and students get benefits using project work technique in teaching.

4.1.17 Effectiveness of Group Work Technique in Developing Speaking Skill

In this research the researcher had tried to find out whether the group work technique is effective or not in developing speaking skill in students for this, the lower secondary and secondary level novice English teachers were asked the statement, "The teacher should apply group work technique in teaching speaking skill" with four alternatives. Their responses are presented in next page.

Table 17

**Effectiveness of Group Work Technique in
Developing Speaking skill**

Categories	No. of Respondents	Percentage
Strongly agree	15	37.5
Agree	19	47.5
Disagree	4	10
Strongly disagree	2	5
Total	40	100

According to the table 17 , mentioned above, 37.5 percent of the total respondents strongly agreed the statement " The teacher should apply group work technique in teaching skill" , 47.5 percent of them agreed the statement, 10 percent of them were disagreed the statement and only 5 percent strongly disagrees the statement.

From the above mentioned table, it is clear that majority of the total respondents (i. e. 85%) were in favor of the statement and few of them (i. e. 15 %) were against the statement.

This shows that majority of teacher believed and practiced that group work technique in teaching speaking skill.

4.1.18 Maximum Opportunity to the Students

The researcher had tried to find out whether the students get maximum opportunity in the classroom or not. The teachers were asked to respond to the statement "The teacher should provide the maximum opportunities to the students while practicing the student-centered technique." with four categories .Their responses are presented in next page.

Table 18

Students' participation while teaching in the classroom

Categories	No. of Respondents	Percentage
Strongly agree	14	35
Agree	19	47.5
Disagree	6	15
Strongly disagree	1	2.5
Total	40	100

According to the table 18 mentioned above, one third (i.e.35%) of the total respondents strongly agreed the statement, below half (i.e.47.5 %) agreed the statement, few of them (i.e.15%) disagreed the statement and very few (i. e. 2.5 %) teachers strongly disagreed the statement.

From the above mentioned table, it is clear that majority (i.e.82.5%) of the total respondents were in favor of the statement students are provided maximum opportunity in the classroom, few of them (i.e. 17.5%) were against the statement. This shows that majority if the teachers believed and experience that students should get maximum opportunity in the teaching learning activities

4.2 Summary/Discussion of Findings

This section deals with the summary or findings of the study .On the basis of analysis and interpretation of data following findings have been drawn:

- 1) Most of the teachers (i. e. 90%) believed that student-centered techniques were the modern teaching techniques in the present era.
- 2) It was found that majority of the teachers (i. e. 72%) practiced role play technique to teach drama in their classroom.

- 3) Most of the teachers (i. e. 95%) believed that teacher should play the role of a facilitator while applying student-centered techniques.
- 4) Twenty two teachers were positive that student-centered techniques promote students behavioral change in their lives.
- 5) Half of the teachers (i. e. 50%) believed that number of students and lack of physical facilities creates problems while using student-centered techniques. And fifty percent teachers did not take this as a problem.
- 6) Most of the teachers (i.e. 80%) believed and experienced that students were really happy, active and motivated in using student-centered techniques.
- 7) It was believed that on the basis of this result, majority of the teachers (i. e. 22) were positive that group work and pair work technique is fruitful to practices dialogue.
- 8) Majority of the English teachers (i. e. 79%) believed and practiced explanation and individual work in teaching the poem" The wind and The leaves".
- 9) It was believed that on the basis of this result, most of the teachers should take students age, need, interest ,into consideration but they said that these factors are not relevant with student-centered technique.
- 10) Some of the teachers were positive that student-centered techniques are helpful for students' behavioral change. And majority of the teachers believed that the teaching techniques are determined on the basis of the text.
- 11) It was believed that on the basis of this result, majority of the teachers were positive that project work techniques promote students grammar practice.
- 12) Most of the teachers (i. e. 85 %) are positive that student-centered techniques promote student participation in language classroom.

CHAPTER FIVE

CONCLUSION AND IMPLICATION

In this chapter, the researcher has presented the conclusion and implication of the study, on the basis of presentation of data obtained from teachers, the following findings have been drawn. Then, some recommendations for pedagogical implication are presented below:

5.1 Conclusions

The research was carried out to find out the novice teachers' perceptions on student-centered techniques in teaching English language. The study carried out using both primary and secondary sources of data .In this research, simple non-random sampling procedure was used to select forty teachers' from public and private schools of Nuwakot district .A questionnaire was used as the tool for data elicitation about the novice teachers perceptions on student-centered techniques. The major findings of this study is that teachers had appropriately used and believed on student-centered technique while teaching in secondary and lower secondary level schools.

This study consist s of five chapters; the first chapter is introductory in nature. In this chapter I have included background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational key terms. Similarly, in chapter-two, I have discussed review of related literature, implications of the review for the study and conceptual framework for the study .In the third chapter, I have dealt with methodology and procedure of the study. It incorporates study design, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis interpretation procedures. The fourth chapter is the sum total of analysis and interpretation of accumulated data as well as the summary of the findings and the last chapter deals with conclusions and recommendations. In these chapters, I have analyzed and

interpreted the data statistically and descriptively to derive useful findings and to draw conclusions which helped me to make some recommendations. References and appendices occupy the rest at the final part of the study.

The major findings of this study are given below:

- 1) Teachers said that student-centered techniques were used in the classroom activities.
- 2) Most of the teachers believed that student-centered techniques involve interaction in language classes because it priorities students in the class.
- 3) Most of the teachers believed that student-centered techniques are modern and psychological teaching techniques in the present era.
- 4) It can be concluded that student-centered techniques provide maximum opportunity to the students in classroom interaction in language teaching.
- 5) The conclusion showed that majority of teachers' practices explanation and individual work to teach poem though it is these two techniques are teacher-centered.
- 6) It was concluded that student-centered techniques are dependent with the availability of teaching materials.
- 7) Teachers were positive that student-centered techniques promote students' participation in language classroom.
- 8) This research study showed that student-centered techniques are the effective techniques of teaching learning process which make the students' better learners and producers in English language.
- 9) It can be concluded that role play and simulation plays important role in drama teaching for meaningful participation of students in class activities.
- 10) It can be concluded that the majority of the teachers believed that teachers' role is not to control everything but he is responsible in all the activities and events.

11) Most of the teachers believed on student centered techniques and they are satisfied with it.

5.3 Recommendations

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

5.2.1 Policy Related

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

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

5.2.2 Practice Related

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

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

5.2.3 Further Research Related

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

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

teaching other subjects and comparative study of practices of student-centered techniques in urban and rural schools.

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

References

- Achhame, S. P. (2012). *Use of learner centered techniques by secondary level English teachers*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Baniya..B.B.(2009). *Teaching Techniques used by English Teachers*. An unpublished M.Ed. thesis, T.U, Kirtipur, Kathmandu.
- Basnet, K. (2012). *Challenges faced by novice teachers*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Dhamala, K. (2012). *Teaching English at primary level; teachers perception*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Farrel, T. S. C. (2012). *Novice service language teachers development. Bridging the gap between pre service and in service education and development*. TESOL quarterly , 46 (3), 435-449.
- Flores (2006). *Being a novice teachers from two different settings.: An article*.
- Harmer, J. (2007). *The practice of English language teaching*. London: Pearson Longman.
- Harmer, J. (2008). *How to teach English*. London: Pearson Longman.
- Harmer, J. (1987). *Teaching and learning grammar*. London: Pearson Longman
- Hymes. L (2011). *Novice teachers perception of their mentoring experiences*. ProQuest dissertation and thesis (PQDT). Retrieved from: <http://researchproquest.com/doc-view/822678446 ? accounted = 3014>
- Kerlinger, F.N.(1986). *Foundations of behavior research*. New Delhi: Surjeet Publication.

- Kim, K. and Roth, G. (2011). *Novice teacher and their acquisition of work. Related information current issues in education, 14(1)*, retrieved from <http://cie.asu.edu>
- Kumar, R. (2009). *Research methodology*. India : Pearson Education.
- Nunan, D. (2010). *Research methods in language teaching*. Cambridge: Cambridge University Press.
- Ojha, L. P. & Bhandary, M. B. (2013). *Research methodology in language education. Kirtipur, Kathmandu. Intellectuals' Book Palace*.
- Pandey, S. (2004). *The Effectiveness of project work techniques in developing writing skill, a practical study*. An unpublished thesis, T.U, Kirtipur Kathmandu.
- Pokhrel, B. (2016). *Teacher's Perceptions And Practices Of Using Nepali Language In Providing Feedback*. An unpublished thesis, T.U, Kirtipur Kathmandu.
- Richards, J.C. & Rodgers, T. S. (1985). *Dictionary of language teaching and applied linguistic*. London: Pearson Longman..
- Richards, J.C. & Rodgers, T.S. (2010). *Approaches and methods in language teaching*. Cambridge: CUP.
- Rodgers, C. R. (1983). *In freedom to learn for the 80's* Ohio: Charles Emerrill.
- Rodgers, C.R. (2001). *Language teaching methodology an article* (Sept. 2001). Washington D.C. ERIC Publication, Rodgers, C. R. (1983). *In freedom to learn for the 80's* Ohio: Charles Emerrill. Sharma, M.R., Acharya, T.N. & Paudel, K.P. (2073). *A companion to T.S.C. English*. Goodwill Publication.

Appendix I

Questionnaires for students

Dear informant,

This questionnaire has been prepared to draw information for the research work entitled “Novice Teachers’ Perceptions on Student- centered techniques”. This work is being carried out under the supervision of Mr. Bhesh Raj Pokhrel, Lecturer, Department of English education faculty of education, TU Kirtipur, Kathmandu. I hope that you will give reliable and authentic information to cooperate me and that will be valuable contribution for the data collection to accomplish my research work successfully.

Researcher

Durga Ojha

Name of the teacher:

Name of the school:

Level of the teacher:

A. Being based on student centered techniques ; please put () tick to the alternatives that best indicate your response.-

1. Student-centered techniques are modern practices to language teaching .

a. Strongly agree b. Agree c. Disagree d. Strongly disagree

2. Drama teaching can be purposefully forwarded using 'role play' and 'simulation' technique.

a. Strongly agree b. Agree c. Disagree d. Strongly disagree

3. Teacher facilitates the learner-centered techniques.

- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
4. It is difficult to manage classroom while using learner-centered techniques.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
5. Number of students and lack of physical facilities of the classroom is the most problematic factor while teaching in classroom using learner-centered techniques.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
6. Student get motivated by following learner-centered techniques.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
7. Learner-centered techniques help in creating better teaching learning environment in the classroom.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
8. Learner-centered techniques improve learning achievement of the students.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
9. 'Group work' and 'pair work' are important techniques to teach dialogue.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
10. Availability of teaching learning materials influences the application of student-centered techniques.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
11. In class 9, the poem, '*The Wind and The Leaves*' can be meaningfully taught using explanation technique and individual work.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
12. The teacher should take students age, need, interest, linguistics background, etc. into account while teaching.
- a.Strongly agree b.Agree c.Disagree d.Strongly disagree
13. Practice of student-centered techniques lead to the behavioral achievement of the learning of the students.

a.Strongly agree b.Agree c.Disagree d.Strongly disagree

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

a.Strongly agree b.Agree c.Disagree d.Strongly disagree

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

a.Strongly agree b.Agree c.Disagree d.Strongly disagree

16. Grammar can be meaningfully taught using project work.

a.Strongly agree b.Agree c.Disagree d.Strongly disagree

17. The teacher should apply group work technique in teaching speaking skill.

a.Strongly agree b.Agree c.Disagree d.Strongly disagree

18. The teacher should provide the maximum opportunities to the students while practicing the student-centered technique.

a.Strongly agree b.Agree c.Disagree d.Strongly disagree

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

1. Why do you think group work techniques like simulation, role play, etc. come under student-centered techniques?

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

2. What are the possible student-centered techniques that you apply while teaching grammar?

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

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

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

4. What are the benefits of using learner- centered techniques in language classroom?

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

5. What is the role of learner while using learner- centered techniques in the classroom?

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

6. What are the problems that student face while teaching English through learner-centered techniques?

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

7. What changes do you feel in students after teaching using these techniques?

.....
.....

.....
.....

8. Are there any improvements in students learning achievement after teaching using student- centered techniques?

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

9. How do you evaluate individual learner's learning achievement?

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

10. Do you prefer teaching English through these techniques? Give your reason.

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

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