LEARNER CENTERED TECHNIQUES USED BY SECONDARY LEVEL ENGLISH TEACHERS IN THE CLASSROOM

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Gayatri Bisural

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2022

LEARNER CENTERED TECHNIQUES USED BY SECONDARY LEVEL ENGLISH TEACHERS IN THE CLASSROOM

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Gayatri Bisural

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2022

T.U. Regd. No.: 9-2-643-21-2010   Date of Approval of Thesis

Fourth Semester Examination   Proposal: 31/01/2022

Exam Roll No.: 7228489/073   Date of Submission: 09/03/2022

DECLARATION

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

Date: 08/03/2022   ..………………..……

Gayatri Bisural

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Gayatri Bisural** has worked and completed this thesis entitled **Learner Centered Techniques Used By Secondary Level English Teachers in the Classroom** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 09/03/2022

………………………………….

Mr. Bhim Prasad Wasti

Reader and Supervisor

Department of English Education

Faculty of Education, T.U. Kritipur,

Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from following **Research Guidance Committee.**

Signature

Dr. Gopal Prasad Pandey   …………………...

Reader and Head   Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Mr. Bhim Prasad Wasti   …………………….

Reader   Supervisor

Department of English Education

Tribhuvan University, Kirtipur

Dr. Hari Maya Sharma   …………………….

Department of English Education   Member

Tribhuvan University, Kirtipur

Date: 22/02/2022

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

Signature

Dr. Gopal Prasad Pandey   ………………….…...

Reader and Head   Chairperson

Department English Education

Tribhuvan University, Kirtipur

Dr. Binod Luitel   ………………….

Professor (English Education)   Expert

Research Center for Educational Innovation

& Development (CERID)

Tribhuvan University

Mr. Bhim Prasad Wasti   ……………………

Reader   Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 09/03/2022

DEDICATION

Dedicated to my parents

for the exceptional love, endless support and sacrifices.

ACKNOWLEDGEMENTS

ABSTRACT

The present study entitled **Learner Centered Techniques Used by Secondary Level English Teachers in the Classroom** is an attempt to identify and find out learner-centered techniques used in teaching language skills and aspects by secondary level teachers of English and suggests some pedagogical implications. In order to collect the data, the primary and secondary sources were used. Ten teachers of English and fifty students of grade IX and X at secondary school of Dhading district were involved as informants in this study. The main tools for data collection were observation check-list and interview. The teachers were requested to permit to observe their classroom teaching and students were interviewed. The raw data obtained from them were analyzed and interpreted descriptively. After analysis and interpretation of the data, it was found that teachers used learner-centered techniques like pair work, group work, discussions and pictures as supplementary materials.

This thesis consist of five chapters. Each chapter is an important of this study. The first chapter deals with the introduction of the study which consists of background of the study, statement of problem, objectives if the study, research 'questions, significance of the problem, delimitation of the study and operational definitions of key terms. Similarly, the second chapter consists of review of theoretical as well as empirical literature and implications for the study: more importantly, it includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study which cover design and method of the study, population sample and sampling strategy, research tools, source of data, data collection procedure, data analysis procedure and ethical considerations. Then, the fourth chapter deals with the analysis and interpretations of data. Finally, fifth chapter deals with findings, conclusion of the study and recommendations of the study.

TABLE OF CONTENTS

ABBREVIATIONS

ELTM	-	English Language Teaching Methodology
Prof.	-	Professor
S.R.	-	Students' Response
T.U.	-	Tribhuvan University
T_1	-	Teacher No. 1

CHAPTER ONE

INTRODUCTION

This study entitled **Learner Centered Techniques Secondary Level English Teachers** tries to explore the different learner centered techniques**.** This chapter includes general background, statement of problem, objectives and significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

In the age of "globalism" we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English (Abousenna, 1995). Over the last decades, English has become the most important foreign language in the word. As a tool of international communication, English is used in some aspects of life; science, commerce, advertising, diplomacy and transmitting advanced technology. The status of English on the international level is a major factor that contributes to the increase in the importance of English in Nepal. As a matter of fact, English has become an important asset for anyone seeking employment in business, industry or technology in Nepal.

Speaking is the most fundamental for language skill. Poonpon (2017) studying English does not only mean focusing on syntactic accuracy or grammar. Instead, it means giving opportunities to learners to use English in real life contexts. Furthermore, Brown (2007) defined speaking as a process that implies meaning, interaction and therefore communication. The context takes an important role in the interchange since it helps the participants understand the message by paying attention to the physical environment, the purpose and the experiences that people possess.

Learners are workers. They are deeply interested in observing many types of works because they want to search new things. Thus, no one avoids their interests and wishes. The learner-centered technique came into existence by replacing teacher-centered techniques. Its main goal is to prioritize the students' active participation in language classroom. It emphasizes the process rather than the product. The role of the teacher is as a facilitator (Richards & Rodgers, 2010).

Rogers (1983, p. 25), 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 in this "so-called educational atmosphere, students become passive, apathetic and bored". 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 learner has creative power. Creative power is breaking away from the other techniques and exploring the new techniques of learning. This emerging technique for teaching requires that learners play a more vital role. Nowadays, learner should be rich enough to meet all needs in a way that will contribute to society.

The teacher-centered techniques focused on information formats, such as lecturing, have begun to be increasingly criticized. This has paved the way for a widespread growth of "learner-centered technique" as an alternative approach. However, despite widespread use of the term Lea et al. (2003, p. 322) express the view that one of the issues with learner-centered technique is the fact that "many institutions or educators claim to be putting learner-centered technique into practice, but in reality they are not". I am impressed by their idea that is why I am going to conduct a research in order to identify whether learner-centered techniques are implemented in the real classroom by the secondary level English teachers. Learner-centered education uses interactive strategies to engage the students and develop their abilities. This educational approach helps students develop English language skills such as decision making and problem-solving, team work and presentation skills that are relevant to the current needs.

Statement of the Problem

Learner-centered technique is widely used concept in English language teaching these days. Rogers (1983, p. 188) identified the important preconditions for learner-centered a leader or person who is perceived as an authority figure in the situation is sufficiently secure within herself (himself) and in her (his) relationship to others that she (he) experiences as essential trust in the capacity of others to think for themselves, to learn for themselves. Learner-centered education creates opportunities for students to teach each other, answer their peer's questions, and present the results of their

works. Learner-centered education helps the students develop skills that will better equipped them for their professional careers. But in our ground reality students centered approach is not practiced more or in other words participated approach is not practice more. Learner are just passive participator and affect the outcome of learning.

Learner-centered education is a counseling-originated, educational psychology model, overripe for meta-analysis, that posits that positive teacher-student relationships are associated with optimal, holistic learning. It includes classical humanistic education and today's constructivist learner-centered model. Students become responsible on their own learning by giving them the chance to explore and be engaged in their own learning process.

Despite the vast research on the benefits of learner-fronted language learning and teaching, little is studied and known about the possible negative consequences of pure learner-centered language learning. It will be useful to look at the matter form a different learning motivation. This study reveals some of the facts regarding learner's autonomy. We are going to see whether there are negative points concerning giving learner's infinite amount of authority. Giving learner's too much authority would result in serious and severe problems both for learners and specifically for the teachers.

Choice in the area of the learning is emphasized by Burnard (1999), as he interprets Rogers' ideas of learner centeredness as "students might not only choose what to study but how and why that topic might be an interesting one to study" (p. 244). Therefore, this definition emphasizes the concept of learners having "choice" in their learning.

Objectives of the Study

Followings are the objectives of the study:

i. To explore learner – centered techniques used for teaching language skills and aspect by Secondary level English teacher.
ii. To suggest some pedagogical implications.

Research Questions

The following are the research questions of my study:

i. What are the learner-centered techniques used for teaching language skills and aspect by secondary level English teacher?

ii. What are the pedagogical implications?

Significance of the Study

This study will be helpful to the people who are directly and indirectly related to the profession of teaching and learning. That means, it will be useful to the teachers, students, researcher, educationists and curriculum designers. This research work will be equally significant for those who want to do further study in this field in the future. I hope that this study will give contribution to the area of English language teaching.

Delimitation of Study

The study had following limitations:

i. The area of the study was limited to Dhading district.

ii. The study was limited to five community based secondary schools.

iii. Only thirty classes of teachers and fifty students were observed and interviewed.

Definitions of Key Terms

Teaching Method: A teaching method comprises the principles and methods used by teachers to enable student learning.

Learner-centered teaching method: Learner-centered learning method is also known as student-centered learning. A learner-centered approach views learners as active agents. They bring their own knowledge, past experiences, education, and ideas - and this impacts how they take on board new information and learn.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes theoretical and empirical review of the related literature as well conceptual framework of the research .

Review of Theoretical Literature

The theoretical literature review provides insights scolarstic knowledge to the researcher as well as to develop different tools, Methodology and design. It is related to numbers of aspect that have direct or indirect relation to the research topic. Similarly, it helps the researcher to go deeper on the particular topic to find out gap between existing knowledge and the real life practices. It helps the researcher to build a theoretical framework which helps the researcher to investigate the particular problems.

Lea et al. (2003, p. 322) summarizes some of the features on learner-centered technique. The techniques are the reliance on active rather than passive learning, an emphasis on deep learning and understanding, increased responsibility and accountability on the part of the student, an increased sense of autonomy in the learner, an interdependence between teacher and learner, mutual respect within the learner teacher relationship and a reflexive approach to the teaching and learning process on the part of both teacher and learner.

Gibbs (1995) 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. Gibbs (1995, p.1) elaborates in more detail on these key decisions which he writes, "What is to be learnt, how and when it is to be learnt, with what outcome, what criteria and standards are to be used, how the judgements are made and by whom these judgments are made."

In a nutshell, from the analysis of above mentioned definitions, the principles can be drawn as the learner has full responsibility for her/his learning. Involvement and participation are necessary for learning. The relationship between learners and teacher

is more equal, promoting growth, development. The teacher becomes as a facilitator and resource person. The learner experiences confluence in his education and the learner sees himself differently as a result of the learning experience.

To summarize, learner-centered technique is effective for everlasting learning. The role of learner is to enhance active participation in the English language teaching.

Language teaching techniques

There is no road of roses to successful teaching. There are many roads-high ways and by ways and narrow lanes to reach the goal. Thus, teacher should be able to use effective techniques to make teaching interesting. There is also the level of complexity at the immediate local level, due to the specific and unique needs of the students themselves in a particular class at the particular time, and the fact that these needs change form moment to moment. Finally, the reality of educational contexts being what they are teachers must not only attempt to meet their students' learning needs, but they must also juggle other competing demands on their time and attention.

Technique is generally defined as the activities that take place during teaching learning activities. 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, stratagem, or contrivance used to accomplish an immediate objective". Generally, technique is an activity/way, which is adopted by a teacher to achieve the objectives of particular lesson. A method can be applied in the classroom by using various techniques. Therefore, techniques can also be called as classroom procedures. Mainly techniques are classified into two types. They are:

Teacher-centered techniques

The techniques in which teacher plays the dominant role are known as teacher centered techniques. While using those techniques, a teacher is found to be authoritative in the classroom. Teacher-centered techniques are more product oriented rather than process. Learners are less active whereas teacher is more active in the classroom during the application of teacher-centered techniques. There are various teacher-centered techniques. They are lecture, explanation, illustration and demonstration.

Learner-centered techniques

Learners play dominant role in learner-centered techniques. Learner-centered technique mainly focuses on the individual characteristics of the learners. They are more process oriented rather than product. The teachers function as the facilitator or as a guide. Learner-centered techniques also focus on the psychology of the learners. Learning by doing is the major principle of learner-centered techniques. Students get more opportunity to practice target language.

There are various learner-centered techniques which we are going to discuss below:

Individual work

All individuals are different. Thus, it is opposed to the concept of whole-class teaching because all students cannot learn same thing using same materials. They do not get chance to explore their own ideas. We know that all students do not learn in the same way. Some students prefer oral explanations and others may choose written form certain students want to find out new things themselves. Some students work best with their peers, their class-mates might benefit. Some students want to move from the personal attention of their teacher. A teacher can use the task for students' practice because he wants to prove that they have mastered a particular unit of study.

Richards et al. (1999, p. 147) recommend the techniques for individual work. Objectives are based on the needs of individual learners. Allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn, and the rate at which they learn. In this technique, the teacher can provide different kind of supplementary materials like, books, tapes, cassettes and so on. The teacher can also provide project work to the students. Individual learning fosters learners' autonomy.

Pair work

Pair work is one of the important learner-centered techniques which is often used in a communicative classroom. Cross (2003, p. 49) says that "organization of pair work is a management task, but one which presents no real difficulties." In pair work, students can practice language together. During pair work the teacher has two roles. One is to

act as a monitor, listening to a few of the pairs and noting any persistent errors. The second role is that of a resource person, providing help, information and feedback upon request.

Cross (2003, p. 50) gives following steps to conduct a pair work:

Preparation

Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language. Leave any needed visual support on the blackboard. Posters used to practice categorizing skills, reviewing colours and names of toys. The children can be in charge of finding picture of toys and grouping in terms of colour or type of toy and displaying their work.

Teacher-student model

Call upon one student to stand. Take one part yourself and go through the whole task. Ensure they all know what they have to do. You`ll find they come in handy for a whole host of activities. Give a random selection to the small groups. Together they must imagine a scene and build it to then describe to the class.

Public pairs

Designate two students who are sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model. If necessary, get further public pair models. Don`t  forget to have feedback time after pair work so that the children don`t feel that they have been wasting time. It`s important to share their work as a whole group although this doesn`t have to be systematic.

Timing

Tell the class how long the activity will last, typically only two or three minutes. Set a clear time and show students how you will signal when time is running out. Give pairs time to settle and find their own solutions it can be tempting to get involved too quickly before students have had time to think and show what they can do. Set a clear time limit.

Private pairs

Tell everyone to begin. This is sometimes called simultaneous pair work. While it is going on, go around the room to monitor and assist. There should be little need to interfere if the preparation has been thorough. Everyone must have at least one item. But no one in the group must have the same item as their other group members. The language they use can be describing to their group what they`re using vocabulary and saying in what weather conditions they would wear the item.

Public check

When you see that most of the class have completed the task stop the activity. Choose one pair at random to stand and do the task again, publicly. Choose a second and a third pair to do the same. They have a few minutes to collect a certain numbers of items that they could wear in that season. The other group members can say if they think it`s appropriate for their season or not.

Group work

Group work is another important learner-centered technique. Group activities tend to be more interactive than pair work. Several types of activity are collaborative and easy to use. The teacher is the manager of the activity. During group work activities the teacher stays mainly at the front of the class. Sometime, teacher is active if the task becomes wrong, the teacher will stop it and revert to some form of practice before starting group work again and everyone gets a chance to be the leader. It is usual to have one member of each group acting as a leader. Corrections are made on the spot.

Group work can be divided into four different types. They are:

The combining arrangement

This is an ideal arrangement for group work because it ensures interests and participation of students. Each learner has unique essential information. Learners sit at an equal distance from each other so that they can communicate easily. The social relationship in this group work is equality and mutual dependency. The most suitable learning goals associated with this group work are negotiation of input.

The cooperating arrangement

This is the most common kind of group work. In this group work, all learners have equal access to the same information. All the learners in a group should be at the same distance from the material and from each other. Cooperating requites some degree of equality between learners. Most suitable learning goals for this group work are learning new language items and developing fluency.

The superior-inferior arrangement

This is similar to the traditional classroom teaching. In this group work, persons having information face to others who do not have. The social relationships among learners are inequality. An interview can be a typical example. It gives focus on learning new language items and mastering content.

The individual arrangement

All learners have the same information but use a different part. Each learner should have equal access to information. So sitting in a circle is the most convenient. The social relationship in this group work arrangement is equality but it gives focus on individual performance. Its objectives are to make students learn new language items and develop fluency.

Project work

Project work is a learner-centered technique for classroom activity. It has a real world correction. The projects need to allow students to not only make real life correction but also implement decision making skills, interacting with other. In project work, students collaborate and work together.

According to Richards et al. (1985, p. 295) Project work is 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. Much of this work takes place outside classroom".

In this way, we know that the project is learner centered rather than teacher-centered. The teacher may need to develop a more flexible attitude towards the students' work.

Project work also provides one solution to the problem of learner autonomy. The students engage in design, problem solving, decision making and investigative activities. Students take a problem and apply it to a real life. Situation with these projects. The role of teacher is as facilitator.

There are various opinions related to the stages of the project work. Richards et al. (1985) give three stages of the project work as classroom planning, carryout the project and reviewing and monitoring.

Classroom planning

Classroom management in project work focuses on the project work method and the teacher's leader role in a lower secondary school.The main reason for focusing on this work method is that we must continuously learn and develop to keep up with societal developments. Education and trainging in school should enable and encourage pupils to use their curiosity and ask questions they want answers to and in this way create a lifelong learning process when their formal schooling has come to an end. This leads to the project work lation. Classrom planning project- work method may provide teaching that is varied, practical, relevant and challenging. Moreover, another aim is to high light the teacher's role as the leader of pupil learning in project work.

Carryout the project

It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the materials needed, how long each activity might take and how students should be grouped. It creates the project schedule and identifies issues and complete a risk assessment.

Reviewing and monitoring

Monitoring your project progress involves keeping track of lots of moving parts. Most projects involve multiple team members handling various aspects of the project at the same time. You have to monitor elements such as the budget, scope, schedule, resources and tasks to be completed. Monitoring project assesses relative successes and failures in terms of uses and activities. It reviews socio-economic gains though the use of survey and questionnaires.

Whatever the opinions on the stages of project work are, the students generally go through the following four stages:

Setting goals

At this stage students in collaboration with their friends and teacher, determine the goals of the project work. The goals depend upon the nature of the project. If the project is longer the goals should be long-term and if it is shorter the goals should be short-term.

Planning

The students plan with the help of their teacher and friends to conduct the project. It involved selecting population, areas, discussion on the content and scope of the project, duration and so on.

Collecting information

At this stage, the students go to the field to collect information related to their project. For this, they take interview, read the related literature, observe the activity, class-room, discuss and display the information collected.

Reporting

At this stage, the students present their findings or conclusions of the project. They can do it organizing a seminar in the classroom. The teachers or other students provide feedback with constructive comments on his presentation.

Role play

Role play is a classroom activity which gives the students an opportunity to practice the language. It is an ideal vehicle for developing fluency, and it also offers a focal point in lessons integrating the four skills. It is highly flexible. Its main goal is not only to put the learners' knowledge into practice, but also to improve their confidence.

According to Harmer (2008, p. 352) "Role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purpose". It is simple and brief technique to organize in the

classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom. It encourages students to talk and communicative ideas with friends. It makes classroom interactive. A variety of language functions. Structures, games can be practiced in the classroom through role plays. It also makes the classroom funny and interesting. It will also be beneficial for shy students. It helps to develop students' fluency.

Discovery technique

Discovery technique is very useful technique for language teaching. According to Harmer (1987, p. 29) "Discovery technique is the technique where students are given examples of language and are tale to find out how they work to discover the grammar rules rather than be total them." It aims to give students a chance to take charge earlier. In this technique, teachers give students a listening or reading text and then ask them to discover how the language works. It makes students active.

Discovery technique is of great importance to teach vocabulary materials which allow students to activate their previous knowledge. According to Richards et al. (1985, p. 297) discovery technique is based on the principles. The principles are learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating. Teachers use a teaching style which supports the processes of discovery and inquiry. Textbooks are not the sole sources of learning. Conclusions are considered tentative and not final. Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

Strip story

Strip story is an important communicative language teaching technique. In this technique, a whole story is cut into different parts, sometimes represented through picture. Then the students are asked to unscramble the strips to make a whole story. This technique makes students communicate a lot to complete a story. It involves a lot of discussion and interaction among students. We are gong to discuss some procedures of script story. First, select a story, cut the story into strips, and numbers of sentences should equal to the numbers of students. Either we can distribute these sentences randomly or we can put strips in a bowl or box. If we can put these in a box

then ask students to draw one sentence for each. Each student memorizes the sentence. Teacher collects the strips and students move around and ask questions until they reconstruct a whole story. Finally, teacher facilitates whenever necessary (Larsen-Freeman, 1983).

Dramatization

Dramatization can be used with effect in nearly all subjects of the curriculum: like history, geography, civics, languages and so on. It is equally effective from the lowest to the highest level of education. It provides scope for expression and imagination, sharpens learning. It creates interest and exercises initiative and originality of the learns. It teaches voice culture, proper intonation and pronunciation, provides opportunity for learning.

Dramatization has immense educational potentialities. It is said that learning takes place best in an emotional situation and dramatization provides for such situation. Dramatization makes teaching a colourful, lively and joyous activity. Dramatization may vary from the spontaneous acting of roles to the carefully rehearsed (Lewis & Hill, 1992).

Review of Related Empirical Literature

Literature review is important part of any type of research. It makes the researchers to be closed to teach researchers to solve his problem, to fulfill his objectives. This part provide the insightful scholastics knowledge to the researcher as well as to develop different tools, methodology and design. The purpose of a literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of study, and to present that knowledge in the form of a written report. Conducting a literature review helps we build our knowledge in our field.

If we want to make bright future, we must study about past. Therefore, we know that every new work needs the knowledge of previous background which can help to reach our goal and find out new things and ideas. Thus, I am reviewing some of the literature related to this study.

Sharma (2002) carried out an experimental research on the "Effectiveness of role play technique in teaching communicative function: A Practical study." The objective of this study was to find out the effectiveness of role play technique in teaching communicative functions. He used both primary and secondary sources for data collection. He selected 84 students of grade X from a school at Kapilvastu district for primary of data collection. He used questionnaire as a tool of data collection. The findings showed that role play technique was more effective than other classroom technique in teaching communicative function.

In the same way, Pandey (2004) carried out an experimental research on "The effectiveness of project work technique in developing writing skill: A practical study". The main objective of the study was to find out the effectiveness of project work technique in developing writing skill. He used both the primary and secondary sources for data collection. The primary source of the study was 26 students B. Ed. 1st year studying in Neelakantha Campus, Dhading. The main tool for the collection of data was test items. The finding of the study was that the use of project work technique in classroom teaching was found slightly more effective than conventional teaching.

In the same way, Panta (2004) conducted an experimental research on the "Effectiveness of discovery technique in teaching subject-verb agreement". The objective of the study was to determine the effectiveness of the discovery technique in teaching subject-verb agreement in English. He used both the primary and secondary sources for data collection. He selected 30 students of grade IX from a government school of Rupndehi district for primary source of data collection. The main tool of data was test items. The finding showed that the students taught through discovery technique have done relatively better in comparison to those taught through explanation technique.

Similarly, Baniya (2009) carried out survey research on the title of "Teaching techniques used by English teacher." The main objective of the study was to find out the techniques used by the teacher in public and private schools. He used both the primary and secondary sources for data collection. The primary source of data was 40 English teachers from public and private schools respectively teaching in Lalitpur district at secondary level. The main tool of data collection was observation. The

findings of the study were that teachers of private schools used more teacher-centered techniques than public one.

In the same way, Kushawaha (2010) carried out an experimental research on "The effectiveness of discovery technique in teaching articles." The objective of the study was to determine the effectiveness of discovery technique in teaching articles. He used both the primary and secondary sources for data. He selected 50 students of grade IX studying in Shree Bhola Secondary School in Bara district for primary source of data collection. The main tool of data was test items. The finding showed that discovery technique was relatively more effective than explanation technique.

Likewise, Lamsal (2010) carried out survey research on "Techniques used by the teachers in teaching listening skill". The objective of the study was to find out the techniques of teaching listening adopted by secondary level teachers. She used both the primary and secondary sources for data collection. The primary source of data of this research as 10 English language teachers who teach in the secondary level schools in Kathmandu district. The main tools of data were observation and questionnaire. The finding was that most of the teachers tried to involve the students in listening practice.

In this way, Kafle (2011) carried out an experimental research on "Effectiveness of discovery technique in teaching causative and modal verbs". The objective of the study was to find out the effectiveness of discovery technique for teaching causative and model verbs. He used both the primary and secondary sources for data collection. He selected 40 students of grade IX studying at Panchakanya Higher Secondary School of Syangja district for primary source of data collection. The main tool of data was questionnaire. The finding showed that discovery technique was relatively more effective than explanation technique.

Harris, Spina, Ehrich & Smeed (2013) carried out a research on student-centred schools focus on designing learning experiences that recognise and respond to the individual needs of each of their students. They encourage all members of their school community to be active learners, working to enhance the educational opportunities available at their school. This literature review seeks to address and explore the hypothesis that student-centred schools make the difference.

The review commences by defining the concept of student-centred schooling and the various learning and educational theories that underpin related research. The authors present a model comprising six core elements of learning environments that student-centred schools demonstrate, with a focus on leadership. They also link their fndings to the five professional practices in AITSL's Australian Professional Standard for Principals to illustrate how these leadership practices drive and sustain student-centred schools.

Drawing from Viviane Robinson's work on the dimensions of student-centred school leadership, together with several further dimensions identifed through an environmental scan of literature, the authors consider how and in what ways student-centred schools make the difference.

Nadeem (2013) aimed to observe public and private sectors teachers' training systems for the teaching of English at primary level. Considering the parameters of learner centered teaching style, eighty public and private sectors' trainees were observed during the training sessions at two training centers by applying observation checklist. The results of the study reflect training that at the government sector training center focuses classical approach to train teachers for teaching English by using mother tongue whereas private sector training incorporates learner-centered techniques as demonstrated by both the trainers and trainees. They practically involve learners in the process of teaching/learning English language, use English as medium of instruction and classroom language, promote discussion and questions and make low cost teaching aids for facilitating teaching and learning of English at primary level. The observation of these two training systems highlights the need to follow private sector training system to ensure the teaching of English at primary level aiming at maximum learner involvement to develop grade appropriate communicative competence. Hence the study recommends not only the revamping of public sector training system in light of paradigm shift from teacher-centered to learner-centered pedagogy, but also the possibility of training the government school teachers with the assistance of private sector's teacher training resource to achieve better results in the enhancement of pedagogical skills of primary school teachers for the teaching of English at primary level.

Dano-Hinosolango, Vedua-Dinagsao (2014) investigated and analyzed the impact of learner-centered teaching in English classes on students' learning skills and strategies in relation to the extent of implementation of learner-centered teaching in the classroom. The study was conducted to all English teachers and select First Year to Fourth Year high school students. There were 10 teachers and 900 students considered as respondents of this study. There were three visitations conducted for each teacher with a total of 30 classroom observations. The researcher and the Vice Principal for Academics observed the classes using the learner-centered teaching checklist.

The students also rated their respective teachers on their observation of the level of learner-centered teaching implemented in the classroom. Using regression analysis, it was found out that there was an impact on learner-centered teaching to students' learning skills and strategies which was highly significant. This implies that the more learner-centered the teacher is the more learning skills and strategies are developed among the students. This leads to the enhancement and reinforcement of some areas to be improved using Bekele and Melesse's framework on student-centered approach in teaching students.

Ahmad (2016) aimed to find out the extent to which classroom instruction in teaching English as a foreign language in the departments of English is learner-centered. The study combines between the elements of a case study, descriptive and self-reflective techniques. The subjects are the teachers and students of English in the college of Sciences and Arts, University of Bisha, Saudi Arabia. To collect the relevant data, the researcher used the tools of a questionnaire and unconstructed observations. The questionnaire is used to find out the extent to which teachers are aware of the concept of learner-centeredness, and the observations are used to note down the behavior of the teachers and students in the teaching/learning process. The observations are a kind of self-reflection notes resulted from my teaching experience in the English teaching field. The findings show that teachers surveyed are not aware of the concept, and when appear to be aware they give contradictory responses about the concept of learner-centeredness. The results from the self-reflection observations appear in the form of different constraints in the way of learner-centered instruction. These constrains are those related to students, teachers, system and family. The most important among these constraints are the ones related to students' lack of motivation

to learn. Awareness constrains on part of the different participants comes next. The paper concludes that different types of constraints stand in the way of implementing learner-centered instruction (LCI). Some recommendations and suggestions are offered for a better use of this approach.

Marwan (2017) initiated following the widespread claim regarding the success of learner-centered teaching approach across all disciplines. It seeks to examine whether such a claim is true by implementing a theoretical framework of learner centered teaching in an EFL Classroom. A qualitative design involving a teacher of English and a number of learners from a vocational higher institution was used. The findings of this study overall proved that the implementation of this learner-centered teaching framework could make a difference in students' learning. Their learning became more meaningful, interesting and democratic. Apart from this positive change, it was identified that teacher's understanding of implementing this framework was still limited resulting in the inconsistency of implementing all aspects of learner centered teaching approach. This study could highlight issues unique to the context of this research but were not covered in the framework. It, therefore, produced an extended framework. Findings from this study can be used for teachers who are interested in implementing the learner-centered teaching approach.

Darsih (2018) focused that learner-centered teaching is a teaching approach that is increasingly being encouraged in education. In Indonesia, learner-centered teaching has been an obligation for teachers to be implemented since the government decided to try out the new designed curriculum, the 2013 curriculum. However, it is not always effective since teachers are lack of creativity, lack of responsibility and knowledge. Therefore, this study was sought to find out teacher's efforts and their roles in implementing learner-centered teaching effectively. The study involving two English teachers revealed that several efforts done by teachers in learner-centered teaching are; 1) let the students do the hard messy work of learning because they are not passive recipients of knowledge, 2) give autonomy and responsibility to students for material they learn and their own learning in general, 3) use highly engaging core content that meets the needs of the students, 4) give feedback to help students to improve, and 4) utilize multiple teaching techniques appropriate for student learning goals. Several roles of teachers in learner-centered teaching are as guides, facilitator and coaches. Teachers also play important roles in creating an environment that

fosters students' learning, accommodates different learning styles, and motivates students to accept responsibility for learning.

Larasati (2018) presents a paper to light, the importance of an approach in learning speaking; a student centered learning approach. The researcher pays so much attention on this approach caused the necessity of students in globalization era that required them to master the English especially in terms of communication. A key issue here is whether what happens in a speaking classroom is concerned with "teaching speaking". Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. The relationship between student-centered approach and the speaking skill is relevant. This approach creates learning by doing situation. The students can develop their speaking skill through the realization of tasks, which are devised along with the students and taking into consideration their needs and characteristics.

Badjadi (2020) claimed to have several learning gains, research suggests that teachers' attitudes and practices play a crucial role in promoting its prolific outcomes. This study examines the adaptation of learner-centered education and examines how it has been implemented in second language teaching by university teachers since launching an educational shift embodied in the learner-centered reform a decade ago. In so doing, a questionnaire was distributed to a random sample of 128 instructors. The data collected were analyzed through descriptive and inferential statistical analyses using the Statistical Package for Social Sciences SPSS 16.0 software. Meanwhile, interviews were analyzed qualitatively. The quantitative analysis of data provides a snapshot of instructors' attitudes towards Learner-centered education and the extent to which they implemented it in their courses. More importantly, the analysis of qualitative interview results outlines a "contextualized" framework that takes into account the conceptual nature of the global premises of Learner-centered education by linking them to teachers' perceptions and practices in a particular context. The findings provide insights into the dynamism of meeting college students' second language learning needs. The study further addresses the problems of designing teacher training that aims at promoting higher education second language learning in the Middle East and North Africa context.

An & Mindrila (2020) pointed out learner-centered education has the potential to meet the needs of individual students and better prepare them for a rapidly changing global world. However, it can be a challenging task to implement learner-centered education in the current education system which was designed for sorting rather than learning. Although an increasing number of research studies report that teachers have positive attitudes toward learner-centered education, there is a paucity of research that has examined teachers" learner-centered practice. To address this gap, this study examined the strategies and tools used by 125 teachers to create learner-centered classrooms using an online survey. Further, the study explored the barriers they faced when using technology to facilitate learner-centered instruction. The strategies and tools used for learner-centered instruction are reported in six major categories: (1) getting to know individual students, (2) building a positive and supportive culture, (3) providing personalized learning experiences, (4) providing authentic learning experiences, (5) facilitating collaborative learning, and (6) facilitating self-regulated learning. The major barriers to using technology to support learner-centered pedagogy included lack of time, lack of technology, lack of knowledge of learner-centered instruction, and standardized tests.

In conclusion, some studies have been carried out to detect the effectiveness of different techniques. They are foundation of knowledge for my research. All secondary level teachers are trained but I am interested to see whether they use learner-centered technique in the classroom or not. This study further fulfills the gaps which have not been addressed in the delivery of instruction for a learner-centered approach. This study will helps students to construct meaning if they themselves experience it. This is aligned to the constructivism and experiential learning theories wherein students are given the chance to be engaged in their own learning process.

Implications of Review for the Study

I have reviewed many previous studies which helped me to understand the theoretical background of the topic, find out the problem, explore the objectives and research questions as well as appropriate methods and tools for the study.

With regard to learning skills and strategies, it is important that students know how to learn. Thus, the focus of learner-centered learning environment is that teachers serve as the facilitators of learning. For instance, the teaching-learning processes use a

variety of instructional materials and technology and a variety of strategies to make the teaching-learning effective. With this, students gain knowledge and skills which they can apply in varied contexts and situations. With this, students can become more responsible for their learning. Based on the above presented literature survey, it can be concluded that there is significant important of learner-centered teaching methods for students achievement. This study further fulfill the gaps which have not been addressed in the delivery of instruction for a learner-centered approach. This study will helps students to construct meaning if they themselves experience it. This is aligned to the constructivism and experiential learning theories wherein students are given the chance to be engaged in their own learning process. In addition, it is vital for the students to link their prior knowledge to relate to the new concepts and ideas presented in class. In this manner, learning is real and tangible among the students.

Different researchers defined research on their own view according to their research study. Sharma (2002) carried out an experimental research on the "Effectiveness of role play technique in teaching communicative function." In the same way, Pandey (2004) carried out an experimental research on experimental research on "The effectiveness of project work technique in developing writing skill." In the same way, Panta (2004) conducted an experimental research on the "Effectiveness of discovery technique in technique in teaching subject- verb agreement." Similarly, Baniya (2009) carried out survey research on the title of "Teaching techniques used by English teacher." In the same way, Kushawaha (2010) carried out an experimental research on "The effectiveness of discovery technique in teaching articles." Likewise, Lamsal (2010) carried out survey research on "Techniques used by the teachers in teaching listening skill."

In this way, Kafle (2011) carried out an experimental research on "Effectiveness of discovery technique in teaching causative and modal verbs." Ahmad (2016) aims to find out the extent to which classroom instruction in teaching English as a foreign language in the departments of English is learner centered. Similarly, Larasati (2018) presents a paper to light, the important of an approach in learning speaking; a student centered learning approach. Similarly, Badjadi (2020) claimed to have several learning gains, research suggests that teachers' attitudes and practices play a crucial role in promoting its prolific outcomes. An & Mindrila (2020) pointed out learner -

centered education has the potential to meet the needs of individual students and better prepare them for a rapidly changing global world.

Conceptual Framework

The following framework depicts the learner-centered model which is adopted by teachers while teaching English Language teaching in classroom.
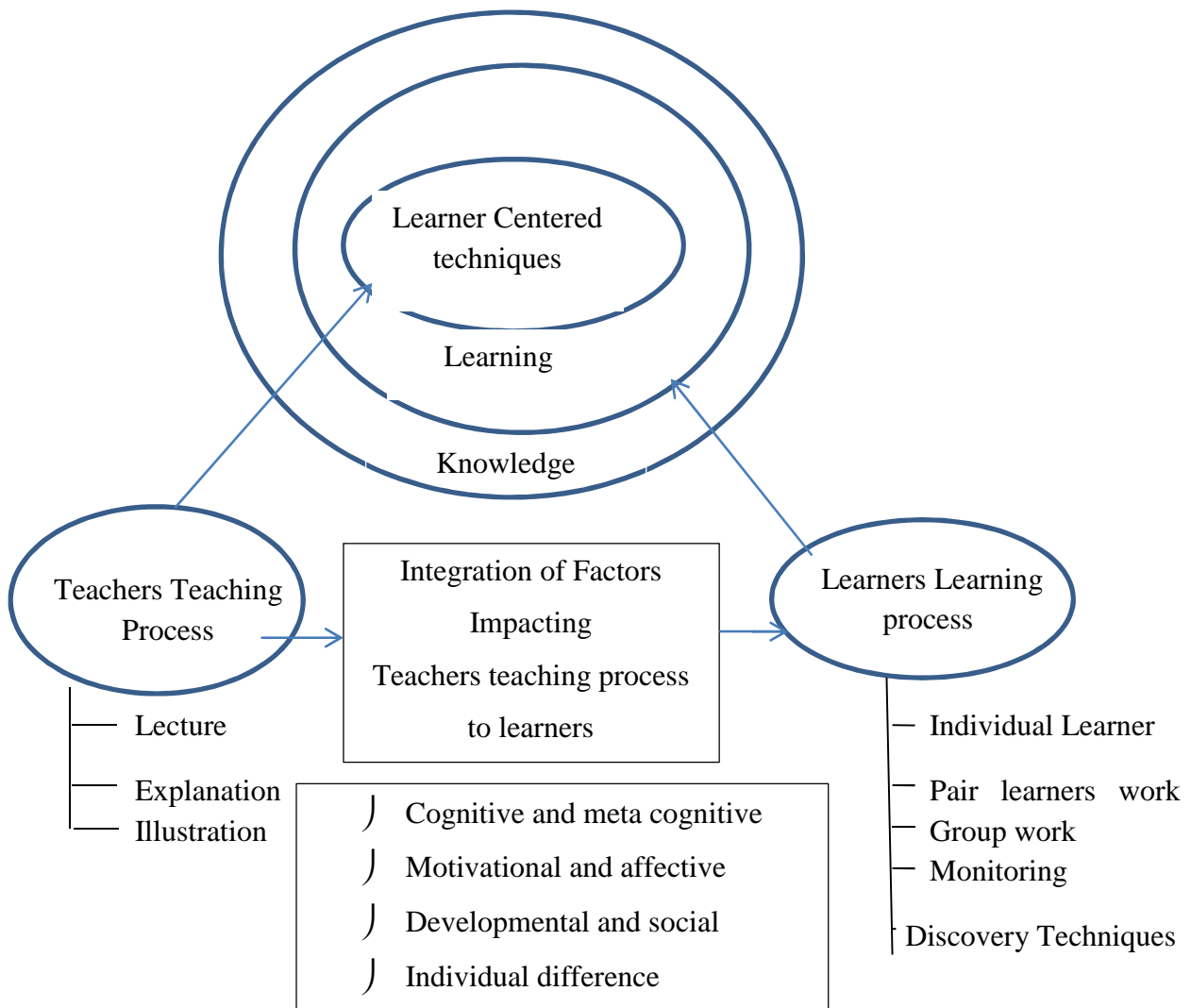
The framework shows that the learner is the main focal point in learner-centered teaching method. The teacher integrate the factors impacting learners and learning in this method. Cognitive and meta-cognitive, motivational and affective, developmental and social as well as individual differences are the major considerations while teaching. Under the process of teachers teaching I will investigate lecture, explanation, illustration and demonstration. Similarly, learners learning process

includes individual work, pair work, group work, discovery techniques and monitoring the classroom.

Learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment. However, in order to be an active learner in secondary education, each student expects to be treated as an adult learner who has some right over the learning ambience in the form of asking questions and clearing of doubts. That is, students expect to have ownership over the learning session. Moreover, students also want their instructor to be cooperative and humorous who would teach clearly and usually use relevant examples so that the course material being taught becomes easy to understand, which I think is increasingly being required in classrooms today.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter consists the subtitles; research design, population sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis and interpretation procedure, and ethical considerations.

Research Design

Research design is the framework of research methods and techniques chosen by a researcher. To achieve the objectives of the study the research followed descriptive cum survey research design. Descriptive research design aims to accurately and systematically describe a learner-centered teaching method and phenomenon.

Population sample and Sampling Procedure

I will purposively select 5 secondary schools in Dhading district. Out of them 10 secondary English teachers were selected using non-random judgemental sampling procedure for my purpose. I observeed three-classes of each teacher by using checklist. In case of teachers classes total sampling were 30. I selected five students per-teacher through random sampling. Regarding students, the total sampling were 50.

Data Collection Tools

Checklist was used for teachers' class observation and interview was for students from those teachers' classes.

Sources of Data

I collected data from both the primary and secondary sources.

Primary sources of data

The primary sources of data for this study were 10 English teachers of 5 secondary schools.

Secondary sources of data

Larsen-Freeman (1983), Rogers (1983), Bryn (1987), Kochhar (1990), Cross (2003), Jones (2007), Harmer (2008), Richards and Rodgers (2010), journals, articles, research studies and internet will be used as secondary sources of data.

Data Collection Procedure

In order to collect data for the research study, I gone to the field and contact the headmaster of the selected schools. I asked the authority for permission to carry out research. After getting the permission of the school authority, I build rapport with subject teacher and students. I observed three classes of each teacher at the interval of 4 days and filled up check-list. I also took semi-structured interview with 50 students. Finally, I thanked all of them for their co-operation and left the spot.

Data Analysis and Interpretation Procedure

The research used authentic text for teaching reading. Researcher has given the task to the student and checked it. He used pair work and pictures in teaching speaking. On the other hand, researcher played the role as a facilitator. Students were the active participants. After teaching researcher has given immediate feedback to the students. According to the students' response, the researcher analyzed and interpret the response qualitatively.

Ethical Considerations

All the opinion and responses collected from the students were only used for thesis purpose. No any personal information of respondents were not mentioned individually considering ethics.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

This chapter incorporates the analysis and interpretation of the collected data. For this study, data were collected by using two tools, viz. observation and interview. I mainly used descriptive approach to analyze and interpret the collected data. Teachers are identified as T_1, T_2, T_3 ……… and students' responses are presented with the help of abbreviation SR.

Analysis of Class Observation and Students' Responses

Teacher No. 1 (T_1): He used authentic text for teaching reading. In grammar teaching, he used deductive method. In deductive teaching method, he has conveyed information about English language and rules to drive at the beginning of the class and continued with examples. Mainly he used this method in the classes where main target is to teach grammar structures. He gave the task to the students and checked it. He used pair work and pictures in teaching speaking which help students talk comfortably and more fluently about different topics. On the other hand, he played the role as a facilitator. Students were as active participant. He gave immediate feedback to the students. He summarized the lesson.

S.R.: According to the students' responses, he used group work and discussion. But, he did not give task and use pictures. Here, he presented his views with gentleness and assurance. He kept his remarks short and to the point, and avoided repetition. He maintained the class calm and composure when speaking. Since the crucial part of participation in group discussion is listening to others and pay attention to others, the class was fruitful for students and teachers too. However, he gave opportunity to speak. When they committed mistakes, he showed positive behaviour and gave immediate feedback. He summarized every lesson.

When I observed the teacher's classes, I found that there was use of pair work and picture-story in teaching speaking. But in the students' responses, they said he did not use pair work and picture-story in his real classroom teaching. In accordance with the students' responses, he used group work and classroom discussion. In this way, I observed other activities. It was good use of them. For example giving opportunity to

speak, showing positive attitude, giving immediate feedback and summarizing every lesson.

In my opinion, the teacher showed more extra activities than his natural teaching in his class. In his natural classes, he used of learner-centered techniques like group work and discussion occasionally.

T2: She used seen text in teaching reading. She implemented individual work and deductive method for grammar teaching. She used discovery technique. She gave free writing and task in teaching writing. While using discovery technique she did not let the students to directly present with a grammatical structure or rule. Instead, she gave students a content in which the target structure was used. Students then discovered the grammatical rule or figure out the pattern for themselves. Apart from them, the role of students were as active participant. She was as a facilitator. She gave immediate feedback to the students. She summarized the lesson.

S.R.: Students responded that she used pair work and group work. She gave the task to the students and checked it. She used pictures, discussion and student-correction techniques. Besides them, when students committed mistakes, she showed positive attitude. She gave immediate feedback. She gave them opportunity to speak. She summarized every lesson.

On analyzing both data, I found that she gave the task to the students. From observation of the teacher classes, she used seen text, individual work and discovery technique. She gave free writing in teaching writing. But according to responses of students, she focused on pair work and group work. Similarly, she used pictures, discussion and student-correction techniques. In such a way, she tried to apply other activities in beautiful ways like showing positive behaviour, giving immediate feedback and summarizing every lesson.

In a nutshell, I found that she used a lot of learner-centered techniques like pair work, group work, pictures, task, discussion and student-correction techniques in her class.

T3: He used discovery technique and unseen text in teaching reading. He used story - telling technique for teaching speaking. He used individual work, controlled writing and pictures in teaching writing. Apart from them, he played the role as a facilitator.

Students were active participant. He gave immediate feedback to the students. He summarized the lesson.

S.R.: Students gave responses to the teacher. They told that he used pair work and discussion. He gave the task to the students. But he did not apply group work and pictures in the classroom. Besides them, he gave them opportunity to speak.. When they committed mistakes, he showed positive behaivour. He gave immediate feedback to the students. He summarized every lesson.

According to the observation of classes, I found that he used discovery technique, unseen text, individual work and pictures in the classroom. But students said that he used pair work and discussion. He gave the task to the students. He presented other activities. It was good like giving opportunity to speak, showing positive attitude and summarizing every lesson.

To sum up, I generalized that from students' responses, he used less learner-centered techniques for example, pair work, discussion and task. But he wanted to save his face using other learner-centered techniques in class observation time.

T4: He used individual work, deductive method and gave the task for teaching grammar. He gave a general rule, which is then applied to specific language examples and honed through practice exercises. He used discovery technique, pictures and authentic text for teaching reading. He used dialogue in teaching speaking. Besides them, the role of students were as active participant. He was as a facilitator. He gave immediate feedback to the students. He summarized the lesson.

S.R.: From students' responses, I generalized that he used pair work and group work. He gave the task to the students. He used discussion and student-correction techniques in the class. Apart from them, he gave them opportunity to speak. When they committed mistakes, he presented positive behaviour. He gave immediate feedback. He summarized every lesson.

While analyzing both data, task was given to the students. Regarding the class observation, he used individual work, discovery technique, pictures, authentic text and dialogue in his class. In the responses of students, he used pair work, group work, discussion and student-correction techniques. I observed other activities. It was good

use of them for example giving opportunity to speak, presenting positive behaviour and giving immediate feedback.

In conclusion, learner-centered techniques were used by teacher such as pair work, group work, task, discussion and student-correction techniques.

T5: He used individual work and controlled writing in teaching writing. He used seen text, rhymes and gave the task in teaching reading. Young children, who are sometimes shy about speaking English, often begin to speak by sharing rhymes with an encouraging adult. Hence, rhyme was found appropriate in the class. He also used pair work, role play and pictures-story for teaching speaking. Apart from them, he played the role as a facilitator. Students were as active participant. He gave immediate feedback. He summarized the lesson.

S.R.: From students' responses, I found that he used pair work and group work. He gave the task to the students in his classroom. He used pictures, discussion and students-correction techniques. Besides them, he gave them opportunity to speak. When they committed mistakes, he showed positive attitude. He gave immediate feedback. He summarized every lesson.

While analyzing data of class observation and interview, I found that he used pair work, pictures and task in both. Likewise, he used individual work, seen text, rhymes and role play in class observation. In students' opinion, he used group work, discussion and students-correction techniques. He also presented other classroom activities satisfactorily such as giving immediate feedback, giving opportunity to speak and summarizing every lesson.

To summarize, he utilized a lot of learner-centered techniques like pair work, group work, pictures, task, discussion and student-correction techniques in his classroom.

T6: He used group work, authentic text and gave the task in teaching reading. He used individual work and controlled writing in teaching writing. Besides them, he played the role of a facilitator. Teaching, as facilitator provided the necessary resources, information and support in order to learners to complete a task, rather than teaching. It also helped students to change their methods of learning over time. In this method, the teacher had a very well beliefs that he want to become good facilitator for his students

in learning English. Students were as active participant. He gave immediate feedback to the students. He summarized the lesson.

S.R.: Students gave responses to the teacher's techniques. They told that he used pair work. He gave the task to the students. He implemented pictures, discussion and students-correction techniques. Apart from them, he gave opportunity to speak. When they committed mistakes, he showed positive attitude. He gave immediate feedback. He summarized every lesson.

I found from both data that he gave the task to the students. In the class observation, I generalized that he used group work, authentic text and individual work. But in the view of the students, he used pair work, pictures, discussion and student-correction techniques. He was found quite good in use of other activities like giving opportunity to speak, showing positive behaviour and summarizing every lesson.

In summary, learner-centered techniques were used by the teacher like pair work, task, pictures, discussion and student-correction techniques.

T7: He used story telling technique in teaching speaking. He used seen text in teaching reading. Apart from them, the role of students were as active participant. He gave immediate feedback to the students. He summarized the lesson.

S.R.: From students' responses, I generalized that he used group work and discussion. He gave the task to the students in the classroom. Besides them, he gave opportunity to speak to the students. When they committed mistakes, he showed positive behaviour. He gave immediate feedback. He summarized every lesson.

According to the class observation, I found that he used seen text. But in the responses of the students, he used group work and discussion. He gave the task. He presented rest of the other classroom activities satisfactorily such as giving opportunity to speak, showing positive behaviour and giving immediate feedback.

To sum up, he used less learner-centered technique like group work, discussion and task in the classroom.

T8: He used pair work, role play, dramatization and story telling technique in teaching speaking. He used pair work, role play, dramatization, authentic text and gave the task

to the students in teaching reading. He used pair work, discovery technique, inductive method and illustration in teaching grammar. Besides them, he played the role of a facilitator. Students were as active participant. He gave immediate feedback to the students. He summarized the lesson.

S.R.: According to the responses of the students, I found that he used pair work and group work. He gave the task to the students. He used pictures, discussion and students-correction techniques. In student correction techniques she was sensitive to her students' needs and preferences. She asked students at the beginning of his course which kind of error correction they preferred. She was kind and patient in the way to correct. She gave her students a chance to self-correct, or apply peer-correction in her classroom. Apart from them, he gave opportunity to speak. When they committed mistakes, he showed positive attitude. He gave immediate feedback. He summarized every lesson.

I found that pair work and task were used which was obtained from both data. Regarding the class observation, I generalized that he used role play, dramatization, authentic text, discovery technique, inductive method in his classroom. In this way, in the responses of students, he used group work, pictures, discussion and students correction techniques. I observed other activities. It was good use of them for example giving opportunity to speak, showing positive behaviour and giving immediate feedback.

In nutshell, he used a lot of learner-centered techniques like pair work, group work, task, pictures, discussion and student-correction techniques in the classroom.

T9: She used controlled writing in teaching writing. She used deductive method and gave the task in teaching grammar. She used pair work and dialogues in teaching speaking. Although pair work is advocated by major theories of second language learning and research findings suggest that pair work facilitates English language learning, what is unclear is how to best pair students in English classes. Here, she investigated the effect of pair work in her class. This technique attracted the students' motivation to take part in language teaching and improve their ability at speaking. She used discovery technique and gave the task to the students in teaching reading. Apart

from them, she played the role as a facilitator. Students were as active participant. She gave immediate feedback to the students. She summarized the lesson.

S.R.: Students gave responses to the teacher's techniques. They told that she gave the task to the students. She used pictures, discussion and student-correction techniques. Besides them, she gave opportunity to speak. When they committed mistakes, she showed positive behaviour. She gave immediate feedback. She summarized every lesson.

I generalized that task seemed to be provided in both. From class observation, I found that she used pair work, dialogue and discovery techniques. In the view of the students, she used pictures, discussion and student-correction techniques in the classroom. She was also found good in use of other activities like giving opportunity to speak, showing positive attitude and giving immediate feedback.

To conclude, I can say that it was good use of learner-centered techniques such as pictures, discussion, task and student-correction techniques in the classroom.

T10: He used individual work, pair work, free writing and gave the task to the students in teaching writing. He used individual work, pattern practice in teaching grammar. He used pair work, role play, dramatization and story telling techniques in teaching speaking. Apart from them, the role of students were as active participant. He was as a facilitator. He gave immediate feedback to the students. He summarized the lesson.

S.R.: From students' responses, I found that he gave the task to the students. He used discussion and pictures. Besides them, he gave opportunity to speak. When they committed mistakes, he showed positive behaviour. He gave immediate feedback. He summarized every lesson.

While analyzing both data, it was found that task was given to the students. According to the class observation, he used individual work, pair work, free writing, role play and dramatization. But students said that he used discussion, pictures and task in the class. I observed other activities. He presented them in beautiful ways like giving opportunity to speak, showing positive behaviour and summarizing every lesson.

To sum up, he pretended to be using learner centered technique in his classroom. But he did not use in reality in accordance with the students' responses. Thus, I come to the conclusion that he used less learner-centered techniques like task, discussion and pictures in genuine classroom teaching.

Above all, there is no doubt few learner-centered techniques were commonly adopted by almost all teachers who were involved in my study. These techniques were task, discussion and group work. Likewise, some classroom activities were common to all teachers such as expression of positive attitude toward students' errors, providing immediate feedback and summarizing every lesson.

CHAPTER FIVE

FINDING AND RECOMMENDATIONS

This chapter incorporates the major findings of the study based on analysis and interpretation of the data and recommendations for pedagogical implications.

Findings

The main objective of this study was to identify and find out learner-centered techniques used for teaching language skills and language aspect. In order to fulfill this objective, a study was carried out.

The analysis showed that most teachers focused on group work and discussion. T1 used less learner-centered techniques like group work and discussion. But he presented other activities. It was good such as giving opportunity to speak, showing positive attitude and giving immediate feedback. Similarly, T2, T3, T7 and T8 used a lot of learner-centered techniques such as pair work, group work, pictures, task, discussion and student-correction techniques. They found good in use of other activities like showing positive behaviour, giving immediate feedback and summarizing every lesson. They presented other activities nicely for example giving opportunity to speak, showing positive attitude and summarizing every lesson.

Pair work, group work, discussion, task and student correction techniques were used by T4. In this way, he used other activities in beautiful ways for example giving opportunity speak, showing positive behaviour and giving immediate feedback. Likewise, T5 applied a lot of learner-centered techniques for example pair work, group work, discussion, pictures, task and student-correction techniques. In such a way, he also presented other classroom activities satisfactorily like giving immediate feedback, giving opportunity to speak and summarizing every lesson. T6 also used pair work, discussion, task, pictures and student-correction techniques. He was also found good in use of other activities for example giving opportunity to speak, showing positive attitude and summarizing every lesson.

Pictures, discussion, task and student-correction techniques as student-centered techniques were mainly used by T9. Similarly, she was found good in use of other

activities like giving opportunity to speak, showing positive attitude and giving immediate feedback. Likewise, T10 less learner-centered techniques like task, discussion and pictures in his class. But he presented other activities in a beautiful way for example giving opportunity to speak, showing positive behaviour and summarizing every lesson.

It was found that four teachers used less learner-centered techniques like group work, discussion and task. But they were found good in use of other activities for example giving opportunity to speak, showing positive behaviour and giving immediate feedback.

I generalized that three teachers used learner-centered techniques such as pictures, pair work, task and discussion. In this way, they presented other activities in beautiful ways for example giving opportunity to speak, showing positive behaviour, giving immediate feedback and summarizing every lesson.

In this way, three teachers used a lot of learner-centered techniques for example pair work, group work, discussion, task, pictures and student-correction techniques. They also presented other activities nicely like giving opportunity to speak, showing positive behaviour and summarizing every lesson.

As a whole, I know that the greater number of secondary level English teachers used learner-centered techniques like pair work, group work, student correction technique, pictures, discussion and task to teach in the classroom. In such a way, the maximum number of teachers used other classroom activities for example giving opportunity to speak, showing positive behaviour and giving immediate feedback.

Recommendations

The pedagogical implications have been recommended on the basis of findings of the study as follows:

Policy related recommendations: In the field of education, various research based policies and strategies provide better results in any academic program. From the data analyzed above in the study, I would like to put following recommendations:

⟩ The data form the participant teachers shows that they were facing the lack of teaching materials and resources which affects in teaching students.

⟩ The textbook writer should interpret attractive picture, layout, designs and students centered activities that motivate the students.

⟩ Syllabus and curriculum designers should consider about the way of learner-centered teaching.

⟩ The data depicts that teachers are lacking workshop, seminars, teacher induction program, refreshment training. So, it should be conducted to update the teachers in their profession.

Practice related recommendations: It is always important to implement the policy or put the theory into practice. Unless the policy is exercised into practice, it becomes meaningless. So, following recommendations of the study can be drawn:

⟩ Every teachers should know the significance of learner-centered teaching and its role in teaching.

⟩ Teachers can use illustrations from local teaching materials (such as marble, umbrella to teach) and keep good rapport with the students.

⟩ The frequent lecture method is quite demotivating and makes the learner feel bored. That is why role play, dramatization, language games, non-verbal communication and so on should be used to make the class lively, practical and interesting.

⟩ An equal chance of participation in the class to the individual student should be taken into consideration by the teachers.

⟩ Modern teaching equipment and different teaching techniques should be used updated by the teachers.

⟩ Games, picture reading, jumble words/sentences asking questions of learner personal interest, and so on are to be used mostly to motivate students.

Further research related recommendations. This is qualitative research based on narrative inquiry design. This research may provide a valuable secondary resources materials for other researchers who have keen interest to carry out research in related field of learner-centered techniques. This study mainly focused on strategies applied by secondary level English teachers.

⟩ This study explore learner-centered used by secondary level English teachers. So, new research can be on various dimensions of learner-centered strategies and techniques.

⟩ Similarly, this research is based on secondary level English teachers and students, so further research can be in other level because the psychological strategies of the students are directly affected by their age and level of education.

⟩ Finally, as the participation of this study were only five secondary level English teachers and the tool was in-depth interview under qualitative research design using narrative inquiry. So, further research can take focus discussion as one of the tools of data collection to include common voice English language teachers and may conduct under quantitative and in mix method design and collect data from various participants.

Thus, this study be benefitted for all who want to study in the related field and subject.

REFERENCES

Abousenna, M. (1995). *Opening Speech. Global Age Issues in English Language Education*. Proceedings of 13th National Symposium on English Language Teaching. Egypt: Ain Shams University.

Ahmad, A.M. (2016). Learner-Centered Instruction in English Education: Reality and Expectations. *Arab World English Journal,* 7(1): 108-122.

Ahmad, Al-Maqtri Mahmoud (2016). Learner-centered Instruction in English Education: Reality and Expectations. *Arab World English Journal (AWEJ),* 7 (1): 108-122.

An, Y. & Mindrila, D. (2020). Strategies and tools used for learner-centered instruction. *International Journal of Technology in Education and Science (IJTES),* 4(2), 133- 143.

Badjadi, N.E.I. (2020). Learner-Centered English Language Teaching: Premises, Practices and Prospects. *IAFOR Journal of Education: Language Learning in Education, 8*(1): 7-27.

Baniya, B. B. (2009). *Teaching techniques used by English teachers.* An unpublished M.Ed. Thesis, Department of English Education. T.U Kathmandu, Nepal.

Brown, K.W. (2007). Mindfulness: Theoretical foundations and evidences for its salutary effects. *Psychological Inquiry*, 18(4): 211-237.

Bryn, D. (1987). *Techniques for classroom interaction*. New York: Longman.

Cohen, L. et al. (2007). *Research methods in Education*. London: Routledge.

Cross, D. (2003). *A practical handbook of language teaching*. London: Prentice Hall.

Dano-Hinosolango, M.A., Vedua-Dinagsao, A. (2014). The Impact of Learner-Centered Teaching on Students' Learning Skills and Strategies. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE),* 5(4): 1813-1817.

Darsih, E. (2018). Learner-centered learning: What makes it effective. *Indonesian EFL Journal,* 4(1), 33-42. DOI: 10.25134/ieflj.v4i1.796.

Froebel, F.W.A. (1832). *Revisiting Friedrich Froebel and His Gifts for Kindergarten*. Melbourne: MERGA.

Gibbs, G. (1995). *Assessing student centered courses.* Oxford: Oxford Centre for Staff Learning and Development.

Harmer, J. (2008). *The practice of English language teaching*. London: Longman.

Harris, J, Spina, N, Ehrich, L & Smeed, J (2013). *Literature review: Student-centred schools make the difference.* Melbourne: Australian Institute for Teaching and School Leadership.

http://www.aishe.org/orglesentials/goalsmethods learn cent pop.html

Jones, L. (2007). *The student centered classroom*. USA: CUP.

Kafle, A. (2011). *Effectiveness of discovery technique in teaching causative and mode verbs*. An unpublished M.Ed. Thesis, Department of English Education. T.U Kathmandu, Nepal.

Kochhar, S.K. (1990). *Method and techniques of teaching*. India: Sterling Pvt.

Kumar, R. (2005). *Research methodology*. India: Porling Kindersley.

Kushawaha, R. (2010). *The effectiveness of discovery techniques in teaching articles*. An unpublished M.Ed. Thesis, Department of English Education. T.U Kathmandu, Nepal.

Lamsal, B. (2010). *Techniques used by the teachers in teaching listening skill*, An unpublished M.Ed. Thesis, Department of English Education. T.U. Kathmandu, Nepal.

Larasati, F. (2018). Student Centered Learning: An Approach to Develop Speaking Skill in EFL Classroom. *English Community Journal, 2*(1): 153-157.

Larsen-Freeman, D. (1983). *Techniques and principles in language teaching*. Oxford: OUP.

Lewis, M. & Hill, J. (1992). *Practical techniques of language teaching*. London: Commercial Colour Press.

Marwan, A. (2017). Implementing Learner-Centered Teaching in an English as a Foreign Language (EFL) Classroom. *A Journal of Culture, English Language, Teaching & Literature*, 17(1): 46-59.

Nadeem, M. (2013). Learner-centered English language teaching. *The International Journal of Engineering and Sciences*, 2(1): 114-120.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.

Pandey, I. (2004). *The effectiveness of project work technique in developing writing skill: A practical study.* An unpublished M.Ed. Thesis, Department of English education, T.U. Kathmandu, Nepal.

Panta, B.P. (2004). *The effectiveness of discovery technique in teaching sbuecjt-verb agreement.* An unpublished M.Ed. Thesis, Department of English education, T.U. Kathmandu, Nepal.

Poonpon, K. (2017). Enhancing English Skills Through Project Based Learning. *The English Teacher,* 1-10.

Richards, J. C. & Rodgers, T.S. (2010). *Approached and methods in language teaching*. Cambridge: CUP.

Richards, J. et al (1985). *Longman Dictionary of Applied Linguistic.* Essex: Longman.

Rogers, C.R. (1983). *As a teacher, can I be myself? In freedom to learn for the 80's*. Ohio: Charles E. Merrill.

Sharma, B. & Phyak, P. (2006). *Teaching English language*. Kathmandu: Sunlight Publication.

Sharma, Y. (2002). *Effectiveness of role play techniques in teaching communicative functions*. An unpublished M.Ed. Thesis, Department of English education, T.U. Kathmandu, Nepal.

Appendix-I

Checklist for the Class Observation

I am going to carry out a research entitled "Use of Learner Centered Techniques Used by Secondary Level English Teachers in the Classroom" under the supervision of Bhim Prasad Wasti. I will observe the classes of selected teachers by using the given checklist.

District: Village: Date:

School: Period:

Teacher's name: Time:

Observed class: Unit:

                                                        Topic:

                                                        No. of students:

1. Initiation of lesson

	Yes	No	Remarks
a. Is the lesson based on the previous one?			
b. Are the students ready to learn ?			
c. Is the start of the lesson interesting ?			
d. Is the class arranged properly ?			

2. Use of techniques by teacher

Techniques	Topic	Skills/aspects	
a. Lecture			
b. Explanation			
c. Demonstration			
d. Illustration			
e. Individual work			

f. Group work			
g. Pair work			
h. Project work			
i. Role play			
j. Discovery			
k. Strip story			
l. Dramatization			

3. Teachers' activities

	Topic		Skill/aspect	
	Yes	No	Remarks	
a. Is the class divided into groups?				
b. Is the class divided into pairs ?				
c. Is the teacher using L_1 in the class?				
d. Is the teacher using different techniques ?				
e. Does the teacher manage the class ?				
f. Is the role of student as active participant ?				
g. Is the role of teacher as a facilitator ?				
h. Are any tasks given?				
i. Are the tasks checked by him/her ?				

4. Evaluation system

a. Is the class lesson summarized ?	
b. Are the objectives achieved ?	
c. Is evaluation come out satisfactory ?	
d. Immediate feedback by the teacher ?	
e. Use of evaluation techniques.	

Appendix – 2

Interview Schedule for the Students

Name of the Student

Name of the School

Class:

Roll No.:

1. Do you feel comfortable to sit in your classroom ?

      a. Yes …….   b. No. …….

2. Do you enjoy English class?

      a. Yes …….   b. No. …….

3. How often does he/she divide you into groups ?

    ………………………………………………………….

    ………………………………………………………….

4. How often does he/she divide you into pairs ?

    ………………………………………………………….

    ………………………………………………………….

    ………………………………………………………….

5. Does he/she give opportunity to speak you ?

    ………………………………………………………….

    ………………………………………………………….

    ………………………………………………………….

6. How does he/she encourage you to give the answer ?

    ………………………………………………………….

……………………………………………………………….

……………………………………………………………….

7. Do you like to discuss with your teacher ?

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

8. When you commit mistakes, what kind of behaviour does he/she show ?

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

9. Does he/she use picture in teaching in the classroom ?

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

10. Does he/she give you reading task ?

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

11. How does he/she check the given tasks ?

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

12. How does he/she encourage you to speak in English ?

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

13. Does he/she give immediate feedback to you ?

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

14. How often does he/she use student-correction techniques ?

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

15. How clearly does he/she instruct you ?

……………………………………………………………….

……………………………………………………………….

16. Do you prefer to learn through own participation or through teacher's involvement? Give your reason.

……………………………………………………………….

……………………………………………………………….

……………………………………………………………….

17. Are you satisfied with teacher teaching in the classroom ?

a. Yes   b. No

c. Give your opinion

………………………………………………………………….

………………………………………………………………….

………………………………………………………………….

18. Do you like to work with your friends ?

    a. Yes   b. No

    c. Support your answer

………………………………………………………………….

………………………………………………………………….

………………………………………………………………….

19. Does he/she summarize every lesson ?

………………………………………………………………….

………………………………………………………………….

Appendix-3

Sample Schools

1. Shree Chandrodaya Higher Secondary School, Bishaltar.
2. Shree Shankhadevi Higher Secondary School, Majhimtar.
3. Shree Bageshori Higher Secondary School, Malekhu.
4. Shree Adarsha Higher Secondary School,Gajuri.
5. Shree Chandrodaye Higher Secondary School, Benighat.