

**TEACHERS' PERSPECTIVES ON APPLICABILITY OF  
STUDENT-CENTERED TEACHING**

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

**Submitted by  
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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Kamala Gautam** has prepared this thesis entitled "**Teachers' Perspectives on Applicability of Student-Centered Teaching**" under my guidance and supervision.

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## DECLARATION

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

Date: 2067-04-16

.....

Kamala Gautam

# **DEDICATION**

**Dedicated to**

**My parents who have devoted their entire life on my education**

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## ABSTRACT

This research entitled "**Teachers' Perspectives on Applicability of Student-Centered Teaching**" is an attempt to examine the applicability of student-centered teaching from secondary level English teachers' perspective. In order to achieve this objective, two research tools-class observation checklist and questionnaire were prepared. Twenty secondary schools with two English teachers of Kathmandu district were purposively selected for the collection of data. I randomly selected fifteen teachers from the whole sample for class observation. After preparing tools, I visited the selected schools to establish rapport with head and subject teachers. I administered the questionnaires to the selected teachers and also observed their classes for three days. The major finding of the study was that teacher-centered techniques were more frequently used by the teachers than student-centered techniques in the classroom. Similarly, it was also found that teachers were bound to apply teacher-centered techniques in the classroom due to various reasons like; large number of students, lack of enough time, lack of teachers' teaching skills and lack of sufficient teaching materials. It shows that in the present situation, it is very difficult to apply student-centered teaching in the classroom.

The present study consists of four chapters. The first chapter deals with general background, objectives and significance of the study, and review of the 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. Chapter three deals with the analysis and interpretation of the data. The analysis was done under two themes, class observation of the teachers and the questionnaire provided to them. And chapter four deals with the findings of the study and its recommendations for pedagogical implications.

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## **CHAPTER - ONE**

### **INTRODUCTION**

This chapter consists of general background, review of the related literature and objectives and significance of the study.

#### **1.1 General Background**

The idea of student-centered teaching is proliferating as to give counter to the traditional mode of teacher-centered teaching in language teaching discourse for many years. The concept of student-centered teaching started to give priority to students' knowledge, experience and their active role in teaching learning activities.

The philosophical line of student-centered teaching is related to progressivism, which emphasizes that education is a means of providing people with learning experiences 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 leads to a focus on the process of learning than mastery of discrete learning items (Phyak, 2005).

Although, the student-centered teaching sounds good in theory, there are some issues which create problems in its application in the classroom. In the context of Nepal, there are some factors which are responsible for creating difficulty in the implementation of the student-centered teaching. One of the main factors which affect in its implementation is the large number of students in the classroom. Our classroom is not ideal in terms of the number of students. For Motthies (1988), an ideal class size constitutes the number

of 30-35 students (p.17). It is just opposite in the case of Nepal where teachers have 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 their interest, teachers are unable to teach students in an interactive way. Similarly, another factor is the attitude of teachers. As I have observed, apart from some exceptions, all the teachers who are involved in teaching and learning profession are concerned with finishing the textbook rather than enhancing students' skill. Some factors which are responsible for their lukewarm attitude towards teaching English with skill-orientation, as argued by Bhattarai (2001, p.15), are as follows:

- ) 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.
- ) Lack of constructive competition, professional discussions, 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 cut off their concentration and spirit of classroom teaching.

The above discussion shows that there are many challenges, problems and difficulties in using the student-centered teaching in the context of Nepal. With this background, I have looked at the applicability of student-centered teaching from secondary level teachers' perspective in this study.

### **1.1.1 Student-centered Teaching and Learning**

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

- i. Students take part in setting goals and objectives.
- ii. There is a concern for the student's feelings and values.
- iii. There is a different role of the teacher. The teacher is seen as a helper, adviser, or counselor,

We see that student-centered teaching 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.

To be more clear about student-centered teaching, we can also summarize Lea et al.'s (2003) views as follows:

Student-centered teaching has reliance on active learning than passive learning. It emphasizes on deep learning and understanding, increases responsibility on the part of the students. Similarly, it increases the sense of autonomy in the part of the students. So, it is a flexible approach to the learning (p.332).

In this way, in student-centered teaching students play a pivotal role in the learning process. 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 aware of the value of independent learning.

According to Rodgers (1983, p.3), student-centered teaching can be characterized by the following goals. He says that student-centered teaching aims towards;

- i. a climate of trust in which curiosity and the natural desire to learn can be nourished and enhanced.
- ii. a participatory mode of decision making in all aspects of learning in which students, teachers and administrators have their part.
- iii. helping students to achieve results they appreciate and consider worth while to build their self-esteem and confidence.
- iv. developing in teachers the attitudes that the research has shown to be most effective in facilitating learning.
- v. helping teachers to grow as persons finding rich satisfaction in their interaction with learners.

The above given points point out that students are encouraged to participate actively in learning rather than being passive and perhaps taking notes quietly. Students are involved throughout classroom time in activities that help them construct their understanding of the material that is presented. The instructor no longer delivers a vast amount of information, but uses a variety of hands on activities to promote learning.

According to Jones (2007, p.3), when students work together in English, “they talk more, share their ideas, learn from each other, involve themselves in activities, use English in a meaningful and realistic way and enjoy using English to communicate”. This tells us that in order to make students more

receptive to learning, teachers should create a non-threatening environment in the classroom.

In brief, students play a central and an active role from the very beginning i.e. from setting goals to teaching learning activities to the evaluation process.

### **1.1.2 Language Teaching Techniques**

Approach, method and technique are the most frequently used terms in the field of language teaching and learning methodology. Different approaches, methods and techniques are used in language teaching according to the time and demand. Anthony (1963, pp. 63-69, cited in Richards and Rodgers, 2001 p.134) defines these three terms in the following ways:

An approach is a set of co-relative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...

He goes on to say,

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach there can be many methods...

Similarly, he defines technique in the following way:

A technique is implementational- that which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.

Furthermore, Larsen-Freeman (1986) says:

Certain techniques are associated with particular methods and derived from particular principles; most techniques can be adapted to any teaching style and situation. It is not so much the technique itself as the way a teacher works with it that makes the difference. We will observe the techniques the teacher is using and his or her behavior (p.2).

To be specific, an approach is theoretical assumption and belief about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. A technique is any of a wide variety of exercises, activities, or devices used in language classroom

for realizing lesson objectives. In other words, what actually happens while teaching in the classroom is a technique.

A teacher can use different techniques to teach the same item. These different techniques used in teaching the English language are classified into two types: teacher-centered and learner-centered techniques. As my study is related with student-centered teaching the detail discussion of learner-centered techniques have been done in the following paragraphs.

Learner-centered techniques emphasize on the learners and their individual characteristics as central instead of focusing on subject matter, external authority and educational requirements in learning process. It is more psychological and product-oriented. The teacher functions as a facilitator or guide and the learners learn by doing activities. Individual work, pair work, group work, project work, role play, discovery technique and strip story are some major learner-centered techniques in language teaching which have been described as follows:

### **1.1.2.1 Individual work**

Individual work is a general classroom technique of language teaching. It is the concept opposite to lockstep learning where everyone in the class is expected to do the same thing at the same time in the same work. In an individual technique, learners are given freedom to choose how and what they learn at any particular time and there is some attempts to adopt or select tasks and materials to suit the individuals. There is a less direct teacher supervision and more learner autonomy and responsibility for learning. In this regard, Richards et al. (1999, p. 147) mention that in an individual technique:

- i. Objectives are based on the needs of the 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 supplementary books, tapes, cassettes and so on. The teacher can also provide project work to the students. In fact, individual learning fosters learners, autonomy.

### **1.1.2.2 Pair work**

According to Cross (1992), "Pair work is one of the important learner centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability"(p.43). Pair work makes students engage in interaction to each other. During pair work teacher has two roles as a monitor and a resource person.

In pair work, students can practise language together, study a text, research language and take part in information gap activities. They can write dialogues, predict the content of reading texts and compare notes on what they have listened. It increases the amount of speaking time and allows student to work and interact independently. The main thing of this technique is that it recognizes the old maxim "two heads are better than one."

There are different steps of pair works. According to Cross (1992, p. 53), the steps to be used in pair works are as follows:

- i. Preparation: It is the first stage, where the careful preparation should be done by the means of presentation and practice. We should make the students more confident in the use of language. The use of visual aids appropriately can help to be more effective.

- ii. Teacher-student model: Select one of the students to take a role and ensure everyone knows what to do.
- iii. Public Paris: Designate the pairs who are sitting well a part. Ask them to repeat if necessary. It helps t listen very carefully and develop voice quality.
- iv. Timing: Tell the class how long the activity will last, typically only two or three minutes.
- v. Private pairs: Teacher asks to begin everyone. When all of the students are going on wok teacher monitors and assists.
- vi. Public check: Teacher observes the class and stops activity if every pair has work. Then, the teacher can choose a pair at random to stand and do the task again publicly.

### **1.1.2.3 Group work**

Group work is also a learner-centered technique of language teaching. It is learning activity which involves a small group of learners working together. The group may work on a single task or on a different parts of large task. Task for group members are often selected by the members of the group but a limited number of options are provided by the teacher.

For a successful group work a teacher has to follow some strategies which are given below:

- i. Plan for each stage of group work: Think about how you will organize students into groups, help negotiate among themselves, provide feedback to the group and evaluate the product of group work.

- ii. Carefully explain to your class how the groups will operate and how students will be graded. Every group needs a way of getting started, a way of knowing when its task is done and some guidance about the participation of members.
- iii. Give student the skills they need to succeed in groups. Many students have never worked in the collaborative learning groups and may need practice in such skills active and tolerant listening, helping one another in mastering content, giving and receiving constructive criticism, and managing disagreements.
- iv. Create groups tasks that require interdependence.
- v. Make the group work relevant. Students must perceive the group tasks as integral to the course objective not just busy work.
- vi. Create assignment fit the students' skills and abilities.
- vii. Assign group tasks that allow for a fair division of labor.

#### **1.1.2.4 Project work**

According to Richards et al. (1985);

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

Similarly, focusing on the importance of project work Ur (1996) says; "Project work fosters learner's responsibility and independence, improves

motivation and contribute to a feeling of cooperative and warmth in the class"(p. 232).

Project work is a very effective but time consuming learner-centered technique of language teaching. It has been introduced during 1970s as a part of communicative language teaching. It integrates all language skills involving a number of activities that require all language skills. Since project work is student-centered rather than teacher-centered the teacher may need to develop a more flexible attitude towards the students work.

We can say that a project work provides one solution to the problem of autonomy of making the learners responsible for their own learning. It emphasizes on group-centered experience and it is co-operative rather than competitive. This technique encourages imagination, creativity, collaboration, research and study skills.

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

- i. **Setting goals:** At this stage students in collaboration with their friends and teacher, determine the goals of project work. The goals depend upon the nature of the project work. If the project is longer the goals should be long-term and if it is shorter the goals should be short-term.
- ii. **Planning:** The students plan with the help of their teacher and friends to conduct the project. It involves selecting population, areas, discussion on the contents and scope of the project, duration, materials needed, and developing tools and so on.

- iii. **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, listen to others, observe the activity, classroom, discuss and display the information collected.
- iv. **Reporting:** At this final stage, the students present their findings or conclusions of the project. They can do it organizing a seminar/workshop or in the classroom. The teachers or other students provide feedback with constructive comments on their presentation.

#### **1.1.2.5 Role play**

Role play is a classroom activity which gives the students an opportunity to practise the language, the aspects of role behaviour, and the actual roles they may need outside the classroom. It is one of the major techniques to develop fluency, and it also offers a focal point in lessons integrating four language skills. Its main goal is not only to put the learners' knowledge into live practice, but also to improve their confidence and self-assurance in a very effective way.

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

#### **1.1.2.6 Discovery technique**

According to Harmer (1989), "Discovery technique is the technique in which students are given the examples of language and told to find out how

they work to discover the grammar rules rather than be told them” (p. 29). Discovery techniques is an extremely learner-centered techniques 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, teachers can give the students a listening or reading text or some examples of target language sentences and ask them how the languages work.

According to Richards et al. (1985, p. 297), discovery technique is based on the following principles:

- i. Learners develop processes associated with the discovery and inquiry by observing inferring formulating hypothesis, prediction and communicating.
- ii. Teacher uses the teaching style which supports the processes of discovery and inquiry.
- iii. Textbooks are not the sole source of learning.
- iv. Conclusions are considered tentative and not final.
- v. Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supporting role.
- vi. Preview, matching technique, text study and problem solving are the four major activities involved in a discovery technique.

### **1.1.2.7 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:

- i. Select a story
- ii. Cut the story into strips and number of sentences should be equal to the number of students.
- iii. We either can distribute these sentences randomly or we can cut strips in a box and ask students to draw one sentence for each.
- iv. Each students memorizes the sentence
- v. The teacher collects the strips.
- vi. Students' move around and ask questions until they reconstruct a whole story.
- vii. The teacher facilitates, whenever 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 students or not. It would be better if the story was interesting and if it could be related to students' practical life, society and culture.

#### **1.1.2.8 Dramatization**

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 oneself 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 back ground, emotions, planning: underlying reality / foundation.

### **1.1.3 Differences Between Teacher-centered Teaching and Student-centered Teaching**

In teacher-centered teaching teachers play the dominant role. They are the authority in the classroom. Students only work to meet the objectives set by the teachers. During the class, teachers frequently control over the students' activities and their activities are evaluated solely by the teachers. In contrast, in student-centered teaching, students play a pivotal role from the very beginning that is from setting goals to teaching learning activities to the evaluation process.

We can also compare between teacher-centered teaching and student-centered teaching as follows:

<b>Teacher-centered instruction</b>	<b>Student-centered instruction</b>
Focus is on instructor	Focus is on both students and instructor
Focus is on language forms and structures (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.
Students work alone	Students work in pairs; in group or alone depending on the purpose of the activity.

Instructor monitors and corrects every students utterance.	Students talk without constant instructor monitoring, instructor provides feedback, correction when questions arise.
Instructor answers students' questions about language	Students answer each other's questions, using instructor as an information resource
Instructor chooses topics	Students have some choice of topics
Instructor evaluates students learning	Students evaluate their own learning, instructor also evaluates
Classroom is quite	Classroom is often noisy and busy.

Source: ([http:// www.orglessentials /goalsmethods/learncent pop.html](http://www.orglessentials/goalsmethods/learncent pop.html))

## 1.2. Review of the 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 things and ideas.

Actually, no research has been carried out on this topic. However, an attempt is made here to review some of the literature related to this study.

Sharma (2002) conducted an experimental research on the "Effectiveness of Role Play Technique in Teaching Communicative Functions: A Practical Study". The objective of the study was to find out the effectiveness of role play technique 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 of Kapilvastu district. He used a test 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.

Panta (2004) carried out a 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 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 technique have done relatively better in comparison to those taught through explanation technique.

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

Regmi (2004) carried out an experimental research on "The Effectiveness of Group Work Technique in Teaching English Tenses". The objective of the study was to find out the effectiveness of group work technique in teaching

English tenses. He used both primary and secondary sources for data collection and selects a public school of Chitawan 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 were 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 Technique in Learning Writing Skill in English.” The main objective of the study was to find out the effectiveness of group work technique in learning writing skill. He used both primary and secondary sources for data collection and selects one school of Lamjung district 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 technique in learning writing skill was slightly effective than the usual classroom teaching technique.

Poudel (2008) carried out a research on the title of "Teaching of Communicative Functions: 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 non-random 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 to speak, lack of adequate exposure to the students, teacher as an authority in the classroom, use of mother tongue in the 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 Techniques Use by English Teachers". The main objectives of the study were to find out the techniques used by teachers in English classroom and to compare teaching techniques used by the teachers in public and private schools. The researcher selected ten schools (5 private and 5 public) of Lalitpur district by using stratified random sampling procedure for the sample of the study. The main tools of data were observation from and interview schedule. The findings of the study was that teachers of private schools used more learner centered techniques then public one.

Though the studies mentioned above have been carried out to find out the effectiveness of different techniques, till now no attempt has been made to examine the applicability of student-centered teaching from secondary level teachers' perspective. Hence, this proposed study expectedly provides a new insight in the study of student-centered techniques.

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

This study had the following objectives:

- a) To examine the applicability of student-centered teaching technique from secondary level teachers' perspective.

- b) To list some pedagogical implications based on the findings of the study.

#### **1.4 Significance of the Study**

The findings of 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, researches and educationists as well as curriculum designers. It will be useful for the teachers because it will provide a guide line to them. Similarly, it will be very useful for the educationists and curriculum designers to select and include student-centered techniques in their curriculum. Likewise, it will be a useful reference to other researchers to collect information about student-centered teaching and its uses in language class.

## **CHAPTER - TWO**

### **METHODOLOGY**

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

#### **2.1 Sources of Data**

I collected data from both primary and secondary sources as mentioned below:

##### **2.1.1 Primary Sources of Data**

This study is primarily based on the primary source of data. The primary sources of data were the English teachers of secondary level. The data from the primary source was collected by administering questionnaire and the observation checklist.

##### **2.1.2 Secondary Sources of Data**

Various books, especially Larsen-Freeman (1983), Richards and Rodgers (1986), Byrne (1987), Cross (1992), Ur (1996), Harmer (2001), Jones (2007), theses approved in the Department of English Education, internet related to the topic were used as secondary sources of data.

#### **2.2 Sampling Procedure**

I selected twenty secondary schools purposively having two English teachers from each. I also selected fifteen teachers randomly from selected population to observe the class.

#### **2.3 Tools of Data Collection**

I used the class observation checklist and questionnaire as the data collection tools for the study (See Appendices I & II).

## **2.4 Process of Data Collection**

I went through the following procedures to collect the data from the participants of the study.

- a) I went to the field and built rapport with head and subject teachers.
- b) I explained the purpose of the study to them.
- c) I distributed questionnaire to the teachers to collect their views on the applicability of student-centered teaching in the English language classroom.
- d) Then, I observed the class of the selected teachers on the basis of the prepared checklist. I observed only three classes of each teacher.

## **2.5 Limitations of the Study**

This study had following limitations:

- a) This study only includes secondary level teachers' perspectives.
- b) The sample size includes only forty English teachers of twenty secondary schools from Kathmandu district.
- c) Only forty-five classes of fifteen teachers have been observed.
- d) The study does not include teachers' perspectives from rural schools.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of collected data. The data have been presented and analysis in the following sections.

#### 3.1 Analysis of the Data Obtained from the Class Observation

I had observed forty-five classes of fifteen secondary level English teachers to explore to what extent teachers used student-centered techniques in their classes. The following table presents the data collected using observation checklist.

**Table No.1**  
**Student-centered techniques in the classroom**

<b>Activities</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Remarks</b>
Student-teacher interaction	46.66%	53.33%	-	
Student-student interaction	33.33%	60%	6.66%	
Student-centered tasks and activities	40%	53.33%	6.66%	
Students participation in task	40%	46.66%	13.33%	
Teacher monitor in the class	33.33%	46.66%	20%	
Individual work	26.66%	66.66%	6.66%	
Pair work	33.33%	53.33%	13.33%	
Group work	13.33%	66.66%	20%	
Role play	20%	53.33%	26.66%	
Lecture	80%	20%	-	
Explanation	73.33%	26.66%	-	
Discovery	13.33%	53.33%	33.33%	

The above table shows that 46.66% of total teachers frequently interacted with students in the classroom while 53.33% teachers did so only sometimes. Similarly, it was found that 33.33% of them frequently created environment for students to interact with each other during in the classroom while it was just 6.66% who rarely did so and 60% teachers did so only sometimes.

To make the students active in the classroom, it is necessary to provide student-centered tasks and activities to the students. I found that 40% of teachers frequently provided student-centered tasks and activities to the students while it was 53.33% who provided such tasks only sometimes and 6.66% teachers rarely did so. Similarly, it was found that 40% teachers frequently involved students in tasks while it was 13.33% teachers who seldom did so and 46.66% did so only sometimes.

Not only the tasks and activities but also the guidance and monitoring of the teachers play a great role for proper learning. It was found that 33.33% teachers frequently monitored the students' activities while it was only 46.66% of them who did only sometimes whereas 20% of them rarely monitored over the students' activities.

The data indicates that most of the teachers frequently used lecture technique in which explanation is more frequent one than individual work, group work, pair work, role play and discovery techniques in the classroom.

### **3.2 Analysis of Data Obtained from the Questionnaires**

The questionnaire addressed to the teachers was intended to collect their views on the applicability of student-centered teaching in the classroom. I

prepared both close-ended and open-ended questions to collect their views. So, their views are tabulated in two different tables and analyzed one by one.

**Table No. 2**  
**Data from close-ended questions**

Q.N.	Responses							
	a		b		c		d	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
3	13	32.5	16	40	8	20	3	7.5
4	21	52.5	5	12.5	14	35	-	-
5	12	30	5	12.5	23	57.5	-	-
6	11	27.5	8	20	17	42.5	4	10
7	11	27.5	23	57.5	6	15	-	-
8	2	5	17	42.5	3	7.5	18	45
9	14	35	8	20	6	15	12	30
10	18	45	6	15	11	27.5	5	12.5

[Note: In the table, Q.N. 3 to 10 represent the question number (See Appendix - I) where a, b, c, d represent the options which were provided to the teachers in the questionnaire. Here, I started from Q.N. 3 because Q.N. 1 and 2 were related with personal experiences.]

The table given above shows that 32.5% of total teachers used lecture technique in the classroom while it was 40% who used explanation technique. Similarly, only 20% and 7.5% teachers used pair work and role play techniques respectively. In the question addressed to the teachers about how often they used lecture technique in the classroom, 52.5% of them responded that they used it frequently while 12.5% used more frequently and only 35% used it sometimes in the classroom. Similarly, it was found that

12.5% teachers used pair and group work techniques more frequently in the classroom while 30% of them used those techniques frequently and 57.5% used it only sometimes.

In response to the question regarding the affecting factors while teaching in the classroom 42.5% teachers viewed lack of teachers' teaching skill while 27.5% argued the large number of students as major factors. Likewise, 20 % and 10% of them opined that students' attitude to the teachers and physical facility of the classroom respectively were major factors affecting in using students' centered techniques. Most of the teachers (57.5%) said that teachers' role was important to implement student-centered technique in the classroom. Similarly, 27.5% teachers pointed out students' role and only 15% pointed out role of administrator as factors affecting student-centered technique.

It was found that role play technique was the best and more useful technique to make the lesson clear to the students. However, most of the teachers were found to use teacher-centered techniques in the classroom. The reasons behind this, as pointed out by the teachers were lack of teachers' teaching skills, limited time, lack of teaching materials and the large number of students in the classroom.

Similarly, different views of teachers were collected regarding the usefulness of student-centered technique in the classroom. The following table presents the views of teachers on usefulness of student-centered teaching in the classroom:

**Table No. 3**

**Data from the open-ended questions**

Q.N	Yes		No		Remarks
	No.	Percent	No.	Percent	
11	40	100.00	-	-	
12	40	100.00	-	-	
13	26	65	14	35	
14	40	100.00	-	-	
15	-	-	-	-	No options either the response is 'yes' or 'no'
16	-	-	-	-	No options either the response is 'yes' or 'no'

[Note: In the table Q.N. 11 to 16 represent the question number (See Appendix – 1) where 'yes' and 'no' were the options which were provided to the teachers in the questionnaire.]

It was found that all 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 practice in the classroom.
- iii. Student-centered teaching makes students more active.
- iv. It makes class more interactive and interesting.
- v. It helps to increase students' curiosity towards learning language.
- vi. It makes learning more effective and long lasting.

It was also found that almost all 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 teaching in the large class, the class becomes noisier and teachers can not monitor properly to the students' activities.

In response to the question whether or not teachers were satisfied with the present practice of teacher-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.

In regard to the view of teachers whether all 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 lack of time,

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

In response to what problems they are facing in the implementation of student-centered teaching, 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 students' interest toward learning by doing.
- v. Inappropriate classroom environment and physical facility of the classroom.

The views of teachers indicate that student-centered teaching becomes problematic due to various affecting factors. Similarly, they also suggested some points for effective implementations on student-centered teaching 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 teaching and there should be enough investment to achieve this.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This is the final chapter of the study. This chapter consists of the findings based on analysis and interpretation of data and some recommendations for pedagogy.

#### **4.1 Findings**

The findings of the study have been presented as follows:

##### **4.1.1 Findings from Class Observation**

- a. It was found that 46.66% teachers interacted with students during the class while remaining others did it only sometimes.
- b. Likewise, 6.66% teachers rarely conducted interaction between students while 60% did it only sometimes and left others conducted frequently.
- c. In the same way, it was found that 40% teachers frequently provided student-centered tasks and activities to the students while it was 53.33% who provided such tasks only sometimes and 6.66% teachers rarely did so.
- d. It was also found that 40% teachers frequently involved students in the task while 13.33% teachers seldom did so and 46.66% teachers did so only sometimes.
- e. Similarly, it was found that 33.33% teachers frequently monitored the students' activities while it was only 46.66% who did so sometimes and 20% teachers rarely monitored over the students activities.

#### **4.1.2 Findings from Close-ended Questions**

- a. It was found that 33.5%, 40%, 20% and 7.5% teachers used lecture, explanation, pair work and role play techniques respectively in the classroom.
- b. It was found that most of the teachers used lecture technique frequently than pair work and role play in the classroom.
- c. It was found that lack of teachers' teaching skill was the most affecting factor while teaching in the classroom.
- d. It was found that 57.5% teachers sometimes used pair work and group work technique in his classroom while 30% teachers used frequently and only 12.5% teachers used more frequently.
- e. Most of the teachers thought that teachers' role was important to implement student-centered teaching in the classroom.
- f. Forty five percent teachers opined that role play technique was the best and more useful technique to make lesson clear to the students.

#### **4.1.3 Findings Based on Both Research Tools**

We can summarize teachers' perspectives towards student-centered teaching based on both tools as follows:

- a. In almost all teachers' perspectives it was found that involving students in classroom activities while teaching English is a good way of teaching.
- b. But all teachers were found to opine that large class size affects to the implementation of student-centered teaching in the classroom.

- c. It was also found that 65% teachers were not satisfied with the present practices of teaching in the classroom i.e. teacher-dominated teaching.
- d. All teachers were in opinion that student-centered techniques are difficult to apply in the classroom.
- e. The teachers also viewed that due to various affecting factors like: large number of students in the classroom, lack of enough time, lack of authentic teaching materials and lack of physical facility, it is difficult to implement student-centered teaching in the classroom.

## **4.2 Recommendations**

This study is conducted for academic purpose. I can not claim that this study addresses all issues of student-centered teaching. The short comings and gaps of this study should be fulfilled by the further researches. Just deriving the findings of the research is not a complete work of the researchers, in stead they should provide some recommendations for pedagogical purpose and policy development. I have made an attempt to provide some recommendations which have been drawn from the findings of the present study. They are listed as below:

- a. Teachers should use learner-centered teaching to improve English language proficiency of students.
- b. Group work, pair work and role play techniques should be emphasized to make teaching and learning more effective.
- c. Training on implementing learner-centered techniques should be provided to the teachers.
- d. Sufficient materials should be provided in the classroom.

- e. The class size should be small and the number of students can be divided into sections to implement learner-centered techniques effectively.
- f. Teachers should involve the students in different activities by giving individual work, project work and tasks.
- g. The teachers should also interact, discuss and share their ideas with colleagues for effective teaching and to increase the quality of teaching learning in the classroom.
- h. The techniques that the English teachers implement in the classroom should be based on learners' need, ability, interest and level.
- i. 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**

This questionnaire is a part of my research study entitled "**Teachers' Perspectives on Applicability of Student-Centered Teaching**" under the supervision of **Mr. Prem Bahadur Phyak**, the teaching assistant of the Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used confidently only for present study.

Thank you.

Researcher  
**Kamala Gautam**

Name of the teacher:

Name of the school:

Qualification:

1) How long have you been teaching English?

- |            |                         |
|------------|-------------------------|
| a) 1 years | b) 2 years              |
| c) 3 years | d) more than four years |

2) How many students are there in the classroom?

- |             |             |
|-------------|-------------|
| a) 15 to 20 | b) 20 to 40 |
| c) 40 to 60 | d) 60 to 80 |

- 3) Which technique do you use mostly in the classroom?
- a) lecture
  - b) explanation
  - c) pair work
  - d) role play
- 4) How often do you use lecture technique in the classroom?
- a) frequently
  - b) more frequently
  - c) sometimes
  - d) never
- 5) How often do you involve students in pair work and group work?
- a) frequently
  - b) more frequently
  - c) sometimes
  - d) never
- 6) Which is the most affecting factor while teaching in the classroom?
- a) Number of students
  - b) students' attitude to the teacher.
  - c) lack of teacher's teaching skill.
  - d) physical facility of the classroom.
- 7) Whose role is important to implement student-centered teaching in the classroom?
- a) student
  - b) teacher
  - c) administrator
  - d) expert
- 8) Which techniques do you think is more useful to make the lesson clear to the students?
- a) lecture
  - b) demonstration
  - c) pair work
  - d) role play

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 aids
- d) large number of class

10) How can we make student-centered technique more applicable?

- a) by giving training to the teachers about new methods and techniques
- b) by providing sufficient teaching aids to the classroom.
- c) by reducing the number of students in the class.
- d) by changing the design of curriculum.

11) 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 reasons.

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

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

- i) Yes      ii) No

b. Support your view with appropriate reasons.

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

13) a. Are you satisfied with the practices/exercises of teaching in the classroom?

- i) Yes
- ii) No

b. Give your opinion with appropriate reasons?

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

14) a. Can all student-centered techniques be easily implemented in the classroom?

- a) yes
- b) No

b. If not all, which ones?

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

15) What are the problems you face in the application of student-centered teaching in the classroom?

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

.....  
.....

16) What should be done to improve the situation? Suggest some points.

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

**APPENDIX - II**  
**Classroom Observation Form**

Name of the teacher:

Date:

Qualification:

Period:

Name of the school:

Time:

No. of students:

Activities	Existing condition of categories in Terms of percent			
	Frequently	Sometimes	Seldom	Remarks
Student-teacher interaction				
Student-student interaction				
Student-centered tasks and activities				
Students participation in the task				
Teacher monitor over the class				
Individual work				
Pair work				
Group work				
Role play				
Lecture				
Explanation				
Discovery				

