USE OF LEARNER-CENTERED TECHNIQUES BY SECONDARY LEVEL ENGLISH TEACHERS

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

Submitted by

Sanjay Kumar Achhame

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sanjay Kumar Achhame** has prepared this thesis entitled **Use of Learner-Centered Techniques by Secondary Level English Teachers** under my guidance and Supervision.

I recommended this thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

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

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EVALUATION AND APPROVAL

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

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Date: …………………..

DECLARATION

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

Date: 23-03-2012   …………………………..

                                                  Sanjay Kumar Achhame

DEDICATION

Dedicated

to

My parents who devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

ABSTRACT

The present study entitled **Use of Learner-Centered Techniques by Secondary Level English Teacher** 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 suggest 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 Jhapa 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 had used learner-centered techniques like pair work, group work, discussions and pictures as supplementary materials.

The present study consists of four chapters. The first chapter deals with general background, objectives and significance of the study and review of related literature. Chapter two deals with the methodology of the study which consists of data, the sampling procedure, the tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The last, fourth chapter has the findings and recommendations of the study in which some pedagogical implications have been recommended to better the findings of this study as well as to strengthen such further studies.

TABLE OF CONTENTS

LIST OF SYMBOLS AND ABBREVIATIONS

&	-	And
Dr.	-	Doctor
ELTM	-	English Language Teaching Methodology
P.	-	Page Number
Prof.	-	Professor
S.R.	-	Students' Response
T.U.	-	Tribhuvan University
T_1	-	Teacher No. 1
Viz.	-	They are
www.	-	world wide web

CHAPTER ONE

INTRODUCTION

1.1 General Background

Learners are workers. They are deeply interested in observing many types of works because they want to search new things. Thus, no one should avoid 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.

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

In modern education, it is accepted that 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 focus 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 have conducted a research in order to identify whether

learner-centered techniques were implemented in the real classroom by the secondary level English teachers in Jhapa district.

1.1.1 Language Teaching Techniques

Successful teaching is not a bed of roses. In course of teaching a teacher has to pass through 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.

The term 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. Techniques must be consistent with a method ". 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 classroom procedures. Mainly techniques are classified into two types. They are:

1.1.1.1 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:

    a. Lecture

    b. Explanation

    c. Illustration

    d. Demonstration

1.1.1.2 Learner-Centered Techniques

Learner-centered technique is widely used concept in English language teaching these days. Rogers (1983, p. 188) identified the important preconditions for learner-centered as:

> … 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.

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.

Lea et al. (2003, p. 322) summarizes some of the features on learner-centered technique in the following seven points:

1. the reliance on active rather than passive learning,
2. an emphasis on deep learning and understanding,
3. increased responsibility and accountability on the part of the student,
4. an increased sense of autonomy in the learner,
5. an interdependence between teacher and learner,
6. mutual respect within the learner teacher relationship,
7. 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 judgements are made."

In a nutshell, from the analysis of above definitions following principle can be drawn:

- 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.
- The learner sees himself differently as a result of the learning experience.

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 are discussed below:

i. 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 following techniques for individual work:

i. Objectives are based on the needs of individual learners.

ii. 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.

ii. 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:

i. 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.

ii. 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.

iii. 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.

iv. Timing

Tell the class how long the activity will last, typically only two or three minutes.

v. 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.

vi. 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.

iii. 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:

i. 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.

ii. 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.

iii. 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.

iv. 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.

iv. Project work

Project work is a learner-centered technique for classroom activity. It has a real world connection. The projects need to allow students to not only make real life connection 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."

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 a facilitator.

There are various opinions related to the stages of the project work. Richards et al. (1985) give three stages of the project work:

- classroom planning
- carry out the project

- reviewing and monitoring

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

a. 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.

b. Planning

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

c. 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.

d. 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.

v. 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 communicate 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.

vi. 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 told 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 following principles:

- 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.

vii. 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 going to discuss some procedures which are given below:

- 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.
- Students move around and ask questions until they reconstruct a whole story.
- Teacher facilitates whenever necessary.

viii. 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 learners. 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.

1.2 Review of Related Literature

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 data collection. He used test as a tool for 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 collection 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 soruce 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 collection 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 collection were observation and test items. 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 collection was test items. The finding showed that discovery technique was relatively more effective than explanation technique.

In conclusion, some studies have been carried out to detect the effectiveness of different techniques. They were foundation of knowledge for my research. All secondary level teachers were trained but I was interested to see whether they used learner-centered technique in the classroom or not.

1.3 Objectives of the Study

The study had the following objectives:
a. To identify and find out learner-centered techniques used for teaching language skills and aspects by the secondary level English teacher.
b. To suggest some pedagogical implications.

1.4 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.

CHAPTER TWO

METHODOLOGY

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

2.1 Source of Data

I collected data from both the primary and secondary sources.

2.1.1 Primary sources of Data

The primary sources of data for this study were 10 English teachers of 5 secondary schools and 5 students per teacher of the government aided secondary schools of Jhapa district.

2.1.2 Secondary Sources of Data

Larsen-Freeman (1983), Rogers (1983), Bryn (1987), Kochhar (1990), Cross (2003), Kumar (2005), Harmer (2008), Richards and Rodgers (2010), journals, articles, research studies and internet were used as secondary sources of data.

2.2 Sampling Procedure

I purposively selected 5 secondary schools in Jhapa district. Out of them 10 secondary English teachers were selected using non-random judgemental sampling procedure for my purpose. I observed three-classes of each teacher by using checklist. In case of teachers classes total sampling was 30. I selected five students per-teacher through random sampling. Regarding students, the total sampling was 50. I took semi-structured interview with them. Altogether total sample was 80.

2.3 Tools of Data Collection

I used observation check-list and structured interview as tools for this study. Checklist was used for teachers' class observation and interview was for students from those teachers' classes.

2.4 Process of Data Collection

In order to collect data for the research study, I went to the field and contacted 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 built 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 with due acknowledgements.

2.5 Limitations of the Study

The study had following limitations:

(i)   The area of the study was limited to Jhapa district.
(ii)   The study was limited to 5 secondary schools.
(iii)   Only 30 classes of teachers were observed.
(iv)   Five students per-teacher so altogether 50 students were interviewed.
(v)   The total number of sample was 80.

CHAPTER THREE

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.

3.1 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. He gave the task to the students and checked it. He used pair work and pictures in teaching speaking. 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. 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. 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 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. He 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. 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. 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. 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 FOUR

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.

4.1 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. On the basis of analysis and interpretation, the following findings have been listed:

Teacher No. 1: (T1): He 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.

T2: She used a lot of learner-centered techniques such as pair work, group work, pictures, task, discussion and student-correction techniques. She was also found good in use of other activities like showing positive behaviour, giving immediate feedback and summarizing every lesson.

T3: He used less learner-centered techniques like pair work, discussion and task. But he presented other activities nicely for example giving opportunity to speak, showing positive attitude and summarizing every lesson.

T4: Learner-centered techniques were used by teacher such as pair work, group work, discussion, task and student-correction techniques. In this way, he used other activities in beautiful ways for example giving opportunity speak, showing positive behaviour and giving immediate feedback.

T5: He 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: Learner-centered techniques were used by teacher like 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.

T7: He used less learner-centered techniques like group work, discussion and task in the classroom. But he presented rest of the other classroom activities satisfactorily such as giving opportunity to speak, showing positive behaviour and giving immediate feedback.

T8: He used a lot of learner-centered techniques like pair work, group work, discussion, task, pictures and student-correction techniques in the classroom. In this way, he was found good in use of other activities for example giving opportunity to speak, showing positive behaviour and giving immediate feedback.

T9: She used learner-centered techniques such as pictures, discussion, task and student-correction techniques in the classroom. Similarly, she was found good in use of other activities like giving opportunity to speak, showing positive attitude and giving immediate feedback.

T10: He used 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.

I 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.

4.2 Recommendations

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

i.   Pair work, pictures, task and student-correction techniques should be emphasized to make teaching and learning process more effective.

ii. Group work, pictures, project work and individual work should be implemented in the classroom besides pair work, discussion and task to involve the students for learning.

iii. Teacher focused learner-centered techniques such as pair work, group work, discussion, task and student-correction techniques. In this way, he should also apply individual work, project work, strip story and pictures to be effective for everlasting learning.

iv.   Teacher used learner-centered techniques like pair work, discussion, task, pictures and student-correction techniques but he should add other learner-centered techniques for example, individual work, group work, project work and strip story in order to make the learners energetic.

v.   Individual work, pair work, pictures, discovery techniques and project work should be focused by the teacher apart from group work, discussion and task to develop the learner confidence.

vi.   Pictures, discussion, task and student-correction techniques were used by the teacher but she should also use other learner-centered techniques like individual work, pair work, group work, role play and project work to enhance active participation of the learners.

vii. In addition to task, discussion and pictures, he should use pair work, group work, individual work, dramatization, project work, strip story, student-correction techniques and role play to make the class interesting.

viii. Teachers should use more learner-centered techniques to improve the quality of education.

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Checklist for the class observation

I am going to carry out a research entitled "use of learner centered techniques by secondary level English teachers." Under the supervision of Dr. Anjana Bhattarai-a reader of Department of English Education T.U. Kirtipur. I will observe the classes of selected teachers by using the given checklist.

District: VDC: 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 ?

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………………………………………………………….

………………………………………………………….

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 III

The names of schools from which data are collected:

1. Singha Devi Secondary School Khudunabari-1, Jhapa.

2. Shanischare Higher Secondary School, Shanischare-1, Jhapa.

3. Kalisthan Secondary School, Sanischare-6, Jhapa.

4. Arjundhara Adarsha Sanskrit Ma.Vi., Arjundhara-4, Jhapa.

5. Janta Secondary School, Khudunabari-6, Jhapa.