TEACHERS' PERCEPTION ON STUDENT-CENTERED TECHNIQUES

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Laxmi Pathak

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2011

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DECLARATION

3

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: 2068/04/8   ……………..

Laxmi Pathak

RECOMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Laxmi Pathak** has prepared the thesis report entitled "**Teachers' Perception on Student-centered Techniques**" under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated to

My parents, gurus and all well-wishers

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ABSTRACT

The present study entitled '**Teachers' perception on student-centred techniques**' is an attempt to find out the teachers' perception on student-centred techniques from higher secondary level of public vs. private school English teachers', and aim at suggesting some pedagogical implications. In order to collect the data, the primary and secondary sources were used. Forty teachers teaching at higher secondary level of Kathmandu district were involved as informants in this study. The main tool for data collection was questionnaire. The participants were requested to response to those questions. The raw data obtained from them were analyzed and interpreted statistically as well as descriptively. After analysis and interpretation of the data, it is found that teachers had very positive view about using the students-centred techniques in the classroom. In addition, it is found that a short of language skills and aspects can be taught using the students-centred techniques.

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 sources of data, tools and process of data collection, and limitations of the study. Likewise, chapter three deals with the analyzing and interpretation of the data. In this section, descriptive approaches have been used. Finally, chapter four deals with findings of study and its recommendations for pedagogical implications.

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LIST OF SYBOLS AND ABBREVIATOINS

%	Percent
Dr.	Doctor
ELT	English Language Teaching
i.e.	That is
M. Ed.	Masters in education
No.	Number
p.	Page Number
Prof.	Professor
S.N.	Serial Number
T.U.	Tribhuvan University
viz.	They are
Vol.	Volume
Vs.	Versus
www.	World Wide Web

CHAPTER ONE

INTRODUCTION

This study is about the "Teachers' perception on student-centered techniques."
This chapter consists of the general background, review of the related
literature, objectives and significance of the study.

1.1 General Background

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

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

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

- Insufficient exposure to target Language which overshadows their confidence every now and then.

- Insufficient exposure to Language teaching techniques which deprives them of being familiar with new innovations in this discipline and they cannot be innovative either.

- Due to the lack of constructive competition, professional discussion, regular supervision and evaluation, incentive and punishment, even a new, energetic and innovative teacher also joins the existing community.

- Insufficient financial support and ever increasing cost of living pressurizes the teachers to look for other side jobs which certainly cuts off their concentration and sprit of classroom teaching (Bhattarai 2001, p.15).

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

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

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

1.1.1 Student-Centered Techniques in English Language Teaching

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

) Students take part in setting goals and objectives.

) There is a concern for the student's feelings and values.

) There is a different role of the teacher. The teacher is seen as a helper, advisers or counselor.

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

Rodgers (2009, p.3) student-centered techniques can be characterized by the following goals. It aims toward.

) A climate of trust in which curiosity and the natural desire to learn can be nourished and enhanced.

) A participatory mode of decision making in all aspects of learning in which students, teachers and administrators have their part.

) Helping students to achieve results they appreciate and consider worthwhile to build their self–esteem and confidence.

) Developing in teachers the attitudes that the research has shown to be most effective in facilitating learning.

) Helping teachers to grow as persons finding rich satisfaction in their interaction with learners.

Lee et al. (2003, p. 322) summarize some at the literature on student centered techniques to include the following tenets:

) The reliance on active learning than passive learning.

) An emphasis on deep learning and understanding.

) Increased responsibility and accountability on the part of the student.

) Interdependence between teacher and learners.

) An increased sense of autonomy in the part of the student.

) Mutual respect within the learner teacher relationship.

) And a flexible approach to the teaching.

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

In a student-centered classroom, students are encouraged to participate actively in learning the material as it is presented rather than being passive and perhaps taking notes quietly. Students are involved throughout classroom time in activities that help them to construct their understanding of the material that is presented. The instructor no longer delivers a vast amount of information, but

uses a variety as hands on activities to promote learning. According to Jones (2007, p. 3) when students are working together in English, they side:

- talk more

- share their ideas

- learn from each other

- are more involved

- use English in a meaningful, realistic way.

- enjoy using English to communicate.

In order to make students more receptive to learning, teachers should provide a non-threatening environment in which students are not on the defensive side. Student-centered techniques follow some principles. That means, the main principles of student-centered-techniques are as follows:

- The learner has full responsibility for his/her learning.

- Involvement and participation are necessary for learning.

- The relationship between learners is more equal, promoting growth, development.

- The teacher becomes a facilitator and resource person.

- The learner experiences confluence in his education.

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

In brief, student-centered approaches to teaching and learning stress the importance of students past experience exploring individual needs and interests, promoting active participation, stimulating higher order thinking and encouraging life-long learning.

1.1.2 Language Teaching Techniques

Teaching is an art. The success and failure of teaching depends upon the strategies and skills which are used by the teacher in his classroom. Generally, teacher performs various activities in his classroom to make the lesson

effective. Those various activities which are used by the teacher to make his class effective is known as techniques. So, it plays very important role in language teaching and learning. Anthony (1963, p. 63) defines technique,

> A techniques is implementation-that which actually takes place
>
> in the classroom. It is a particular trick, stratagem or
>
> Contrivance used to accomplish in immediate objectives.
>
> Techniques must be consistent with a method and therefore in harmony
>
> with an approach as well (cited in Richards and Rodgers 2001, p.19).

There are different techniques to teach language skills and aspects. The teacher himself/herself can create his/her own techniques to teach language in a classroom. Learning is more important than teaching. Teaching should reflect the students' needs and interest, teaching techniques play the vital role in language learning. The techniques which are used in teaching English language are classified into two types:

1.1.2.1 Teacher-Centered Techniques

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

  a.   Lecture

  b.   Explanation

  c.   Illustration

  d.   Demonstration

1.1.2.2 Student-Centered Techniques

Unlike the teacher centered techniques, student centered techniques are such techniques on which students are more active than teachers. Students are given a lot of task to complete or perform. They learn by doing. It emphasizes the student and his/her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirement. It is more psychosocial than logical. It highlights the process than product. The teacher works as a facilitator or a guide. Some examples of students centered techniques are given below:

i. Individual Work

Individual work is opposed to the concept of whole-class teaching-lock step learning in which all the students learn something using the same materials. They do not get a chance thing using the same materials. They do not get a chance to explore their own ideas and potentialities. It is well known that all the students do not learn in the same way. Some prefer oral explanation, while other chooses written ones. Certain students enjoy findings out information for themselves; others prefer spoon-fed, Richards' et al. (1999, p.147) mentions:

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

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

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

ii. Pair Work

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

    i. First, the teacher has to explain the reason for using pair work to the student pair work time is not to be used for chatting.

    ii. When students finish the set tasks they can change the role and do the task again.

    iii. A lot of opportunity is given for talking.

    iv. They can ask for help, if they need it.

    v. There will e a check on their participation after wards.

    vi. If there are three students, one works as a monitor.

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

    i. Preparation: prepare carefully be means of presentation and practice, so that everyone is confident in using the language.

    ii. Teacher student model: Select one student and take one part yourself and go through the whole task. Ensure them all what they have to do.

    iii. Public pairs: Select two students sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model.

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

v.   Private Pairs: Tell everyone to begin. While it is going on; go around the classroom to monitor and assist. There should be little need. To interfere, if the preparation has been through.

vi.   Public Check: If you see that most of the class has completed the task stop the activity choose one pair at random to stand and do the task again, publically choose the second and third pair to do the same.

iii. Group Work

It is another students-centered technique in which small groups of around five provoke greater involvement and participation than larger groups. The group may work on a single task or on different parts of large task. Task for group members are often selected by the members of the group but a limited number of option are provided by the teacher. For a successful group work a teacher has to follows some strategies which are given below:

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

iv. Project work

Project work is a very effective but time Consuming student-centered technique of language teaching. It has been introduced during 1970s as a part of communicative language teaching. It integrates all language skill involving a number of activities that require all language skills since project work is student-centered rather than teacher-created the teacher may need to develop a

more flexible attitude towards the students work. Project work is defined variously by different scholars, As Richards et al. (1985):

> The project work is an activity which centers on the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work tasks place outside classroom (p. 295).

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

In this way, we can say that project work provides one solution to the problem of autonomy of making the learner responsible for his/her own learning. It emphasizes on group centered experience. It is co-operative rather than competitive. This technique encourages imagination, creativity, self-discipline responsibilities and collaboration, research and study skills.

There are different stages of project work given by different researches. Whatever, the opinions on the stages of project work are, the students generally go through the following four stages.

- – Setting goals
- – Planning
- – Collecting information
- – Reporting

v. Role play

Role play is a classroom activity which gives the students an opportunity practices the language, the aspects of role behaviors, and the actual roles they may need outside the classroom. It is an ideal vehicle for developing fluency,

and it also offers focal points in lessons integrating the four skills. Its main goal is not only to put the learner's knowledge into 'live' practice but also to improve their confidence and self assurance in a very effective way.

Role play is a 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 function structures, games can be practiced in the classroom through role play. It also makes the classroom funny and interesting.

vi. Discovery Techniques

Discovery techniques is the techniques where students are given the examples of language and told to find out how they work to discover the grammar rules rather than the told them (Harmer, 2003, p.29). A discovery technique is an extremely learner-centered technique for teaching language vocabulary and grammar which aims to give students a chance to take charge earlier i.e. before explaining language by the teacher. This technique invites the students to use their reasoning.

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

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

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

- Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supporting role.
- Preview. Matching techniques, text study and problem solving are the four major activities involved in a discovery techniques.

vii. Strip Story

Strip story is a technique of presenting a story part–wise in small slips of paper called strips. The strips are given to individual students of a group requiring them to organize the strips in a proper sequence allowing them to discuss the materials of the strip as to make it known to the other member of the group. To complete the activity successfully we should follow some procedures which are given below:

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

viii. Drama

Drama is doing. Drama is being. Drama is normal thing. It is something that we all engage in daily life when faced with a difficult situation. It encourages

genuine communication and involves real emotion and use of body language. It involves using the imagination to make one self into another character or the classroom into different places. It starts with listening, speaking and can be specified to practice specific language aspects e.g. Grammar, lexical items, functions etc.

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

1.1.3 Teacher-Centered Techniques vs. Student-centered Techniques

Teacher-centered teaching focuses on the teacher transmitting knowledge, from expert to novice. In contrast, they describe student-centered teaching as focusing on the students' learning and what students do to achieve this rather than what the teacher does. As we attempt to differentiate teacher directed instruction from student-centered teaching we can do it in following ways:

In teacher directed instruction

⟩ Students work to meet the objectives set by the teacher.

⟩ Student complete activities designed by the teacher to achieve goals determined by the teacher.

⟩ Students respond to directions and step by step instruction from the teacher as they progress through activities.

⟩ Students are given extrinsic motivation like grades and rewards as a means of motivating them to complete work.

⟩ Students work in groups determined by the teacher, the teacher is in control of group membership.

⟩ Students work is evaluated solely by the teacher.

In contrast, in student centered techniques, students play pivotal role from the very beginning that is from setting goals to teaching learning activities to

evaluation process. We can also compare between teacher-centered techniques and student-centered techniques as follows:

Teacher–centered techniques	Student–centered techniques
Focus is on in instructor.	Focus is on both students and instructor.
Focus is on language forms and structure (what the instructor knows about the language).	Focus is on language use in typical situations (how students will use the language).
Instructor talks, students listen.	Instructor models; students interact with instructor and one another.
Student work alone.	Student work in pairs' in group or alone depending on the purpose of the activity.
Instructor monitors and corrects every student utterance.	Student talk without constant instructor monitoring instructor provides feedback correction when questions arise.
Instructor chooses topics.	Students have some choice of topics.
Instructor evaluates students learning	Students evaluate their own learning instructor also evaluates.
Class is quiet.	Classroom is often noisy and busy.

[Source: *http://www.orglesentials/goalsmethods learn cent pop.html*]

1.2 Review of Related Literature

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new thing and ideas. Actually, no researches have been carried out on this topic. However, an attempt is made here to review some of the literature related to this study.

Shrama (2002) conducted an experimental research on the "Effectiveness of role play techniques in teaching communicative function: A practical study". The objective of the study was to find out the effectiveness of role play techniques in teaching communicative functions. The researcher used both primary and secondary sources for data collection. The population of the study was confined to 84 students of grade X from a school at Kapilvastu district. He used questionnaire as a tool of data collection to measure the proficiency level of the students. The mode of test was oral. The findings showed that role play technique was relatively more effective than usual classroom techniques in teaching communicative function. Likewise, Panta (2004) carried out a research on "The effectiveness of discovery techniques in teaching subject-verb agreement". The objective of the study was to determine the effectiveness of the discovery techniques in teaching S-V agreement in English. The researcher selected 30 students of grade IX from a government school of Rupandehi district using random sampling procedure for the sample of the study. The study was an experimental research. The sample of the study was divided into two groups (experimented and controlled). The main tool of data was test paper. The finding showed that the students taught through discovery techniques have done relatively better in comparison to those taught through explanation techniques.

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

research on "The effectiveness of group work techniques in teaching English tests". The objective of the study was to find out the effectiveness group work techniques in teaching English tenses. He used both primary and secondary sources for data collection and selects a public school of Chitwan as the population of the study. The researcher used pre-test and post–test for primary data collection by dividing the students into two groups, i.e. experimental and controlled group. It was found that the students who we taught using group work progressed relatively better than the students who were taught using explanation.

Rimal (2004) carried out a research on the effectiveness of group work techniques in learning writing skill in English'. The main objective of the study was to find out the effectiveness of group work techniques in learning writing skill. He used both primary and secondary sources for data and selects one school of Lamjung districts as the population of the study. The researcher used pre-test and post test for primary data collection by dividing the students into two groups, i.e. experimental and controlled group. It was found that group work techniques in learning writing skill was slightly effective than the usual classroom teaching techniques. Likewise, Poudel (2008) carried out a research on the title of "Teaching of communicative function: An analysis of classroom activities". The objective of the study were to find out the classroom activities conducted by the teachers in teaching communicative functions and problems encountered by them while teaching communicative functions. The researcher followed a nonrandom sampling procedure for sampling population. He used both primary and secondary sources for data collection. Students and teachers of English at secondary level were the primary sources of data, Kathmandu district was the area of the population of the study. The finding was that discussion, pair work, role play and group work were the commonly used activities and the hesitation of the students of speak, lack of adequate exposure the students, teachers as an authority in the classroom, use of mother tongue into classroom and lack of required physical facilities were the major problems

encountered by the teachers in the teaching of communicative function. Similarly, Baniya (2009) carried out a research on the titled of "Teaching techniquess use by English teacher". The main objectives of the study were to find out the techniques used by the teacher in public and private schools. The researcher selected ten schools (5 private and 5 public) of Lalitpur district by using stratified random exampling procedure for the sample of the study. The main tools of data were observation from and interview schedule. The finding of the study was that teachers of private schools used more teacher centered techniques then public one.

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

1.3 Objectives of the Study

This study had the following objectives:

a. To find out the teachers' perception on students-centered techniques.

b. To compare the teachers' perception on student-centered techniques in public vs. private schools.

c. To suggest some pedagogical implications.

1.4 Significance of the Study

Since this study was conducted aiming to explore the teacher perceptions' on student-centered techniques, it will provide information about organizing and conducting student-centered techniques in English language classroom. Therefore, this study is expected to be significant to all those who are directly or indirectly involved in language teaching/ learning activity in general, and more particularly to the teacher, students, syllabus designers, educationists, text

book writers, material producers, guardians, supervisor as well as other interested readers. I hope that the findings and recommendations will provide significant support to be made in order to improve teaching methodology in language teaching and learning. Moreover, this will be significant for the prospective researchers, who want to undertake further researchers in the field of ELT methodology.

CHAPTER-TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The study was carried out as follows:

2.1 Sources of Data

This study included both primary and secondary sources of data.

2.1.1 Primary Sources of Data

This research is based on the data collected from primary sources. The English teachers teaching at higher secondary level in Kathmandu district were the primary source of data for this study. The data from them was collected using questionnaire.

2.1.2 Secondary Sources of Data

Different books, journals, reports, articles that were related and helpful to the proposed study were reviewed for the facilitation of the study. Some of them were Richards (1999), Rodgers (2003), Byrne (1987), Cross (1992), Ur (1996), Harmer (2003), Jones (2007), these approved in the department of English education, internet related to the topic were used as secondary sources of data.

2.2 Population of the Study

The populations of the studies were the teachers of higher secondary school of Kathmandu district.

2.3 The Sampling Procedure

The researcher selected 40 higher secondary school (20 public and 20 private) purposively having two English teachers from each school.

2.4 Tools of Data Collection

The researcher used the questionnaire as data collection tool for the study (see appendices I)

2.5 Process of Data Collection

(a) First of all, the researcher visited the higher secondary school and built rapport with head and subject teachers.

(b) She explained the purpose of the study to them.

(c) She distributed questionnaires to the teachers to collect their views on the perception of student centered techniques in the English language classroom.

(d) Finally, she thanked the informants and school authority for their kind co-operation.

2.6 Limitations of the Study

The research had the following limitations:

(a) The population of this study was limited to higher secondary schools of Kathmandu district.

(b) The study only includes higher secondary levels teachers' perception.

(c) The sample size includes only forty English teachers of twenty higher secondary schools from Kathmandu district.

(d) Only forty five classes of fifteen teachers have been observed.

(e) The study does not include teachers' perception from rural school.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. Forty higher level schools' English teachers from public schools and 40 teachers from private school were the primary sources of data and questionnaire were the tools for data collection from the teachers of public and private school. The data have been presented and analysis in the following sections.

3.1 Analysis of Data Obtained from the Questionnaires

The questionnaires addressed to the teachers were intended to collect their views or perception on student centered techniques in the classroom. I prepared both close-ended and open-ended questions to collect their views. So, their views are tabulated in different tables and analyzed one by one.

3.1.1 Preference of Teaching Techniques in Language Classroom

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

Table No.1

Preference of Teaching Techniques in Language Classroom

S.N	Techniques	Public School		Private School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1	Student Centered Techniques	10	25%	20	50%
2	Teachers Center Techniques	20	50%	12	30%
3	Interactive Techniques	10	25%	8	20%

The above table shows that 25% teachers of public schools used student-centered techniques in total. Contrary to this, it was found that 50% teachers of public school used teacher-centered techniques and 25% of teachers used interactive techniques as a whole. On the other hand, 50% teachers of private schools were found to used student-centered techniques likewise, 30% teachers of private school used teacher-centered techniques and 20% teachers used interactive techniques.

3.1.2 Preference of Student-centered Techniques

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

Table No.2

Preference of Student-centered Techniques

S.N	Techniques	Public School		Private School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1	Pair work/group work	18	45%	18	45%
2	Dramatization	8	20%	10	25%
3	Role play	14	35%	12	30%

The above table shows that 45% teachers of public schools used pair work and group work technique in total. Contrary to this, it was found 20% teachers of public school used dramatization and 35% of them used role play technique as whole. On the other hand, 45% teachers of private school were found to use pair work and group work technique whereas it was found that 25% teachers of private school used dramatization. Likewise, 30% teachers used role play techniques as whole.

3.1.3 Use of Techniques in the Classroom

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

Table No. 3

Use of Techniques in the Classroom

S.N	Techniques	Public School		Private School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1	Lecture	16	40%	10	25%
2	Explanation	12	30%	12	30%
3	Pair work	8	20%	14	35%
4	Role play	4	10%	4	10%

The above table shows that 40% teachers of public schools used lecture technique in total. Contrary to this, it was found that 30% teachers of public schools used explanation technique, 20% teachers used pair work techniques and only 10% teachers used role play techniques. On the other hand, 25% teachers of private schools were found to use lecture technique as it was found that 30% teachers used explanation technique likewise 35% teachers used pair work and 10% teachers used role play technique as a whole.

3.1.4 Least used Techniques in the Classroom

Respondents were given four types of the least used techniques in the classroom. The responses obtained from participants have been presented in the following table:

Table No. 4

Least Used Techniques in the Classroom

S.N	Techniques	Public School		Private School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1	Explanation	10	25%	8	20%
2	Pair work	8	20%	10	25%
3	Lecture	17	42.5%	13	32.5%
4	Role play	5	12.5%	9	22.5%

The above table shows that 25% of public schools teachers used explanation as 20% teachers used pair work technique likewise, 42.5% teachers used lecture and 12.5% teachers used role play technique. On the other hand, 10% private schools teachers used explanation technique, as, 25% teaches used pair work technique like wise, 35.5% teachers used lecture technique and 22.5% teachers used role play technique as a whole.

3.1.5 Usefulness of Techniques

The respondents were also asked to involve the students in pair work and group work. They were given four options viz. frequently, sometimes, seldom, never. The response obtained from the participant has been presented in the following tables:

Table No. 5

Usefulness of Techniques

S.N	Techniques	Public School		Private School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1	Lecture	12	30%	10	25%
2	Explanation	10	25%	8	20%
3	Pair work	8	20%	9	22.5%
4	Role Play	10	25%	13	32.5%

The given table shows that 30% public schools teachers used lecture technique in the classroom as 25% teachers used explanation technique in the classroom likewise 20% teachers used pair work techniques. Twenty-five percent teachers used role play technique in the classroom. It was found that lecture technique were more useful to make the lesson clear to the students in public schools. On the other hand, 25% private school teachers used lecture technique, 20% teachers used explanation technique. Likewise, 22.5% teachers used pair work and 32.5% teachers used role play technique in the classroom. It shows that a role play techniques was more useful to make the lesson clear to the teachers in private schools.

3.1.6 Involvement of Students in Pair Work and Group Work

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

Table No.6

Involvement of Students in Pair Work and Group Work

S.N	Involvement of pair work and group work	Public School		Private School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1	Frequently	12	30%	15	37.15%
2	Sometimes	20	50%	16	40%
3	Seldom	6	15%	5	12.5%
4	Never	2	5%	4	10%

The above table shows that 30% public schools teachers frequently involved the students in group work and pair work, whereas 50% teachers sometimes involved the student in group work and pair likewise, 15% teachers seldom involved the student in group work and pair work, 5% teachers never involved

the student in group work and pair work. On the other hand, 37.5% private school teachers frequently involved the students in group work and pair work. Similarly, 40% teachers sometimes involved the students in group work in the classroom likewise, 12.5% teachers seldom involved the students in group work and pair work whereas 10% teachers never involved the student in group work and pair work as a whole.

3.1.7 Use of Lecture Techniques

The respondents were provided an opportunity to put their views to use lecture technique in the classroom. In addition, they were also provided with a chance to clarify their views for both positive and negative responses. The responses obtained from them have been presented in the following tables:

Table No.7

Use of Lecture Techniques

S. N	Use of lecture techniques in the classroom	Public School		Private School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1	Frequently	17	42.5%	8	20%
2	Sometimes	19	47.5%	20	50%
3	Seldom	3	7.5%	7	17.5%
4	Never	1	2.5%	5	12.5%

This table shows that 42.5% public schools teachers frequently used lecture technique in the classroom whereas 47.5% teachers sometime used lecture technique in the classroom. Likewise, 7.5% teachers seldom used lecture in the classroom as 2.5% teachers never used lecture techniques in the classroom. On the other hand, 20% teachers of private schools frequently used lecture technique likewise 50% teachers sometimes used lecture technique, similarly 17.5% teachers seldom used lecture technique and 12.5% teachers never used lecture technique as a whole.

3.1.8 Most Problematic Factor

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

Table No 8

Most Problematic Factor

S.N	Problematic Factor	School		School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1.	Number of students	16	40%	12	30%
2.	Students attitudes to the teachers	8	20%	8	20%
3.	Lack of teachers teaching skill	6	15%	11	27.5%
4.	Physical facility in the classroom	10	25%	9	22.5%

The above table shows that 40%, 20%, 15% and 25%, public school teachers thought that the number of students, students attitude to the teachers, lack of teachers teaching skill, physical facility of the classroom respectively are the problematic factors while teaching in the public schools. Similarly, 30%, 20%, 27.5% and 22.5% of private school teachers thought those factors respectively were the problematic factors.

3.1.9 Teachers-centered Techniques

Respondents were requested to provide their responses whether they use the students centered techniques or not. The responses obtained from the respondents are presented in the following table:

Table No 9

Teachers-centered Techniques

S.N	Teachers centered techniques in Nepal	Public School		Private School	
		Number of the Respondent	Percent	Number of the Respondent	Percent
1.	Due to the lack of teaching skills	20	50%	11	27.5%
2.	Due to the lack of enough time	6	15%	9	22.5%
3.	Due to the lack of sufficient teaching	12	30%	12	30%
4.	Large number of class	14	35%	8	20%

The above table shows that 50%, 15%, 30%, 35% of public school teachers thought that due to the lack of teaching skills, due to the lack of enough time, due to the lack of sufficient teaching, large number of class respectively are the most effective techniques to use teacher-centered techniques in Nepal as 27.5%, 22.5%, 30% and 20% of public school teachers also thought that teacher-centered techniques most effective techniques in Nepal.

3.1.10 Applicability of Student-centered Techniques

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

Table No 10

Applicability of Student-centered Techniques

S.N	More Applicable Techniques	Public percent		Private percent	
		Number of the Respondent	Percent	Number of the Respondent	percent
1	By giving training to the teachers about new method and techniques	10	25%	15	37.5%
2	By providing sufficient teaching aid to the classroom	18	25%	28	45%
3	By changing the design of curriculum	12	30%	`8	20%

The above table shows that 25% of public school teachers thought that by giving training to the teachers about new methods and techniques were more applicable and, 45%, 30% teachers also thought the student-centered techniques more applicable as 37.5% private school teachers thought student-centered techniques more applicable and 45%, 20% also argued that student centered techniques more applicable.

3.1.11 Importance of Student-centered Techniques

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

Table No.11

Importance of Student-centered Techniques

S.N	Students Centered Techniques in Language Classroom	Public School		Private school	
		Number of the Respondent	Percent	Number of the Respondent	percent
1	Student	12	30%	12	30%
2	Teacher	14	45%	15	37.5%
3	Administrator	10	25%	11	27.5%
4	Expert	4	10%	2	5%

The data obtained shows that 30% public school teachers assented that, student role was important to implement student-centered techniques in the classroom. Similarly, 30% teachers pointed out students' role and 10% teachers pointed out role of administrator and expert, respectively in the implementation of student-centered techniques in the language classroom. Whereas 30% private school teachers viewed that students role was important to implement the student centered techniques. Likewise, 37.5% teachers argued that teacher role was also important to implement student centered techniques. Similarly, 27.5% and 5% expert and administer also viewed the role of student centered techniques.

3.1.12. Significance Impact on Student Motivation

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

Table No 12

Significance Impact on Student Motivation

S.N	School	Strongly agree	Agree	Disagree	Strongly disagree
1.	Public	37.5%	40%	17.5%	5%
2.	Private	50%	37.5%	7.5%	5%

The data obtained shows that 37.5% of public school teachers strongly agreed that student centered techniques have significant impact on the student motivation likewise, 40% teachers agreed with student centered techniques. Similarly, 17.5% teachers disagreed with student centered techniques whereas 5% teachers strongly disagreed with student centered techniques. On the other hand, 50% private school teachers strongly agreed with significant impact on the student motivation, 37.5% agreed with student centered techniques similarly,7.5% teachers disagreed with this technique whereas 5% teachers strongly disagreed with this technique.

3.1. 13. Increases of Student Talking Time

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

Table No 13

Increases of Student Talking Time

S.N	School	Strongly agree	Agree	Disagree	Strongly disagree
1.	Public	40%	42.5%	10%	7.5%
2.	Private	22.5%	20%	25%	30%

As the above table clearly showed that 40% public school teachers strongly agreed to increase student talking time 42.5% teachers agreed with student talking time likewise 10% teachers also disagreed with student talking time whereas 7.5% teachers strongly disagreed with student talking time. On the other hand, 22.5% private school teachers strongly agreed with the student talking time, respectively, 20% teachers agreed with student talking time likewise 25% teachers also disagreed to increase student talking time whereas 30% teachers strongly disagreed to increase teachers talking time.

3.1. 14 Student-centered Techniques and Students' Interaction

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

Table No 14

Student Centered Techniques and Students Interaction

S.N	School	Strongly agree	Agree	Disagree	Strongly disagree
1.	Public	45%	35%	12.5%	7.5%
2.	Private	37.5%	25%	25%	20%

The data obtained showed that 45% public school teachers strongly agreed with student in interaction likewise, 25% teachers agreed with student interaction whereas 12.5% teachers also disagreed with students' interaction and 7.5% teachers strongly disagreed with the statement. In contrast to this, 37.5% private school teachers strongly agreed with the student centered techniques that help to the student interaction, similarly 25% private school teachers agreed with that statement likewise 25% teachers also disagreed with that statement and only 20% teachers strongly disagreed with that statement as a whole.

3.1.15. Followed the Spirit of Learning by Doing

The respondents were given four types of options viz. strongly agree, agree, disagree, and strongly disagree which are systematically presented in the following table:

Table No 15

The Spirit of Learning by Doing

S.N	School	Strongly agree	Agree	Disagree	Strongly disagree
1.	Public	50%	37.5%	7.5%	2.5%
2.	Private	30%	25%	25%	20%

As we can see in the above table that 50% of public school teachers strongly agreed with student centered techniques followed the spirit of learning by

doing whereas 37.5% teachers agreed with that statement, likewise 7.5% teachers disagreed with that statement and only 2.5% teachers strongly disagreed with that statement. On the other hand, private school teachers strongly agreed with that statement 25% teachers agreed, 25% teachers disagreed and 20% teachers strongly disagreed with the statement.

3.1.16 Problem of Student-centered Techniques

The respondents were requested to find out the problem of implementing student-centered techniques in the language classroom. The responses obtained from the respondents are as follows:

Table No 16
Problem of Student-centered Techniques

S.N	School	Strongly agree	Agree	Disagree	Strongly disagree
1.	Public	37.5%	40%	7.5%	5%
2.	Private	50%	37.5%	17.5%	5%

In response to the question, regarding the problem of implementing student-centered techniques in the language classroom, 37.5% public school teachers strongly agreed, 40% teachers strongly disagreed with that statement. Whereas private school 50% teachers strongly agreed, 37.5% teachers agreed, 17.5% teachers disagreed whereas only 5% teachers strongly disagreed with this statement.

3.1.17 Obligation to Finish the Course in Time

The respondents were given four options to find out the obligation to finish the course in time. The responses obtained from the respondents are presented in the following table:

Table No 17
Obligation to Finish the Course in Time

S.N	School	Strongly agree	Agree	Disagree	Strongly disagree
1.	Public	40%	42.5%	10%	7.5%
2.	Private	22.5%	20%	25%	30%

This data shows that 40% public school teachers strongly agreed to finish the course in time whereas 42.5% teachers agreed, 10% teachers disagreed and only 7.5% teachers strongly disagreed with that statement. On the other hand, 22.5% private school teachers strongly agree, 20% teachers agreed, 25% teachers disagreed whereas 30% teachers strongly disagreed with that statement.

3.1.18 Data from Open Ended Question

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

Table No. 18

Data from Open Ended Question

Q.N.	Yes				No			
	Public School		Private School		Public School		Private School	
	No. of Respondent	Percent	No. of Respondent	Percent	No. of Respondent	Percent	No. of Respondent	Percent
18	40	100%	40	100%	-	-	-	-
19	40	100%	40	100%	-	-	-	-
20	26	65%	14	35%	21	52.5%	29	47.5%

[Note: The table, Q. No. 18, 19and 20 represent the question number (see Appendix-1) where 'Yes' and 'No' were the options which were provided to the teachers in the questionnaire.

All public and private school teachers thought that involving students in activities while teaching English in the classroom was useful. They provided the following reasons to support this view.

i.   Student-centered teaching helps to avoid monotony of the students.

ii.   Language is easily learned from communication and interactive practices in the classroom.

iii.   Student - centered teaching makes students more active.

iv.   It makes class more interactive and interesting.

v.   It helps to increase student's curiosity towards learning language.

vi.   It makes learning more effective and long lasting.

It was also showed that public and private schools teachers agreed with the question that the large class affects to implement student-centered teaching. They opined that in a large class every student does not get a chance to take part in activities. They also opined that only talented students are benefited in such a situation and back benchers always remain silent. They also claimed that even if the teachers try to conduct student-centered techniques in the large class, the class becomes nosier and teachers cannot monitor properly to the students activities.

In response to the question, whether or not teachers were satisfied with the present practice of teachers' dominated teaching in the classroom, it was found that 65% of total teachers expressed their dissatisfaction. They viewed that till now most of the teachers are going on teaching students in a traditional way which develops the habit of parrot learning and hampers the habit of learning by doing on the part of the students. They further viewed that education is especially for the students but in teacher dominated teaching students remain passive which does not help to develop overall personality of the students. On the other hand, those (35%) who expressed their satisfaction viewed that in the context of Nepal it is satisfactory. They further viewed that there are various factors such as: lack of enough time, large number of students in a classroom, lack of authentic teaching materials, lack of physical facility, in such situation it seems satisfactory.

With regard to the view of teachers whether all the student-centered techniques can be easily implemented, it was found that all teachers opined it was impossible to implement all student-centered techniques in the classroom. They opined that it is very difficult to implement them due to the lack of time, lack

of physical facility and lack of teacher's skill. They also opined that among various techniques drama and project work techniques are more difficult than others.

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

i. Large number of students in a classroom.

ii. Lack of enough time and teaching materials.

iii. Culture of following traditional trend of teaching profession in school.

iv. Lack of student's interest toward learning by doing.

v. Inappropriate classroom environment and physical facility of the classroom.

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

i. School administration should provide adequate teaching aids create appropriate physical facilities, think about the workload of the teachers and should keep average students in the classroom.

ii. Teachers should be trained and well - paid.

iii. Enough time should be provided for conducting student - centered activities in the classroom.

iv. There should be a change in the traditional way of teaching through training.

v. Government should make proper policy in the field of education to ensure student - centered techniques and there should be enough investment to achieve this.

CHAPTER FOUR

FINDINGS AND RECOMMENDTIONS

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 find out the teachers' perception on student-centered techniques in public vs. private school. On the basis of analysis and interpretation the following findings have been listed.

1 Finding from the Study

a. Overall, the private school teachers highly use student-centered techniques.

b. Lecture technique was highly used by both types of school teachers.

c. The private school teachers give higher emphasis on role play and dramatization techniques.

d. Lack of teaching skill on students was most affecting factors while teaching in the classroom.

e. Public (40%) and private (30%) school thought that the number of student is most problematic factor while teaching in the classroom.

f. This study shows that the lack of teaching skills, lack of enough time, sufficient teaching materials and large number of class are the most effective factors to use teacher-centered techniques in Nepal.

g. Majority of public school teachers (50%) considered for the spirit of learning by doing where as minority (30%) teachers followed it in private schools.

h. In almost all teachers' perspectives, it was found that involving students in classroom activities while teaching English, is a good way of teaching.

i. All teachers were found that large class size affects to the implementation of student centered techniques in the classroom.

j. It was also found that 65% teachers were not satisfied with the present practice of teaching in the classroom i.e. teachers dominated teaching.

k. All teachers were of the opinion that student-centered techniques are difficult to apply in the classroom.

l. In addition, it is found that a short of language skills and aspects can be taught using the students-centered techniques.

2 Findings from the Comparison

a. In response to the question, private school teachers use more student-centered technique than public school.

b. Private school teachers used dramatization technique more than public school.

c. Both private and public school teachers are encouraged to use the group work.

d. Greater number of (25%) public school teachers used explanation technique then private school.

e. Private school teachers least used role play technique then public school.

f. It has been found that greater number of private school teachers involved the students in group work and pair work then public school teachers.

g. Both public and private school teachers thought that the number of the students was most problematic factors while teaching in the classroom.

h. Private school teachers thought that student centered technique were more applicable then the public school teachers.

i. Greater number of public school teachers viewed teachers role was important to implement the student-centered techniques then to private school.

j. In comparison, public school teachers gave highly student talking time but less time was given for private school students.

k. Private school teachers finished the course in time but the less number of public school teacher did not finish the course in time. This shows that private school teachers looked energetic and active than public school teachers.

4.2 Recommendations

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

1. Public school teachers should use more student centered techniques to improve the quality of education.

2. Group work and pair work techniques should be emphasized to make teaching and learning process more effective.

3. Training on implementing student centered techniques should be provided to the teachers.

4. Sufficient materials should be provided in the classroom.

5. The class size should be small and the number of students can be divided into sections to implement student centered techniques effectively.

6. Language should be viewed as a means of social interaction. Therefore, the teachers should involve the students in different social activities giving individual works, project works, as language functions.

7. The teachers of both public and private school should interact, discuss and share their ideas with each other for effective use of various techniques and increase the quality of teaching learning system.

8. The techniques that the English teachers implement in the classroom should be based on learners' need, ability, interest and level.

9. Enough time should be provided for conducting student centered activities in the classroom.

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Appendix – 1

Questionnaire to the English Teacher

Dear Sir/Madam

I am going to research on the "Teachers' Perception towards Student Centered Techniques" under the supervision of Mr. Bheshraj Pokhrel the teaching assistant of the Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be grate value to me. I will assure you that responses made by you will be exclusively used confidently only for present study.

Thank You

Researcher

Laxmi Pathak

Name of the Teacher:

Name of the Collage:

Qualification:

1. Which teaching techniques do you prefer in language classroom?

   a) Student centered techniques

   b) Teaching technique

   c) Interactive technique

2. Which of the student centered technique do you prefer most in language classroom?

   a) Pair work/ Group work

b) Dramatization

c) Role Play

3. Which technique do you use mostly in the classroom?

    a) Lecture   b) Explanation

    c) Pair work   d) Role play

4. As we know, there are many techniques in the language classroom, which technique do you use least in the classroom?

    a) explanation   b) pair work

    c) lecture   d) role play

5. Which technique do you think is more useful to make the lesson clear to the students?

    a) Lecture   b) Explanation

    c) Pair work   d) Role play

6. How often do you involve the students in pair work and group work?

    a) Frequently   b) Sometime

    c) Seldom   d) Never

7. How often do you use lecture technique in the classroom?

    a) Frequently   b) Sometime

    c) Seldom   d) Never

8. Which is the most problematic factor while teaching in the classroom?

    a) Number of the students

    b) Students' attitude to the teacher

    c) Lack of teachers teaching skill

    d) Physical facility of the classroom

9. Even if, the student centered technique is the most effective technique, why do the teachers prefer to use teacher centered technique in Nepal?

a) Due to the lack of teaching skills

b) Due to the lack of enough time

c) Due to the lack of sufficient teaching

d) Large number of class

10. How can we make student centered technique more applicable?

a) By giving training to the teachers about new method and techniques

b) By providing sufficient teaching aid to the classroom

c) By changing the design of curriculum

11. Whose role do you think is the most important in implementing student centered technique in the language classroom?

a) Student   b) Teacher

c) Administrator   d) Expert

12. Student centered techniques have significant impact on the students motivation

a) Strongly agree   b) Agree

c) Disagree   d) Strongly Disagree

13. Students centered techniques increase student talking time.

a) Strongly agree   b) Agree

c) Disagree   d) Strongly Disagree

14. Students centered techniques help the students in interaction.

    a) Strongly agree   b) Agree

    c) Disagree   d) Strongly Disagree

15. Student centered techniques follow the spirit of learning by doing.

a) Strongly agree   b) Agree

c) Disagree   d) Strongly Disagree

16. Larger class size is one of the problems of implementing student centered techniques in our classrooms.

a) Strongly agree   b) Agree

c) Disagree   d) Strongly Disagree

17. The obligation for the teachers to finish the course in time has negative impact on the application of student centered techniques.

a) Strongly agree   b) Agree

c) Disagree   d) Strongly Disagree

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

    i) Yes   ii) No

    b) Support your answer by giving reason.

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    ………………………………………………………………..

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

   i) Yes   ii) No

b) Support your answer by giving reason.

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20. Are you satisfied with the practices/exercises of teaching in the classroom?

i) Yes   ii) No

b) Give your opinion with appropriate reasons?

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Appendix – II

S.N.	Public		Private	Remarks
1	Bijay Memorial H. Sec. School (Dillibazar)	1	Kist College Kamalpokhari	
2	Dillibazar Kanya Campus	2	Asian College (Kirtipur)	
3	Janamatri College (Kulashor)	3	Trinity College (Putalisadak)	
4	Mangal H. Sec. School (Kirtipur)	4	Kantipur City College (Putalisadak)	
5	Janasewa H. Sec. School (Kirtipur)	5	Active Academy (Basundhara)	
6	Sarawati H. Sec. School (Tokha)	6	St. Xavier's College (Thapathali)	
7	Monohar H. Sec. School (Gangabhu)	7	Richmond H.Sec. School (Kalanki)	
8	Pharping H. Sec. School (Dashidkali)	8	Goldengate College (New Baneshor)	
9	Bijay Smarak H. Sec. School (Dillibazar)	9	Sahid Smarak H. Sec. School (Kirtipur)	
10	Sharda H. Sec. School (Sinamangal)	10	Laboratory H. Sec. School (Kirtipur)	
11	Gitamata H. Sec. School (Bijashori)	11	Kathmandu Bernhardt College (Balkhu)	

12	Nabaardsha H. Sec. School (Basantapur)	12	Kathmandu Engineering College (Kalimati)	
13	Kannyamandir H. Sec. School (Neawkha)	13	LRI College (Kalanki)	
14	Tilingtar H. Sec. School (Dhapasi)	14	Kathmandu Model College (Dillibazar)	
15	Nepal Rastiya H. Sec. School (Nepaltar)	15	Colombus College (Banashor)	
16	Sahayogi H. Sec. School	16	Universal College (Maitidevi)	
17	Gadesh H. Sec. School (Bhadrakali)	17	Whitehouse College (New Banashor)	
18	Shivapuri H. Sec. School (Maharajjung)	18	Pasang Lamu Momerial College (Gongabu)	
19	Sarawati College (Thamal)	19	Ganesh Mansing College (Kalanki)	
20	Toudaha rastrya H. Sec. School (Kirtipur)	20	Puspalal College (Chabahil)	