

# 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 definitions of the key words.

### 1.1 Background of the Study

In this world everything keeps on changing from time to time. Therefore, change is universal truth. Like in other fields, change takes place in the field of education too. Teaching is not something depositing into the minds of learners through teachers' control rather it is creating opportunities to individual learners to overcome learning difficulties by involving in learning situation with mainstream learners where they can come with their own creativity through exploration and interaction. Student-centered approach to teaching is conceived as an 'instructional philosophy' and modern pedagogical approach, which is opposite to teacher centered approach, i.e. the conventional teaching methodology in which the teacher remains at the centre of instruction in the teaching learning process. Student centered techniques advocates a learner centered approach to education. It sees the learners as a 'whole person' promotes the learner's individual development and led to a focus on the process of the learning than mastery of discrete learning items. Gibbs (1995, p.1) also emphasizes learner activity rather than passivity, process and competence rather than content; where the key decisions about learning are made by the students through negotiation with the teacher.

In the field of language teaching and learning, a number of approaches, methods and techniques have been introduced. Broadly, there are two types of teaching techniques. They are student centered techniques and teacher-centered techniques. Simply, learners are active participants in learner-centered techniques whereas teachers in teacher-centered techniques. The main goal of learner-centered technique is to prioritize the

students' needs, interest, learning styles in the classroom. Hence, teaching based on learner-centered techniques enhances creativity and curiosity of the students towards learning. Although the student-centered techniques sound good in theory, there are some issues which create problems in their applications 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. An ideal class size constitutes the number of 30-35 students. It is just opposite in the case of Nepal. In such a situation, it is very difficult to pay individual attention for individual students in an interactive way. In the context of Nepal, English is taught and learnt as a foreign language from the very beginning to the university level. Here, mostly the use of English language is concerned to formal situation only. Therefore, most of the students find learning English as difficult task but in reality it depends on learning styles, strategies, attitudes, motivation, and easily available learning materials. Moreover, it can be said that English language acquisition or learning mostly depends on the learners' effective role, availability of subject matter, active participation of students in learning activities and the appropriate use of teaching methods and techniques in the classroom.

As mentioned above, there are many challenges, problems and difficulties in using student-centered techniques in the context of Nepal. In such situation, here I am going to find out novice teachers' perceptions on the use of student-centered techniques.

## **1.2 Statement of the Problem**

The classroom is a miniature society in which we have students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on. In other words, in the classroom, there are students from different backgrounds. There lie individual differences in terms of intelligence, autonomy and attitude. Therefore, it is self-explanatory that each student in the classroom

is a different individual. Because of such composition of the classroom, the teachers' responsibilities have been multiplied.

To create better learning environment teachers have to be updated himself with new teaching methods, techniques and strategies. And novice teacher 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 who have less than three years of teacher 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, etc. The beliefs and perceptions 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 student centered techniques.

### **1.3 Objectives of the Study**

The objectives of this study were as follows:

- a. To find out the novice teachers' perceptions on the use of studentcentered techniques.
- b. To suggest some pedagogical implications.

### **1.4 Research Questions**

The research question of my study was as follow:

- a. What are the novice teachers' perceptions on the use of student-centered techniques?

## **1.5 Significance of the Study**

Since this study was conducted aiming to explore the novice teachers' perception on student centered techniques it provides 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 activities in general and more particular to the teachers, students , syllabus designers, educationists, text book writers, material producers, guardians, supervisors as well as other interested readers. I hope that the findings and recommendations provide significant support to be made in order to improve teaching methodology in language teaching and learning. Moreover, this study is also significant for the prospective researchers, who want to undertake further researches 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. In other words, no any research work can cover all the aspects and areas of the problems. Thus, this study was limited on the following points:

- This study was limited to the secondary level schools of Dangdistrict
- This study was limited only to the student-centered techniques.
- The sample population was thirty secondary level English language teachers.
- This study was limited to questionnaire as a research tools.
- The data was collected only from novice teachers.

## **1.7 Operational Definitions of the key Terms**

The definitions of some important terms have been mentioned below:

**Novice teachers-** Novice teachers are those who are newly appointed in teaching profession. They are either student teachers or teachers with little or no teaching experiences. Teachers who have three or less than three years of experience are novice teachers here in my study.

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

**Student-centered Techniques-**The language teaching techniques in which learners play dominant roles are called student-centered techniques. Here, in my research group work, pair work, role play, individual work, project work, discovery technique, etc. weretaken on student-centered techniques.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This part consists of the detailed of related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework.

#### **2.1 Review of Theoretical Literature**

Literature review helps us to establish the theoretical roots of our study, clarify ideas and develop methodology. There are mainly two functions of literature review (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 English language Teaching**

The practice of language teaching has changed immensely in order to facilitate language learning. The history of language teaching, around the globe shows that ELT has arrived in the present situation of diversity of methods as well as language itself crossing a long journey of about 300 years. The development of innovative methods and competing language teaching ideologies have played significant role in bringing ELT in the present situation. In the context of Nepal, we can see some changes as well. Keeping the changing scenario in mind, ELT planners and practitioners in Nepal have recently introduced more eclectic and interdisciplinary approach in the selection and presentation of ELT materials. In this context, Awasthi et al. (2009, p.11) clearly mention:

We are aware of the fact that in the present day world, there is no longer one English, there are many Englishes. So there are texts not only from the native English varieties but also from different regions where non-native English variety is flourishing.

While looking at ELT from methodological perspective, we find that it is in the 'post method era.' Since the adaption of newer and nobler methods for over hundred years could not work as a panacea for the solution of ELT problems, the notion of methods came under criticism in the 1990s. The methodologists themselves started saying that methods do not matter because they do not exist. In this regard, Richards and Rodgers (2010) say:

By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factor in accounting for success or failure in language teaching, some spoke of the death of methods and approaches and the term 'post-method era' was sometimes used (p.247)

Today English language teachers are confronted with the issues of methodological diversity. There are so many different approaches and methods available for them, but they are unaware of which to choose and how to go. Larsen-Freeman (2008, p.183) says, 'when teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend their practice is said to be eclectic.'

Thus, modern ELT is based on the culmination of years of second language learning research and practice, and it is always developing. It doesn't offer a standard 'method' to follow in all classes or prescribe exactly what we should do but offers certain guiding principles which form an approach to our teaching.

### **2.1.2 Language Teaching: Approach, Method and Techniques**

A technique is an activity that teachers and learners adopt to facilitate and successfully complete their teaching and learning activity. Similarly, in an attempt to clarify the basic concept of approach, method and techniques, Anthony (1963, as cited in Richards and Rodgers (2009, p.19) say:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based up on, the selected approach. An approach is Axiomatic, a method is procedural within one approach there can be many methods. A technique is implementational which actually takes place in a classroom. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

The terms approach, method and techniques are commonly used in the field of language teaching. These terms are synonymously used by general people but the language teachers use them differently. Techniques must be consistent with a method and therefore in harmony with an approach as well. Certain techniques are associated with particular methods and derived from particular principles. Most techniques can be adopted to any teaching style and situation. The teacher can use more than one technique within a single class and same subject matter depending on the classroom situation, his teaching skill and knowledge of subject matter. In sum, an approach is applicability of both to pedagogical settings. Methods are generalized as a set of classroom specifications for accomplishing linguistic objectives. A technique is any of a wide variety of exercises, activities used in the language classroom for realization of lesson objectives.

### **2.1.3 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. In other words, techniques is used to refer to the activities which are used in the classroom in order to



activate the immediate goals of teaching and learning as guided by given method and approach. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Appropriate selection of techniques is determined on the basis of subject matter, teachers' individual artistry, composition of the class, availability of the teaching materials and so on. Anthony (1963, p.63) defines techniques as:

A technique 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.

Various techniques are being practiced in the field of language teaching. They can be categorized as teacher-centered techniques and learner-centered techniques.

### **2.1.3.1 Teacher-Centered Techniques**

Teacher-centered techniques are those techniques in which a teacher becomes the central authority and plays a dominant role. Teachers remain active; they speak a lot, read a lot and take too much time in the classroom. On the other hand students' interest and activities are given less importance than the subject matter and educational requirement. This approach is more logical than psychological which emphasizes the product rather than process. Teachers play dominant role in teacher-centered techniques and limited time and exposure are provided to learners.

Some of the examples of teacher-centered techniques are explanation, demonstration, lecture, illustrations, etc.

### **2.1.3.2 Student-Centered Techniques**

Student-centered Techniques is widely used concept in the field of English language teaching. It emphasizes the student and his individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirements. It is more psychological than logical which emphasizes on the process rather than the product. In student-centered techniques, the learners get enough opportunities for L2 interaction which helps in negotiation of meaning, mediation and evaluation of their own works. They are facilitated with positive evidence, feedback, recast and scaffolding. The learners' opinions, ideas, and thoughts are taken into consideration in decision making process. Learning by doing is the main principle in student-centered techniques. Gibbs(1995,p.1) also emphasizes learner activity rather than passivity process and competence rather than content; where the key decisions about learning are made by the student through negotiation with the teacher. There are various student-centered techniques which are discussed below:

#### **i) Individual Work**

All individuals are different, therefore, they donot learn in the same way. In 'individual work' techniques learners are given a measure of freedom to choose how and what they learn at particular time and there is some attempt to adopt or select tasks and materials to suit the individuals. In this pattern, the teacher gives a task or a set of tasks and students work on those tasks individually. The teacher monitors the students where necessary. There is less direct supervision and more learner authority and responsibility for learning. For Richards (1999) in this technique: objectives are based on the needs of individual learner and 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. Similarly, Harmer (2007)gives some advantages of individualized learning. Which is summarized as:

It allows teachers to respond to individual differences of students in terms of their pace of learning, learning style, and preferences, develop learners' autonomy and promote skills of self-reliance and it is likely to be less stress full for students than performing in a whole class setting or talking in pairs or groups.

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 student 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. 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. Cross (1982,p.53) has provided some stages to be used in pair work, which can be presented as follows:

- Stage 1: Preparation
- Stage 2: Teacher -student model
- Stage 3: Public pairs
- Stage 4: Timing
- Stage 5: Private pairs
- Stage 6: Public Check

Similarly, Harmer (2007,p.171) suggests three step procedures for pair work: before, during and after. The first step includes instructions and examples; the second step includes tasks, activities and exercises. And third step includes correction, feedback and reflections.

### **iii) Group Work**

Group work is another important student-centered technique of language teaching which is a form of co-operative learning. It involves a small group of learners working together. The teacher should divide the class into different groups on the basis of the students' number, their cognitive and linguistic levels and teaching items. Group work provides learners much exposure to a range of language items and language functions. Defining the importance of conducting group work Larsen-Freeman (2004,p.104) says:

Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups. Also small group allow students to get know each other better. This can lead to the development of a community among the class members.

It allows learners to develop fluency in the use of language features that they already learned. It helps in learning new language items and it also develops proficiency in the use of these items. The students are active interacting and negotiating meaning in the group, while the teacher is a guide by the side.

### **iv) Discovery Techniques**

According to Harmer (1987,p.29) “ Discovery techniques is the techniques where students are given the examples of language and told to find out how they work to find out how they work to discover the grammar rules rather than be told them.” Discovery activity invites the students to use their reasoning process. In discovery techniques, teacher can give students a listening or reading text or some examples of English sentences and she asks them to discover how the language works. Thus, the activities which fall under discovery technique make students active and thoughtful and invite them to use their cognitive powers.

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 process 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.

#### **v) Project Work**

Project work is an instructional approach built upon authentic learning activities that engage student interest and motivation. Project work significantly demands more research than buzz group making them experience a real world connection. Learners learn language besides academic content focused on the project. Project work is one of the very effective student-centered techniques of language teaching. It integrates all language skills since project work is student-centered technique rather than teacher –centered. The teacher may need to develop a more flexible attitude towards the students work.

Richards (1999,p.295) define project work as ‘an activity which centers around 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.’ Richards (1999) give following three stages of project work:

- Classroom planning
- Carry out the project

- Reviewing and monitoring

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:

- Setting goals
- Planning
- Collecting information
- Reporting.

## **vi) Role Play**

Role play is a classroom activity which gives the students an opportunity to practice the language, the aspect of role behavior, and the actual role may need outside the classroom. Harmer (2008,p.352) writes, “ Role-play can be used to encourage general oral fluency to train students for specific situations, especially where they are studying English for specific purpose.”It’s main goal is not only to put the learner’s knowledge into ‘live’ practice but also to improve their confidence and self assurance in a very effective way. It is highly flexible and can be used successfully at any level of language teaching. It helps students to bring outside classroom environment into classroom.

### **2.1.4Teacher-centered Techniques versus Student-centeredTechniques**

A technique is an activity that teachers and learners adopt to facilitate and successfully complete their teaching and learning activity.A technique is implementation which actually takes place in a classroom. We broadly categorize techniques into two classifications. They are teacher-centered techniques and student-centered techniques.

The techniques in which a teacher becomes the central authority and plays a dominant role are teacher-centered techniques. Students’ interest and activities are given less importance than the subject matter and educational requirement. Teachers emphasize the

product than process. So it is more logical than psychological. In teacher directed instruction students' work to meet the objectives set by the teacher. Similarly students complete activities designed by the teacher to achieve goals determined by the teacher. Limited exposure and time are provided to learners whereas teachers play dominant role in the classroom.

On the other hand student-centered technique mainly focuses on the individual characteristics of the learners. They are more process oriented rather than product oriented. Learning by doing is the major principle of student centered techniques. Some of the student centered techniques are individualization, pair work, group work, role play, project work.

We can compare teacher-centered techniques and student-centered techniques as follows:

<b>Teacher-centered techniques</b>	<b>Student-centered techniques</b>
Instructor talks, students listen.	Students interact with instructor and one another.
Student work alone.	Collaboration is there with pair and group depending on the purpose of the activity.
Instructor chooses topics.	Students have some choice of topics.
Classroom is quite.	Classroom is often noisy and busy.
Focus is on instructor.	Focus is on both students and instructors.
Instructor evaluates students learning.	Students also evaluate their own learning.
Focus is on language forms and structures.	Focus is on language use in typical situation.

[source: [http:// www.orglesentials/goalsmethods](http://www.orglesentials/goalsmethods) learn cent pop.html]

We can find various differences between teacher-centered techniques and student-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 listen to the teacher and observe the teachers' activity. Unlike the teacher-centered techniques, student-centered techniques are such techniques on which students are more active than the teachers. Though these two techniques have different characteristics, both of these techniques can be used according to the demand of the lesson and the contents.

### **2.1.5 Novice Teachers: An Introduction**

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 Tsui (2003,p.4) ,“The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching”. Those teachers who have just started their profession as teaching find themselves or even confused about the classroom dynamics and unclear student differences.

Roehrig (2002,p.13) wrote that for many new teachers, their first three years are probably the most stressful times in their teaching careers. Working in a new environment, examining old beliefs, working with an unfamiliar population, and trying to manage a level of confidence at times may seem like an endless task. Historically, these concerns tend to be quite universal. Regardless of the nature of the challenges, beginning teachers tend to have more classroom related problems than teachers who have been teaching for longer periods of time. New teachers face many different challenges. Some of them according to (Tickle, 2000) are: the fullness and complexity of new responsibilities, handling different curriculum context, getting a know resources, facing aspects of teaching which were never dealt with in training and new school situation and organizational features.

That is why it is so critical for teachers training institutions and school districts to provide the necessary resources for the new teachers to become effective and successful. Teacher



induction programme for new teachers are the tools to slow new teacher turnover. Induction is the support and guidance provided to novice teachers and school administrators in the early stages of their careers. Similarly, Tickle (2000,p.2) defines induction as:

A process in which the capital already vested in new entrants by the time they become teachers can be extended by way of systematic and sensitive provision for their further professional development,in accord with the need for transformative and dynamic dispositions towards educating which they will need to share more seasoned colleagues.

Every professional has to start his career somewhere in life. These professionals learn from their early mistake 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.

### **2.1.6 Difference 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.

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 discover teacher with little or no teaching experience. They are either student teachers or teachers in their first years of teaching”. We can say that expert teachers can teach the students better than novice teachers. In other 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.

## **2.2 Review of Empirical Literature**

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Some of the previous research works that facilitate my research work have been reviewed here:

Sharma (2000) conducted an experimental research on the ‘‘Effectiveness of The Role Play Techniques in Teaching Communicative Function: A practical study.’’ The objective of the study was to find out the effectiveness of role play techniques in teaching communicative functions. The researcher used both primary and secondary sources for data collection. The sample of the study was confined to 84 students of grade ten from a school at Kapilvastu district. He used test items as a research tool of data collection to measure the proficiency level of the students. The finding showed that role play techniques play important role in teaching communicative functions.

Pandey(2004) carried out a research on ‘‘The Effectiveness of Project Work Techniques in Developing Writing Skill: A Practical Study’’. The objectives of the study were 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 objective of the study. The population of the study was confined to 26 students B.Ed. first year studying in NeelkhanthaCampusDhading. The main tool for the collection of data was a test item. The findings of the study were that the use of project techniques in classroom teaching was found slightly more effective than conventional teaching.

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

Khadka (2010) conducted a research entitled “Classroom Performance of Trained Teachers at Secondary Level”. The aims of this study were to find out the classroom performance of trained teachers of English regarding Students’ motivation, presentation in the class, methods and techniques used in classroom, evaluation of the students and to find out the teachers’ perception towards teacher training. He selected 20 secondary level English teachers using purposive non-random judgmental sampling procedure as sample of this study. He administered classroom behavior and practice of those selected teachers. The findings of this study showed that trained teachers weren’t implementing what they had learnt from the training in actual classroom.

Kafle (2011) carried out an experimental research on “Effectiveness of Discovery Techniques in Teaching Causative and Modal Verbs”. The objective of this study was to find out the effectiveness of discovery technique for teaching causative and modal verbs. He used both primary and secondary sources for data collection. He selected 40 students of grade ix studying at Panchakanya Higher secondary school of Syangja district using purposive non-random sampling procedure. The main tool of data collection was test items. The findings of the study showed that discovery technique was relatively more effective than explanation technique.

Pathak, (2011), conducted research entitled “Teachers’ Perception on Student-centered Techniques”. The major objectives of the research study were to find out the perception

of the teachers towards student-centered techniques. It was done through purposive non-random sampling. He used questionnaire as data collection tool for the study. The conclusion of the study was lack of teaching skills, lack of enough time, sufficient teaching materials and large numbers of classes are most affective factors to use student-centered techniques in Nepal.

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

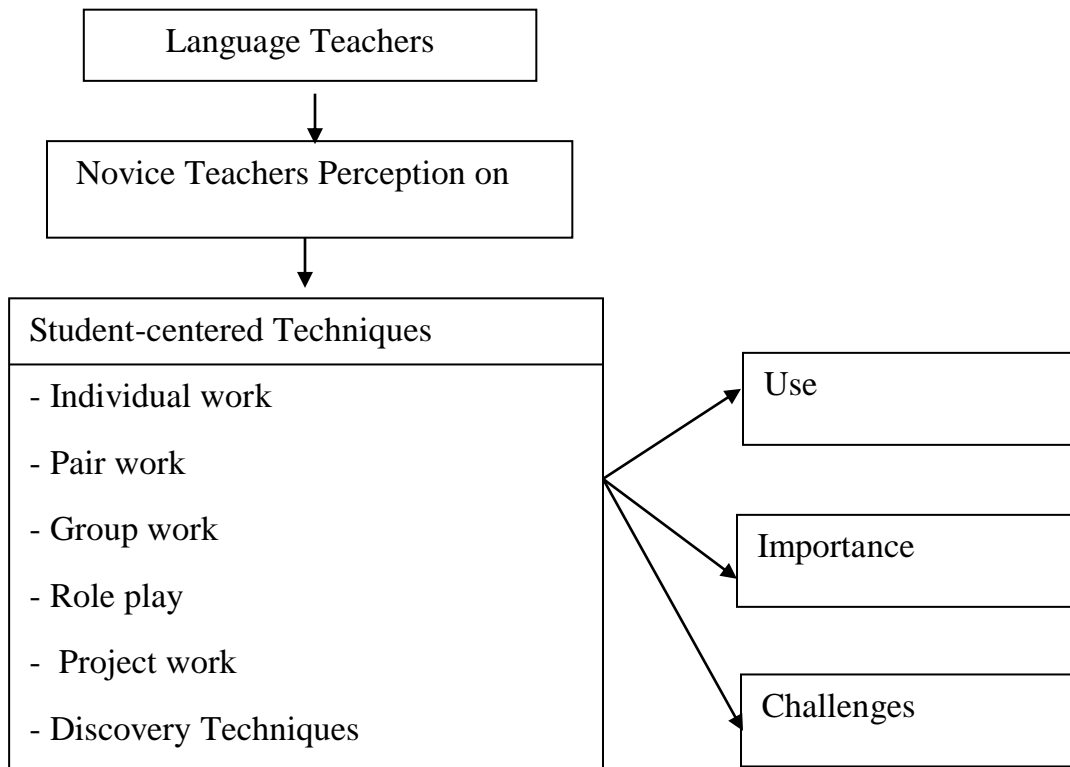
### **2.3 Implications of the Review for the Study**

Altogether six 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 works. I got many ideas about the student-centered techniques: I came to know the basic ideas of student-centered techniques. After reviewing Sharma (2002), I came to know about the effectiveness of role play techniques in teaching communicative functions. Similarly, after reviewing Pandey (2004) works, I came to know about the effectiveness of project work techniques in developing writing skills. Likewise, Baniya (2009) carried out a research entitled 'Teaching Techniques used by English teachers which helped me a lot to develop insights into my study. Similarly after reviewing Khadka's research, I came to know about trained teachers and their classroom performance. After reviewing Kafley's work, I came to know the effectiveness of discovery techniques in teaching Causative and model verbs.

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 the data.

## 2.4 Conceptual Framework

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 survey research design. 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 investigation through and small scale studies carried out by a single researcher. The purpose of survey research generally to obtain a snapshot of condition, attitudes and events at a single point of time (as cited in Nunan, 1992, p.140)

We can use survey research 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. As research is a systematic process of investigating ideas, we can't 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**

Defining objectives is the first and most important thing in any research design. In order to carry out any type of research works, 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: teachers, students.

### **Step 3: Literature review**

Under this step related literature should be reviewed. It helps to know about what others 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 kinds of sampling procedure we are going to use to select those study population. For example: 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, etc.

### **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 tool 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.

A survey consists of a predetermined set of questions that is given to a sample. With a representative sample, that is, one that is representative of the large population of interest, one can describe the attitudes of the population from which the sample was drawn. Further, one can compare the attitudes of different populations as well as look for change in attitudes over time. The researcher used survey research to obtain snapshot of conditions, attitudes and events at a single point of time.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study was secondary level novice English teachers of Dang district. The sample population were thirty novice English teachers. The teachers were selected by using purposive non-random sampling procedure.

### **3.3 Research Tools**

The research tools of this study were questionnaire. I used both close and open ended questions in order to find out secondary level English teachers' perceptions towards the use of student-centered techniques. There were altogether twentyfive questions, where most of the close-ended questions were to be answered with four alternatives as; strongly agree, agree, disagree and strongly disagree.

### **3.4 Sources of Data**



I have used both sources of data i.e. primary and secondary. The primary sources of this research were secondary level novice English teachers.

Similarly, the secondary sources of data were various books and theses like Baniya(2009), Cross(1982), Gibbs(1995), Harmer(2003), Kafle(2011), Khadka (2010), Richards (2010), Richards&Rodgers(2009), Tsui(2003), Ur(1996), Nunan(1992), Pandey(2004), Tickle(2000)

### **3.5 Data Collection Procedures**

To collect the required data, I visited the purposively selected schools. Then, I got permission from the administration to consult English language teachers and I established rapport with the concerned teachers. I explained them about the purpose of my study. After clarifying of the purpose and getting approval, 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 Procedures**

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

### **3.7 Ethical Considerations**

Ethical consideration is one of the most valuable ornament that a researcher should follow while conducting his research work. To accomplish my research work I have considered the following ethics:

- Approval from the higher authority.
- Clarifying the purpose of the research.
- Sound rapport with the respondents.
- Citation and acknowledgement.
- Confidentiality to the participants.

- Not manipulating data, and omitting negative findings.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter mainly concerns with the analysis and interpretations of the data. Data collected from the participants through the questionnaires, were analyzed and interpreted to explore the novice teachers' perceptions on the use of student centered techniques. While carrying out research, I collected required data from thirty respondents. In this study, respondents were selected by using purposive non-random sampling procedures. The questionnaire was used as a main tool of data collection in which both close-ended and open-ended questions were used. The teachers responded accordingly, too.

#### **4.1 Analysis and Interpretation of Data**

This section is mainly concerned with the analysis and interpretation of the data. The collected data from the 30 novice teachers were presented, analyzed and interpreted in order to find out secondary level English teachers perceptions on the use of student-centered techniques. The in-depth analysis of the data has been presented in the sub-sections:

##### **4.1.1 Novice Teachers Preference on Teaching Techniques**

To find out novice teachers preference on teaching techniques, the respondents were given a question which was related to teaching techniques preferred in 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 presented in table 1.

**Table 1**

**Preference on Teaching Techniques**

S.N	Teaching techniques	Responses	
		No.	%
1.	Teacher-centered techniques	3	10%
2.	Student-centered techniques	27	90%

The table 1 shows that out of 30 novice teachers 10% prefer to use teacher-centered techniques whereas 90% of them prefer to use student-centered techniques. This shows that the majority of novice teachers (i.e. 90%) preferred student-centered techniques in their ELT classroom. The teachers who preferred to use teacher-centered techniques believed that they can control the class easily and they can give focus on the contents. On the other hand the respondents who preferred to use student-centered techniques believed that teaching becomes more effective and students become active and motivated while using student-centered techniques. This techniques increase students' talking time and students get enough time to communicate with each other which makes teaching interesting and fun. Table one show that majority of the teachers preferred to use student-centered techniques rather than teacher-centered techniques.

**4.1.2 Perception of Novice Teachers on the Advantages of Student- Centered Techniques**

To find out novice teachers' perceptions towards the advantages of the student-centered techniques, the respondents were given five questions related to it. Questions were to be

answered with four alternatives as; strongly agree, agree, strongly disagree and disagree. The responses obtained from the respondents are presented in table 2.

**Table2**

**Perceptions on the Advantages of Student-centered Techniques**

S.N	Statements	Responses							
		Strongly agree		Agree		Strongly Disagree		Disagree	
		No	%	No	%	No	%	No	%
1.	Increases students motivation	21	70	6	20	-	-	3	10
2.	Increases communicative competence on learners	27	90	3	10	-	-	-	-
3.	Increases student talking time	27	90	3	10	-	-	-	-
4.	Increases risk taking behavior among students	6	20	15	50	-	-	9	30
5.	Increases co-operation	15	50	15	50	-	-	-	-

There were five questions related to the advantages of student-centered techniques. In table 2 the first statement, i.e. student-centered technique increase students' motivation was aimed to find out novice teachers' perceptions toward the significance impact on the Ss motivation. Table 2 shows that out of 30 respondents 70% were strongly agreed, 20% were agreed whereas 10% of them were disagreed that student-centered techniques increase students' motivation. The respondents who were agreed that student-centered techniques increase motivation believed that in student-centered techniques learner play dominant role and they are more active in learning process. Students are given a lot of task to perform, so they are motivated to learn. On the other hand, the respondents who disagreed believed that in student-centered techniques classroom becomes noisier and students go out of the topic.

Similarly on second statement out of 30 respondents 90% were strongly agreed and 10% were agreed that student-centered techniques increase communicative competence on learners. Table two shows that novice teachers believed that student-centered techniques increase communicative competence on learners.

Likewise, on third statement, majority of the respondents i.e. 90% were strongly agreed and 3 respondents i.e. 10% were agreed that student-centered technique increase student talking time. It shows that novice teachers believed that student-centered techniques increase student talking time.

Similarly, on the fourth statement out of 30 respondents 20% were strongly agreed, 50% of them were agreed and 30% were disagreed that student-centered techniques increase risk taking behavior among students. It showed that majority of the teachers' i.e. 70% believed that it increases risk-taking behavior among students.

Likewise, on the fifth statement out of 30 respondents 50% were strongly agreed and 50% were agreed that student centered techniques increase cooperation among students. On the basis of the data, it was found that majority of the novice teachers are aware of the advantages of student-centered technique. They believed that student-centered technique brings positive changes inside the classroom.

#### **4.1.3 Preference of Student-centered Technique in Language Classroom**

The statement on this topic was intended to obtain respondents' response towards the preference of student-centered techniques. The responses obtained from the sample has presented in table three.

**Table3**

**Preferences of Student-centered Technique in Language Classroom**

S.N	Technique	Responses	
		No	%
1.	Individual work	3	10
2.	Pair work	3	10
3.	Group work	24	80
4.	Project work	-	-

The table 3 shows that out of 30 respondents 10% of novice teachers prefer individual work, 10% of them prefer pair work and 80% of them prefer to use group work technique in language classroom. There were no respondents who prefer to use project work technique. On the basis of the data, it was found that majority of the novice teachers (i.e. 80%) prefer to use group work technique. Group work is one of the important techniques to develop communicative aspects of language in students which provides learners much exposure to a range of language items and language functions.

**4.1.4 Perception on Discovery Technique**

The statement on this topic was intended to obtain novice teachers' perceptions on one of the student-centered technique i.e. discovery technique. Discovery technique is one of the good techniques to teach grammar. The responses obtained from the respondents are presented in table 4.



**Table 4**  
**Perceptions on Discovery Technique**

S.N	Statement	Responses							
		Strongly agree		Agree		Strongly Disagree		Disagree	
		No	%	No	%	No	%	No	%
1.	Discovery technique as a good technique to teach grammar	27	90	3	10	-	-	-	-

Table 4 shows that out of 30 respondents 90% of novice teachers were strongly agreed and 10% were agreed that discovery technique is one of the good techniques to teach grammar. It is the technique where the students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them. So it is one of the good techniques to teach grammar. On the basis of the data it was found that novice teachers have good perception on discovery techniques to teach grammar.

#### 4.1.5 Perceptions on Role Play Technique

The statement on this topic was intended to find out novice teachers' perception on role play technique. Role play is one of the student-centered techniques which provides the learners opportunity to speak English in the classroom. The responses obtained from the respondents are presented in table 5.

**Table 5**  
**Perceptions on Role Play Technique**

S.N	Statements	Responses							
		Strongly agree		Agree		Strongly Disagree		Disagree	
		No	%	No	%	No	%	No	%
1.	Role play as a opportunity to speak English in the class.	30	100	-	-	-	-	-	-

The above table shows that 30 respondents out of 30, i.e. 100% of novice teachers were strongly agreed that role play gives learners more opportunity to speak English in the classroom. Role play is a classroom activity which gives the students an opportunity to practice the language, the aspect of role behavior, and the actual role may need outside the classroom. It is an ideal vehicle for developing fluency and one of the best techniques which give learners more opportunity to speak English.

#### 4.1.6 Perceptions on Teachers' Role Inside the Classroom

Teachers play different role inside the classroom, such as motivator, dictator, facilitator etc. The statement in this topic was intended to obtain response towards the role of teachers inside the classroom. There were three statements which were related to the role of the teachers and the responses obtained from them have been presented in the table 6.

**Table 6**

#### Perceptions on Teachers Role Inside the Classroom

S.N	Statements	Responses							
		Strongly agree		Agree		Strongly Disagree		Disagree	
		No	%	No	%	No	%	No	%
1.	as a motivator	30	100	-	-	-	-	-	-
2.	taking students age, need, interest into account	18	60	-	-	-	-	12	40
3.	Encouraging learners to practice themselves	15	50	-	-	-	-	15	50

There were three questions related to the role of the teachers inside the classroom. On the first statement, out of 30 respondents i.e. 100% of novice teachers were strongly agreed that teachers should motivate students in teaching learning process. It shows that all the

novice teachers believed that teachers should perform the role of motivator inside the classroom.

Likewise on the second statement out of 30 respondents 60% of them strongly agreed and 40% of them were disagreed that teachers should take students age, need and interest into account while teaching. The respondents who were agreed believed that if the teachers take students age, need, and interest into account while teaching , they can give individual care and attention according to their need and interest which brings good results in teaching and learning. On the other hand who were disagreed on the statement believed that it is really difficult to give individual attention to students' background where the number of students is high in the classroom. It shows that majority of the teachers believed that teachers should take students age, interest and need into account while teaching. On the other hand 40% of them were disagreed on the same statement.

Similarly, on the third statement out of 30 respondents 50% were strongly agreed and 50% were disagreed that teachers should let students practice themselves. This shows that 50% of novice teachers are in favor of learner autonomy whereas 50% of them don't think that teachers should let students practice themselves.

#### **4.1.7 Perceptions on Teachers Self-confidence**

Teachers' self-confidence plays very crucial role to make teaching and learning effective. To take the view of the teachers on their self-confidence, they were given the statement and their responses have been presented in table 7.

**Table 7**

**Perceptions on Teachers Self-confidence**

S.N	Statements	Responses							
		Strongly agree		Agree		Strongly Disagree		Disagree	
		No	%	No	%	No	%	No	%
1.	Teachers feel self-confident while using student-centered techniques	6	20	21	70	-	-	3	10

Table 7 shows that out of 30 respondents, 20% novice teachers feel self-confident while using student-centered technique. Likewise 21 respondents, i.e. 70% were agreed and 10% disagreed that they feel confident while using student-centered techniques. It shows that majority of the teachers feel self-confident while using student-centered techniques. On the other hand there are some teachers who don't feel confident while using this technique.

**4.1.8 Perceptions on Roles Performed by Teachers in Student-Centered Techniques**

Teachers play different roles inside the classroom. They have to be aware of their changing roles according to the time. To find out novice teachers perceptions on the role performed by teachers in student-centered techniques, they were given the statement and their responses are presented in table 8.

**Table 8**  
**Perceptions on Teachers Roles**

S.N.	Roles	Responses							
		Strongly agree		Agree		Strongly Disagree		Disagree	
		No	%	No	%	No	%	No	%
1.	Controller	-	-	-	-	-	-	-	-
2.	Facilitator	30	100	-	-	-	-	-	-
3.	dictator	-	-	-	-	-	-	-	-

Table 8 shows that out of 30 respondents 100% novice teachers were strongly agreed that the teachers perform the role of facilitator in student-centered technique. From the above table it was found that although novice teachers are new in the field of teaching they are aware of the changing role of the teachers.

#### **4.1.9 Perceptions on Project Work**

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. The respondents were given a statement to find out novice teachers' perception on project work and the responses are presented in table 9.

**Table 9**  
**Perceptions on Project Work**

S.N	Statements	Responses							
		Strongly agree		Agree		Strongly Disagree		Disagree	
		No	%	No	%	No	%	No	%
1.	Project work as a authentic learning activities	6	20	24	80	-	-	-	-

Table 9 shows that out of 30 respondents 20% of the novice teachers were strongly agreed and 80% of them were agreed that project work is built upon authentic learning activities that engage students' interest and motivation. It shows that they have positive attitude towards project work technique.

#### 4.1.10 Preference of Evaluation Technique in Language Classroom

The respondents were given a statement which was related to evaluation techniques preferred in the language classroom. The aim of the statement was to explore evaluation technique preferred by secondary level English language novice teachers. The responses obtained from the respondents are presented in table ten.

**Table 10**

**Preference of Evaluation Techniques in Language Classroom**

S.N	Technique	Responses	
		No	%
1.	Teacher correction	6	20
2.	Pair correction	9	30
3.	Student self-correction	15	50

Table 9 shows that out of 30 respondents 20% of the novice teachers prefer to use teacher correction. Likewise, 30% of them prefer to use pair correction and 15 respondents i.e. 50% of them prefer to use student self correction as a evaluation technique in language classroom. This shows that majority of the teachers (i.e.50%) prefer to use student self correction. The respondents who preferred to use teacher correction believed that if the students are corrected by the teachers they get correct answers and they can go to the right way of learning. Similarly, the respondents who prefer to use pair correction as a evaluation technique believed that if the students are encouraged to use pair correction,

they engage in interaction to each other which develops communicative ability and the feeling of co-operation among them. In the same way, the respondents who preferred to use student self-correction as evaluation technique believed that if the students are asked to correct themselves they become more active and learn faster.

#### 4.1.11 Preference of Using Student-centered Techniques

Student-centered techniques can be used to teach different grammatical items, vocabulary and language functions. Some prefer to use student-centered techniques while teaching language functions whereas others prefer to use it while teaching vocabulary. The statement in this topic was intended to obtain respondents' response towards the preference of using student-centered techniques. The response obtained from the sample has presented in table eleven.

**Table 11**

#### **Preference of Using Student-centered Techniques**

S.N	Technique	Responses	
		No	%
1.	Teaching vocabulary	6	20
2.	Teaching grammar	6	20
3.	Teaching language function	18	60

Table 11 shows that out of 30 respondents 20% of novice teachers prefer to use student centered technique while teaching vocabulary. Likewise, 20% of them prefer to use student-centered technique while teaching grammar and 60% of them prefer to use this technique while teaching language function.

On the basis of data, it was found that majority of the novice teachers i.e.60% prefer to use student-centered technique while teaching language function.





#### 4.1.12. Challenges of Using Student-centered Techniques

There are many challenges teachers have to face while using student-centered techniques. The statement in this topic was intended to obtain respondents response towards the challenges of using student-centered techniques. The responses obtained from the respondents has presented in table twelve.

**Table 12**  
**Challenges of Using Student-centered Techniques**

S.N	Statements	Responses							
		Strongly agree		Agree		Strongly Disagree		Disagree	
		No	%	No	%	No	%	No	%
1.	Classroom size	18	60	12	40	-	-	-	-
2.	Availability of teaching-learning materials	30	100						

Table 12 shows that in the first statement i.e. classroom size affects to use student-centered technique 60% of novice teachers were strongly agreed and 40% were agreed.

Likewise in the second statement, out of 30 respondents 100% were strongly agreed that availability of teaching learning materials affects to use student-centered techniques.

Majority of the novice teachers viewed that if there are not sufficient teaching materials, teaching learning can't be effective. According to them lack of physical facility, lack of enough time and teaching materials, lack of sufficient training on student-centered techniques, lack of training on the application of student-centered techniques, number of students in the classroom, and old fashioned concepts of teachers are the major problems and challenges that hinder while practicing student-centered techniques in English language teaching. On the basis of the data, it was found that there are lots of challenges which affect to use student-centered techniques.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

Under this chapter, findings, conclusion and recommendations of the study are included.

#### 5.1. Findings

The research entitled “Novice Teachers Perceptions on the Use of Student-centered Techniques” is an attempt to find out novice teachers perceptions, believes, and views on the use of student-centered techniques, which creates positive learning environment by giving the learner autonomy and freedom to the students. The key findings consistent with the objectives are: though novice teachers are new in the field of teaching they have good and positive understanding on the use of student centered techniques. Student-centered techniques mainly focuses on the individual characteristics of the learners. Teachers function as the facilitator or as a guide. These techniques emphasize learner activity rather than passivity, process and competence, rather than content; where the key decisions about learning are made by the student through negotiation with the teacher.

The focus of the study was to find out the novice teachers perception toward student-centered techniques. Beside the major findings of the research, there are other sub-findings which are derived after analysis and interpretation of the data i.e. as follows:

- The majority of the respondents (i.e. 90%) prefer to use student-centered technique.
- Majority of the teachers (i.e. 80%) believed on the group work techniques among the students to discuss different learning contents. Similarly, few respondents (i.e.10%) of them believed on pair work and individualwork techniques.
- Majority of the novice teachers (i.e.70%)believed that student-centered technique increases student motivation.From the analysis of the data collected by novice teachers it is proved that majority of the novice teachers were aware of the advantages of student-centered techniques.

- In the same way, majority of the respondents (i.e.90%)strongly agreed to the statement that discovery technique is one of the good techniqueto teach grammar. It is the technique where students are given the examples of language and told to find out how they work to discover the grammar rules rather than they told them.
- In the same way, all the respondents (i.e.100%) believed that role play gives learners more opportunity to speak in the class.
- Majority of the teachers (i.e.70%) agreed that student-centered technique increases risk taking behavior among students.
- All the novice teachers strongly agreed that teachers should motivate students in teaching learning process. Likewise, majority of them (i.e. 60%) strongly agreed and (40%) agreed that teachers should take students age, need, interest in account while teaching.
- All the respondents (i.e.100%) strongly agreed that teachers perform the role of the facilitator in student-centered technique.
- Majority of the teachers (i.e.20%) strongly agreed and (70%) agreed that teachers feel self-confident while using student-centered technique. Likewise (10%) of them disagreed on the above expression. It means there are some teachers who don't feel confident while using student-centered techniques.
- Similarly, all the respondents have positive attitude towardsproject work technique. They were strongly agreed that project work is built upon authentic learning activities that engage students' interest and motivation.
- Likewise, half of the teachers (i.e, 50%) were in favorof using student self correction as a evaluation technique. It means they wanted to give learners opportunity to improve their mistakes themselves. Similarly (30%) of them preferred to use pair correction and 20% of them prefer to use teacher correction as evaluation technique in language classroom.
- Similarly, majority of the respondents (i.e.60%)preferred to use student centered technique while teaching language functions and (20%)of them prefer to use it

while teaching grammar and next(20%)preferred to use student-centered technique while teaching vocabulary.

- All the respondents believed that there are many challenges teacher have to face while using student-centered techniques.All the novice teachers agreed that availability of teaching learning materials and classroom size influences the application of student-centered technique.
- 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 materials and lack of teacher training for novice teachers in student-centered techniques, it is difficult to implement student-centered techniques in the classroom.

## **5.2. Conclusion**

The research entitled ‘Novice Teachers’ Perceptions on the Use of Student-centered techniques’ is an attempt to explore the novice teachers’ perceptions on student-centered techniques that help to understand the nature of teaching learning. This research is based on the survey research design. The questionnaire was the main tool of the primary source of data collection where 25 questions were included. By the responses of the respondents, findings of the research question have been drawn. From the interpretation of the data, it can be concluded that though novice teachers have less teaching experiences and are new in teaching field, they have positive attitude towards student-centered technique. Majority of the novice teachers are aware of the advantages of the student-centered techniques which emphasizes the student and her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirement. Majority of the novice teachers (i.e.90%) preferred to use student-centered techniques in language classroom. On the other hand there are some teachers who still prefer to use teacher-centered techniques. Lack of competent human resources, lack of teaching time and teaching materials, lack of sufficient training on student-centered techniques are some of the major challenges that hinder while practicing student-centered

techniques in English language classroom. In this way the present study has been presented in this form. The title, statement of the problem, objectives, research question, conceptual framework, tools, data collection and interpretation and findings as key components of the research have been explored.

### **5.3 Recommendations**

This study is beneficial for novice teachers to practice student centered techniques in their ELT classroom. It is not only significant for novice teachers but also researchers for their further research. As the findings showed that there are various challenges such as lack of trainings on student-centered techniques, lack of teaching materials, number of students in the class, classroom size, lack of workshop, seminars which hinders on the proper application of student-centered techniques. From the findings of the study, I would like to suggest few recommendations to the policy makers, practitioners and further researchers.

#### **5.3.1 Policy Related**

As teachers and learners play vital role in learning process. It is directly and indirectly influenced by the policy made by government. Thus, to improve and bring newness in the field of language teaching most importantly in case of teaching techniques, I would like to point out some of recommendations at the policy level as follows:.

- Teacher training on the implemental aspects of student-centered techniques should be conducted regularly.
- Different types of short-term and long term trainings should be provided to the novice teachers for updating themselves with the new child-friendly teaching techniques.
- It is important to organize workshop, seminar, and discussion programs for the novice teachers to share their ideas, problems and possible ways to

overcome from such problems and to develop the dimensions of teaching techniques.

- 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.
- Policy makers should formulate policy regarding the easily availability of teaching materials, school management, physical aspect of the classroom, teaching methods and evaluation.

### **5.3.2 Practice Related**

The main recommendations of the study at this level areas follows:

- It needs to provide sufficient teaching materials and aids to fulfill the objectives of teaching.
- Teachers can encourage the learners to maximize their regular involvement in classroom activities through game, project work and other creative tasks.
- Library, audio-video aids etc. help the learners to make their learning effective and lively so school and teacher should provide such environment as per the necessity.
- Finally, most of the teachers were in favor of the learner-centered techniques for effective language teaching so enough time should be provided for conducting student-centered activities in the classroom.

### **5.3.3 Further Research Related**

The present research work will be very beneficial for those who want to carry out further research in similar research.

- It will be valuable secondary source for them.
- It will help to find out the new research areas.
- The further researcher can explore the changing role of the teachers and learners in ELT classroom.
- They can compare the knowledge of novice and experienced teachers by carrying out similar research.

**Appendix I**

**Participant Consent Form**

**Faculty of Education, Tribhuvan University**

**Department of English Education**

**Kirtipur, Kathmandu, Nepal**

**Supervisor: Mr.ReshamAcharya**

**Novice Teachers’ Perceptions on the Use of Student**

**Centered Techniques**

I .....,..... agree to take part in this research study. In giving my consent, I state that:

I understood the purpose of study, what I will be asked to do, and any risks/ benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
2. I have got any answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsory.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others to my permission, except as required by law.

I consent to:

Completing required questionnaire: a) Yes b) No

Name:.....

Date:

Signature: .....



## Appendix II

**Thesis Supervisor**

**Mr. Resham Acharya**

**Assistant Lecturer**

**Kathmandu, Nepal**

**Faculty of Education**

**Department of English Education**

**T.U. Kirtipur**

### **Novice Teachers' Perceptions on the Use of Student-centered Techniques**

#### **1. What is this study about?**

You are requested to take part in a research entitled **Novice Teachers' Perception on the Use of Student-centered Techniques** that aims to find out the novice teachers' perceptions on the use of student-centered techniques. You are requested to participate in this study because I am interested in finding out the perceptions of novice teachers' perceptions on the use of student-centered techniques. Your responses will be helpful to find out the perceptions on student-centered techniques.

This participant information statement helps you to inform you to know about the research study. Knowing what is involved will help you decide if you want to talk part in the very research. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about the study.

Participation in this research is voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling me that you:

- Understand what you have read.
- Agree to take part in the study as outlined below.
- Agree to the use of your personal information as described.

You will be given a copy of this participant information to keep.

**2. Who is carrying out this study?**

The study is being carried out by **Ms. Tirshana Devkota**, as the Master of Education in English, Tribhuvan University of Kathmandu. This study will take place under the supervision of Mr. **Resham Acharya**, Assistant lecturer, Department of English Education, T.U. Kirtipur, Kathmandu.

**3. What will the study involve for me?**

This study involves completing a set of questionnaire. The questionnaire consists of 25 questions consisting both open and close-ended questions which are related to find out novice teachers perceptions on the use of student-centered techniques.

**4. How much of my time will the study take?**

It will take about one hour to complete the questionnaire.

**5. Who can take part in the study?**

All the novice English teachers who are involved in teaching in Dang district.

**6. Do I have to be in the study? Can I withdraw from the study once I have started?**

Participation in this study is completely voluntarily. Your participation in this study will not harm in your career and future. It will help to understand about the student-centered techniques. If you decide to withdraw from study you are free. But submitting your complete questionnaire is your consent to participate in the study.

**7. Are there any risks or costs associated with being in the study?**

Beside your time investing to response questionnaire, there will not be any risks or costs associated with taking part in this study.

**8. Are there any benefits associated with being in this study?**

The study will help you understand about the student-centered techniques. You can be more familiar with the various teaching methods used in ELT classroom. Furthermore, the study about student-centered techniques will help you to know the child-friendly teaching techniques.

**9. What will happen to information about me that is collected during the study?**

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/ information will be kept strictly confidential, except as required by law. Findings of the study may be published, but you will not be individually identifiable in the publication.

**10. Can I tell other people about the study?**

Yes, you are welcome to tell other people about the study.

**11. What if I would like to know further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact **Ms. TirshanaDevkota**. (Email: [tirsana123@gmail.com](mailto:tirsana123@gmail.com))

**12. Will I be told the result of the study?**

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education, T.U., Kirtipur, Kathmandu.

**13. What if I have a complaint or any concerns about the study?**

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education, Kirtipur, Kathmandu.

### Appendix III

#### Questionnaire to the English Teachers

Dear Sir/Madam

This questionnaire is a part of my research study entitled “**Novice teachers’ Perception on The Use of Student-Centered Techniques**” under the supervision of **Mr. Resham Acharya** 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 the responses made by you will be exclusively used confidently only for present purpose.

Thank You

Researcher

Tirshana Devkota

Name of the Teacher:

Date:

Name of the school:

1. Which teaching techniques do you prefer in language classroom?  
a. Teacher-centered techniques      b. Student-centered techniques  
If so, why? .....  
.....
2. Student-centered techniques increase students' motivation?  
a. Strongly agree      b. agree      c. strongly disagree      d. disagree  
If so, how? .....  
.....
3. Student-centered techniques increase communicative competence on learners?  
a. Strongly agree      b. agree      c. strongly disagree      d. disagree
4. Student-centered techniques increase student-talking time?  
a. Strongly agree      b. agree      c. strongly disagree      d. disagree
5. Use of student-centered techniques increase risk taking behavior among students?  
a. Strongly agree      b. agree      c. strongly disagree      d. disagree
6. Learner actively take part in learning while using student-centered techniques?  
a. Strongly agree      b. agree      c. strongly disagree      d. disagree
7. Student-centered techniques increase co-operation among students?  
a. Strongly agree      b. agree      c. strongly disagree      d. disagree
8. Which one of the following techniques do you prefer in language classroom?  
a. individual work      b. pair work      c. group work      d. project work
9. Discovery technique is one of the good techniques to teach grammar?  
a. Strongly agree      b. agree      c. strongly disagree      d. disagree

10. Involving students in role play can increase confidence in students?  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree
11. Role play gives learners more opportunities to speak English in the class?  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree
12. The teacher should motivate the students in the process of teaching and learning.  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree
13. Teachers should let the students practice themselves.  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree
14. The teacher should take students' age, need, interest, linguistic background etc. into account while teaching.  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree  
 If so, why? .....  
 .....
15. Teachers feel self-confidence while using student-centered techniques?  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree
16. Whose role do you think is the most important in student-centered techniques in the language classroom?  
 a. Teachers    b. students'    c. administration
17. Which of the following role is performed by teachers in student-centered techniques?  
 a. Controller    b. facilitator    c. dictator
18. Project work is built upon authentic learning activities that engage students' interest and motivation?  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree
19. Students actively take part in learning while using student-centered technique?  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree
20. Learners should be made autonomous in their learning?  
 a. Strongly agree    b. agree    c. strongly disagree    d. disagree
21. Which of the following evaluation technique do you prefer to use in language Classroom?

- a. Teacher correction    b. pair correction    c. student self correction

If so, why? .....

.....

22. When do you prefer to use student-centered technique more?

- a. while teaching vocabulary    b. while teaching grammar
- c. while teaching language functions.

23. Classroom size affects to use group work techniques?

- a. Strongly agree    b. agree    c. strongly disagree    d. disagree

24. Availability of teaching learning materials influences the application of student-centered techniques?

- a. Strongly agree    b. agree    c. strongly disagree    d. disagree

If so, how .....

.....

25. In your opinion what are other challenges which hinders in the application of student-centered techniques?

.....

.....

Thank You

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