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COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**TITLE: INVESTIGATING THE PRACTICE OF LEARNER –
CENTERED APPROACH IN EFL CLASSES.**

SUBMITTED TO:

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Title

Investigating the practice of learner-centered approach in EFL classes

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By

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Declaration

I, undersigned, declare that this thesis is my original work and that all sources of material used for this study have been duly acknowledged.

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PTER ONE

1. Introduction

1.1 Background of the Study

The traditional teacher-centered approach of itemizing various points to be taught in order to teach English or any other subject by explaining rules and procedures is not the methodology used in an active learning driven classroom. Making the distinction between the following two types of methodologies, i.e. teacher-based and student-based, is partly the reason for many researchers. However, the emphasis of the learner-centered approach will be more on how the student can take over the responsibility normally presented in the teacher- based methodology and replacing it by giving the student concept development tools which will directly put the learning of the subject into the student's hands.

Leo (2007) forwarded that the main distinction between a teacher-based methodology and a student-centered methodology is that with the teacher-centered approach all the relevant information pertaining to a subject has to be remembered and then recalled by various teaching schemes.

Making the distinction between these two methods of learning (teacher-centered and student-centered) is where the initial resistance from teachers is usually heard. The normal refrain is how I get my students to learn if I don't teach them.

This is the first question teachers raise when they hear about learner-centered approach. The teacher's concerns and frustrations are based on having to relinquish their role as the main provider of the information in the classroom, and letting the students learn the information on their own (Van De Bogart, 1989:76).

Furthermore, learner-centered approach offers opportunities for interaction between teachers and students, amongst the students themselves, as well as between students and the materials, the topic itself or the academic discipline. Typically, the kinds of strategies we would employ in order to promote learner-centered approach are small group work, problem-solving pair work, debating, case studies, discussions, role play, and field trip and so forth (Huddleston and Unwin, 1997).

The following examples are given to show the variety between learner-centered and teacher-centered approaches.

‘Guide on the side’ and ‘sage on the stage’

The terms “guide on the side” and “sage on the stage” describe two distinct educational models.

The “guide on the side” model describes the student-centered approach where the teacher’s role is like a coach who facilitates the student’s learning. The coachman transfers knowledge to players regarding techniques and strategies, but the players are expected to develop those skills through proactive and experience. The same is true for the student -centered courses.

Another expression for the traditional approach (i.e. teacher-centered) is “sage on the stage”. This refers to the traditional teacher- centered approach. In a teacher -centered course, the teacher’s expertise is the center of the courses. The student’s role is to assimilate the knowledge by listening, watching, reading, and studying.

Evaluation in a teacher- centered course is on the student’s ability to remember key concepts, often via multiple choice, true/false quizzes, and tests.

<http://www.udel.edu/fth/pbs/webmodel.htm>

Jones (2007) states that in a student-centered class, students help each other and communicate with each other. They value each other’s contributions; they cooperate to learn from each other and help each other, but they do not depend on their teacher all the time waiting for instructions, words of approval, correction or advice. A student –centered classroom is not a place where the students decide what they want to learn and what they want to do. It is a place where we consider the needs of the learners, as a group and as individuals and encourage them to participate in the learning process all the time (Jones, 2007).

1.2 Statement of the Problem

Nunan (1988) states that one of the major assumptions underlying the learner-centered philosophy is exist in most learning contexts. It is impossible to teach everything they need to know in class. In spite of the fact that the learner-centered approach is mostly advocated by many scholars some students have resisted the change from teacher centered to learner-centered approach. As weimer (2002) suggests, this is because learner-centered approach makes less demands upon the learners until the evening before an exam. However, learner-centered approach requires a more active role in the classroom experience. However, learning is most meaningful when the learners are engaging in the process. Adults learn best when they are involved in developing learning objectives for themselves which are congruent with their current idea and self-concept (Nunan, 1988). Learner –centered approach allows students to apply what they have learned early on in the academic process and gives them content application for new material. It is important for the learners to construct their own knowledge and to use their own experience. Besides, Bunde and Mackeradcher (1980), as cited in Nunan (1988), state that the learner who values his/her own experience as a source of further learning or whose experience is valued by others is a better learner. However, some students are not interested in the approach. In fact, the researcher’s aim is to find out the problems and the issues behind the practice of the learner -centered approach that makes the learner hate the approach.

In the context of our country, some researches disclosed that the implementation of active learning was ineffective but the perception of teachers and learners is positive (Kedir Assefa, 2000; Moges Abay, 2007; Seifu Berihu, 2011; Mulu Meresa, 2012).

Kedir Assefa (2000), for instance, in his study of learner contributions in the EFL classroom focused more on the role of students while doing the activities in the classroom. In his finding, he revealed that most students don’t participate in group work and pair work unless they are told that it is valuable.

Moges Abay (2007), on the other hand, assessed a technique practiced by EFL teachers in implementing active learning and he found that teachers and students were in favor of active leaning strategies but failed to do it properly.

Furthermore, Seifu Berihu (2011) studied the implementation of active learning in spoken English classes with university students in focus. He reported that active learning method is not sufficiently implemented and classes are dominated by lecture. This implies that teachers are yet influenced by the traditional method.

Finally, Mulu Meresa (2012) studied the perception and role of EFL students on the implementation of active learning. He found that teachers and students are in favor of active learning strategies but less frequently they practice them in the classroom.

Even though there are a number of studies conducted around active learning strategies, its implementation and the learners' perception, the researcher of this study could not find any study which links the problem to practices on learner-centered approach.

There is a gap which has not been touched on the practice of learner-centered approach. As a result, this study aimed to fill the gap by investigating factors which are related to the design and implementation of learner-centered practices in EFL classrooms with reference to Grade 11 students in Menilik II Secondary and Preparatory School.

1.3. Research Questions

In order to fulfill the objective of this study, the following research questions were formulated.

1. What types of practices are frequently used in the classroom?
2. How do students and teachers play their role?
3. What are the problems that affect the practice of learner-centered approach?

1.4. Significance of the Study.

This study will be important to:

- Know how teachers and students play their roles in the classrooms.
- Know the learner-centered strategies that are frequently used in the classrooms.
- Know the factor that affects the practice of learner-centered approach.

1.5 Objective (s) of the study

The general objective of this study is investigating the practice of learner- centered approach in EFL classrooms.

Furthermore, to achieve the main purpose of the study, the following specific objectives were set:

Specific objectives

- to identify the types of activities those are frequently used in the classrooms.
- to find out how teachers and students play their roles; and
- to identify the problems that affect the practice of learner- centered approach.

1.6 Limitation of the Study

There were factors that might have somehow affected the study; among which one was some teachers were found reluctant to be recorded during the interview and classroom observation.

1.7. Delimitation of the Study

The researcher believes that it could have been better to conduct the study in a wider scope. However, the study was delimited to EFL classes of Menilik II Secondary and Preparatory School Grade 11 Sections 6&7.

CHAPTER TWO

2. Review of Related Literature

This chapter focuses on the following issues: The definition of learner -centered approach, theoretical bases for learner-centered curricula, teacher-centered instructional method Vs learner- centered instructional method, teachers and learners role in learner- centered classes, types of activities in the learner- centered approach, factors that affect the practice of learner-centered approach, findings of other researchers.

2.1 Definition

What is learner-centered approach?

Varieties of phrases have been coined to describe a critical shift in mission and purpose of higher education. Barr and Tagg (1995) expressed the change as a move from an “instruction paradigm” in which schools produce learning through “student discovery and construction of knowledge.” In addition to this, the following description of student- centered instruction provides another starting point for conversations about student- centered learning.

Student- centered instruction is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches, them in the skills they need to do so effectively. The student-centered learning approach includes such techniques as substituting active learning experiences for lectures, assigning open ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning.

On the other hand, learner- centered approach is putting learners’ interest first in contrast to traditional education. Student- centered approach is focused on each student’s interests, abilities and learning styles, placing the teacher as a facilitator of learning.

Furthermore, in a student- centered classroom, students choose what they will learn, how they will learn, and how they will assess their own learning.

According to Nunan (1988), student-centered learning means inverting the traditional teacher - centered understanding of the learning process. The following provides a few examples of why student-centered learning should be integrated in to the curriculum:

- Strengthens student motivation
- Promotes peer communication
- Reduces disruptive behavior
- Builds student- teacher relationships
- Promotes discovery/active learning
- Responsibility for one's own learning

Properly implemented student-centered instruction can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003).

In related with this Nunan (1988) defined the term learner-centered as follows: Learner-centered approach refers to techniques where students do more than simply listen to a lecture. In addition to this, it requires the active involvement of students through learning process and learning tasks Nunan (1988)

Furthermore, Nunan (1988) noted that the very aim of a learner - centered curriculum is to assist learners use the target language for communicative purpose outside the classroom.

2.2 Theoretical Bases for Learner- Centered Curricula

The scientific approach to teaching methods began with the emergence of constructivism view. Constructivism is a set of beliefs about knowing and learning that emphasizes the active role of learners in constructing their own knowledge (Anderson, 1987). The construction of knowledge is viewed to be the result of new experiences. This entails both the modification of concepts and the organization of knowledge structure. Although the construction of knowledge can be facilitated by instruction, it is not the direct consequence of instruction. Since knowledge construction depends on the extant knowledge of the learner, different individuals will come

away from an instructional experience with their own unique understanding, no matter how well the instruction is designed, and no matter how much effort the individuals devote to making sense of what they have seen and heard.

Constructivism stands in stark contrast to the view of learning in which individuals passively receive well organized knowledge. Although learners must construct their own knowledge, a significant portion of an individual's knowledge is constructed in response to interactions with other human beings. From a social constructivist perspective, most learning is socially mediated (Brown, 1989; vygotsky, 1978).

As Nunan (1988) suggested, before coming to the learner- centered approach there was a movement that was called school- based curriculum during the 1960s. Hence, the learner-centered approach in ESL/EFL is partly an off spring of the school-based curriculum.

The learner –centered tends to view language acquisition as a process of acquiring skills rather than a body of knowledge. From these suggestions, we can understand that the learner-centered approach is the recently formulated/ discovered philosophy in educational psychology. Whereas, the traditional teaching system that is teacher-centered approach has begun to be ignored due to the new coming system.

In the learner- centered approach, the learners are the center for education, while in the teacher-centered students are assumed as ‘empty vessel.’

In related to this, Brundidge and Mackeracher, () cited in Nunan (1988), noted that adult learners are more interested in constructing knowledge from the experience rather than receiving information from the teacher. Therefore, when we come to language learning context, it is suggested that a learner- centered rather than subject- centered approach is more likely to be consonant with the principles of adult learning. Many different faculty members have developed and used approaches to teaching that fit the criteria for students- centered learning. Many of these developers have created original names for their approaches. As a result, there is a broad spectrum of named approaches, which include

- Active learning (Bonwell and Eison, 1991)
- Collaborative-learning (Bruffee, 1984)
- Inquiry-based learning

- Cooperative learning (Johnson, Johnson, & Smith, 1991)
- Problem-based learning
- Peer led Team learning (Tien, Roth, & Kampmeier, 2001)
- Team based instruction (Michaelson, knight, & fink, 2004)
- Peer instruction (Michaelson, knight, & fink, 2004)
- Inquiry guided learning
- Just in time teaching
- Small group learning
- Project based learning
- Question directed instruction

2.3 Teacher- Centered Vs Learner- Centered Instructional Method.

2.3.1 Teacher –Centered Instructional Method

The critical content of any learning experience is the method or process through which the learning occurs. Most of the time they are required to more observation, formulate definition or perform any intellectual operation that go beyond repeating what someone else says is true. This is the case in the teacher centered instructional methods.

All in all, in this method (i.e. teacher-centered) skills are thought by the teachers telling, describing, demonstrating and explaining the desired technique step by step in their attempt to master the techniques via drills, practice and recitation. In related to this, O'Brien et, al (2008) claimed that the traditional syllabus is primarily a source of information; something distributed and, too often filed after the first day of class. From the above perspectives, we can understand that the traditional way of teaching is too difficult for the learners to discover their own way of learning and sharing experiences each other

Even if teacher-centered approach has its own merits like providing a structured input and avoiding mismatch between the new concept and the learners, and saving time. However, its disadvantages are numerous than this.

2.3.2 Learner- Centered Instructional Method

Despite the few uses of teacher centered approach, the learner- centered instructional method can provide a great chance for the learners to construct their knowledge through classroom discussions tasks and some other activities. Concerning this, Nunan (1992) argues that in students –centered instruction knowledge is seen as open to negotiation and redefining by challenging existing constructions of meaning. In addition, learning can become a discovery of new understanding for the learners rather than being recipients of their teacher’s insights.

Nunan (1992) further states that the central notion of this type of instructions is learner educations, which emphasis to develop the awareness of their learning in terms of:

- a. Their self- concept and view of their role as a learner
- b. The process of learning, and
- c. The learning task.
- d. In contrast to the teacher- centered instructional method, here the role of the teacher is limited in the course of learning.

Nunan (1991:78) suggested that a learner-centered approach to language teaching work on learning strategies is part of a more general movement with education theory and practice, which takes a learner – centered view of pedagogy.

2.4 Teacher’s Role in Learner–Centered Classrooms

In the learner-centered approach the teacher, as a facilitator, is expected to play important roles to make the learning active. Grunter O’Brien et, al (2008) mentioned that in the learning- centered- classroom teachers are responsible for offering tools and strategies as meta cognitive supports that will help students succeed.

Teachers play vital roles in the lives of the students in their classroom. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classroom, build a warm environment mentor and nurture students, become role model and listen and look for signs of trouble (<http://www.ehow.com>)

2.4.1 The Role of Teacher in Teaching ESL Students

The role of language teacher plays a great importance as to help the learners master the necessary skills and develop communicative competence. So, it is the teacher's job to promote active learning by moving away from being content focused to student focused and providing opportunities and motivation to get students actively involved with the materials and each other. (Morrison, 2011, 123)

The teacher plays a variety of roles as Harmer (2001: 57) claims many change from one activity to another or from one stage of activity to another. However,

Teaching ESL students adds another component to the already difficult profession of teaching. Students entering a classroom with English as their second language also face a multitude of challenges in their everyday life: these challenges are often magnified in an academic environment because of their limited vocabularies. The role of the teacher in an ESL classroom is to work each day to help the students not only learn English but also give the knowledge and skills necessary to cope in their everyday lives. Harmer (1991:235) classifies the variety of roles that a language teacher plays in EFL classes in to two categories: as controller and as facilitator.

However, when defining the role language teacher's play in implementing learner- centered approach in English classes, the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.

The second role is to act as an independent participant within the teaching- learning group.

In addition to the above discussion, scholars like Littlewood (1981:19), Gattbonton and Segalowitz (2005:340), Harmer (1991:235-242), Richards and Rodgers (1986:77-78) have put the role of the language teacher plays in communicative classrooms as summarized as follows.

- Need analyst take the responsibility for determining and responding to the learner language needs?
- Counselor-exemplifiers on effective communicator seeking to maximize matching of speaker's intention and

- Group process manager: - organizer the classroom as setting for communication and communicative activity.
- Resource (Knowledge provider):- offers help if it is needed (when the learners are missing and they wish help).

There are seven better ways to make the class more student- centered.

1. Have the students invested in the classroom then they will invest in the subject of your particular class.
2. Give autonomy and responsibility to students for the material they learn and their own learning in general.
3. Use highly engaging core content that meets the needs of the students.
4. Have students engaged and interested every single class.
5. Students should be meeting goals and objectives to see their own progress on a weekly basis
6. Ensure content modality is varied, interesting, creative, and fun.
7. Allow students the flexibility to reproduce their learning in a variety of ways.

When they are engaged in their own learning's they will develop a better intrinsic belief in themselves ericpollock@yahoo.com

In addition to this, teachers have the role of assisting learners to do in class what they will need to be able to do outside. Additionally, teachers are expected to play the following roles:

- Instructing learners
- Grouping learners
- Devising learning activities
- Monitoring and assessing learner progress and course evaluation

2.5 The role of learners in the learner -centered classrooms

Richards and Rodgers (1986:77) described the learners' role in learner-centered approach as follows.

The role of learner as negotiator-between one self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator with the group and with the classroom procedure and activities which the group undertakes.

Furthermore Aston (1993) stresses that learners are not limited to the consumption of services provided by the teacher. However, they can become animator and creators of the self- access facilities, taking greater control of their own learning.

2.6 Types of Learner-Centered Activities

Among the various types of active learning methods, the followings are commonly used in the teaching-learning process.

1. Pair Works

According to Richards and Lockhart (1994), pair work is one of the active learning methods commonly used in EFL classes to promote interaction. Through interacting with other pairs, students can be given opportunity to draw on their linguistic resource in a non-threatening situation and use them to complete different kinds of tasks. As a result, their linguistic and communicative competences are developed.

2. Group Work

Group-work is one of the best ways of encouraging active learning by arranging the learners work together in-group. The use of group work activities is another frequently cited strategy for changing the interactional dynamics of language classrooms. In other words, group work allows every participant to speak, to share personal view and develop the skill of working collaboratively (Richards and Lockhart, 1994).

3. Role playing and Simulation

It is a method of acting out an imaginary real life we ask students to imagine that they are some one-else (a tourist, a teacher, a doctor etc). It is an all-absorbing activity in which initiative for thought, control and skill can be exercised in full measure. Moreover, it enables the learners to see the reality in the eyes of others, which makes learning interesting and enjoyable (Byren, 1987).

4. Discussion

Discussion is one of the important active learning methods in the classroom. It involves the exchange of ideas between students on a given topic or topics whether it is formal or informal, large group or small group, it can be an effective strategy that promotes student involvement (Byren, 1987). However, it is effective when students are managed and organized well. The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience about the topic for discussion to be successful. In support of this idea, Frazee, et al (1995) argued that through discussion there is an opportunity for higher order thinking and increased interaction among all students.

5. Problem Solving

Problem solving is process of producing or closing a perceived problem gap. In line with this, Aggrawal (1996) states that teachers and students attempt to invest a conscious, purpose full, planned effort to arrive at a solution for the problem they encountered.

According to Lue (2000), problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development.

6. Peer Teaching

Peer teaching is a participatory activity, active and democratic strategy integrated in to the students' own experience that results in deep learning. It involves occasional use of students in the class who have experiences because of their good background in a particular area. It is also important that each group or member benefits from each other's activities. Sharing the

experience peer-teaching can solve the problem of large class size and it may release instructor's time for personal research or for producing resource based on learning materials (Bennet, 1996).

7. Debating

As Chet et al, (1993) explained debating is an organized discussion on a controversial issue. Learners are divided into two groups each supporting one side of the notion 'for' or 'against'. Each group has a leader and supporters.

There is also a chairperson, who keeps order during the debate. This activity can be useful to promote the speaking skill of the learners.

8. Project Work

According to Byren (1987) project work is a natural like learning activity involving the investigation and solving of problems by individuals or a group of students. It can bring aspects and dimensions of life that the textbooks do not. One of the different kinds of activities used at classroom level is that the teacher can talk to the students about newspapers, magazines etc... And get them to do some task. S/he lets them look at magazines to see what they contain and how are organized.

9. Question and Answer

According to Silberman (1996), this technique is mostly used as a way of producing students and instantly testing comprehension. There are some simple ways of questioning techniques, which increase student's involvement and comprehension. This technique may be used as the instructor chooses a particular student, presents him/her with a question, and expects an answer forth with. If the chosen student cannot answer the question presented, the instructor chooses another until the desired answer is received.

2.7 Findings of Other Researchers

When we think about learner - centered approach and its practices, we can illustrate various things from previous works. A number of researches have been done related with teaching and learning. Among those the followings are much related with the topic of this study. Namely, **they are learner contribution the EFL classroom, implementation of active learning in spoken English classes and the perception of EFL students on the implementation of active learning.**

As indicated above, different researches have been conducted in related with the topic of this study. Particularly, all of the above studies have their own findings which are varied with each other. To see this, Kedir Assefa (2000) conducted a research on the topic of **learner contributions in the EFL class rooms**, has found that students are interested in participating in a small group interaction to whole class interaction. As he further states in his finding of the study, students are in favor to contribute on their learning because of different factors such as to earn good marks.

The other researcher who conducted a study related with this is Seifu Berihu(2011). The topic of his research was **Implementation of active learning in spoken English class**. In short, Seifu (2011) has found that active learning method is not sufficiently implemented and classes are dominated by lectures.

In related with this, Mulu Meresa (2012) has found out students have a positive perception towards active learning through their participation and other roles on the implementation of active learning were low. Further, she stated that instructors were in favor of active learning methods.

2.8 Factors Affecting the Practice of Learner- Centered Approach

There are several factors that hinder the effective implementation of active learning in language teaching- learning process.

2.8.1. Students and teachers perception of the learner centered approach.

The perception of the teachers and students could be a factor that hinder or facilitate the practice of learner- centered approach

As Richards and lock hart (1994) elaborated, that when teachers and students meet for the first time, they may bring experience to the classroom that influences their practices in subtle ways. Finally, Tudor (1993) concluded that no teaching approach will work unless it is accepted by both teachers and students. This shows that if both teachers and students do not accept heartily and perceive positively, active learning will not be implemented effectively.

2.8.2. Class size

It is not suitable to provide group activities having many students in overcrowded classrooms. This hinders students follow up, student participation, teacher-student communication and feedback in the classroom.

Thus, giving students enough attention and meeting the needs of every student, to engage actively in the learning process, is very difficult. As a result, teachers behave that they cannot do practical activities, problem solving or other learner-centered approaches in overcrowded classrooms (Harmer, 1991 and Lue, 2000).

2.8.3. Time

Time is very decisive factor in implementing the active learning /learner- centered method. Dornye; (2005:64) on his part claimed, “Teachers are under enormous pressure to cover the curriculum. Hence many teachers are force to rush through the required content despite substantial evidence that doing so results in lack of student’s motivation, interest, and long- term learning.” From the above discussion, one can conclude that when there is more content than time, it is obvious that teachers will bother how to cover the content rather than how to implement the active learning methods.

2.8.4. Extroversion/ introversion

In classroom context, extrovert students are those learners that look for social situations. Students with extroverted type of personality get power from other individuals and they usually do not prefer to depart the party. Introverts, contrarily, are interested to be alone and prefer individual activities of gatherings with a few class classmates. Students with introverted type of personality are recognized as warier, more conformist and solemn than extroverts, who are more impulsive and want to take more risks (Ellis, 1994 and Brown, 1994). Likewise, Young (1999) adds that some students are so shy, timid, and unsure of them when they attempt to communicate in a second language unlike the introverts seem to be able to engage more freely in cooperative activities. This indicates that some students can dominate the rest of the classmates.

CHAPTER THREE

3. Research Design and Methodology

This chapter presents methods used in carrying out the study. In particular, it presents: research setting, research participants, instruments of data collection, method of data analysis, and procedure of data collection.

As it was mentioned under the “Statement of the Problem” section, the main objective of this study was investigating the practice of learner- centered approach in EFL classrooms. In order to achieve this objective a descriptive case study research design was chosen. Since the study was intended to provide information about the current practice of learner-centered instructional method, the researcher used descriptive design.

Descriptive research method is believed to be suitable and relevant for studies that look into what actually happens in the classroom currently.

3.1 Research Setting

The data collection was carried out in one governmental school, which is called Menilik II Secondary and Preparatory School, in Addis Ababa city.

3.2 Research Participants

Grade eleven students in Menilik II Secondary and Preparatory School were the research participants of the study. The researcher selected ten percent of the students from the total number of students in two sections using simple random sampling technique in particular the lottery method. Furthermore, four English teachers in the department participated in the interview.

3.3 Instrument of Data Collection

The researcher used different ways of data gathering tools depending on the purpose of collecting the data. In conducting this research, the researcher used three tools. These were questionnaire, structured interview and classroom observation. The detailed description of these data gathering techniques follows.

3.3.1 Questionnaire

The questions were designed to examine students' role, teachers' role, factors that affect the learner-centered approach and the activities that are frequently used in the class rooms. Among these the questions that were used to investigate the role of students and the questions related to types of activities were slightly adapted from Mulu (2012) and the rest of the questionnaire was prepared by the researcher based on the reviewed literature. The questionnaire was translated into Amharic so as to avoid difficulties on some technical words. Finally, the questionnaire was administered to 30 students, and all the papers were returned.

The researcher designed both close-ended items in which the range of possible responses is determined by the researcher and open-ended items, in which the participant can decide what to say and how to say it (Nunan 1992). The questionnaire was administered to a sample students from two sections attending their education at Menilik II Secondary and Preparatory School.

3.3.2 Interview

A structured interview was prepared to see teachers' understanding of the learner-centered approach and to what extent they employ it in their English classrooms. This tool was used to collect data that has not been addressed by the questionnaire and the observation.

3.3.3 Observation

The choice of particular mentor for recording observation was depend on the purpose of the observation, the complexity of interaction and the type of population being observed (Kumar 1993) cited in Gebiaw Shimed, 2011).

Hence, the researcher used observation to support the data gathered through the other tools and record how learner-centered instructional method was implemented held in the classroom.

3.4. Procedure of Data Collection

To conduct the study various methods of data collection instruments have been used by the researcher through the following procedures.

The questionnaire was distributed to the students in school time. Then, classroom observation was held during the actual class time. Finally, interviews were conducted with EFL teachers

CHAPTER FOUR

4. Data Analysis, Interpretation, and Discussion

In order to investigate the practice of learner- centered approach, data was collected through questionnaire, structured interview and classroom observation. Hence the results abstained from these data collection mechanisms are interpreted and analyzed as follows.

For the purpose of this research, 4 English teachers and 30 students were selected randomly based on simple random sampling techniques. The results obtained from the questionnaire are tabulated as follows.

4.1 Results obtained from the questionnaire

Table 4.1-responses of the learners to questionnaire part I

No.	Items	Responses of the learners			
		Yes		No	
		Quantity	Percent	Quantity	Percent
1	Are you interested to participate in the teaching/learning process of the classroom?	5	17	25	83
2	Is it difficult to learn English language in the learner- centered approach?	10	33	20	67
3	Do you repeatedly ask questions?	13	33	20	67
4	Does your teacher encourage learners to participate actively?	15	50	15	50

As shown in Table 4.1, 17% of the learners are interested to participate in the learning-teaching process of the classroom. This implies that the majority of the learners are not willing to participate if a suitable environment is created. On the other hand, 67% of the learners feel that it

is difficult to learn English in the learner-centered approach while the rest 33% confirm that it is not difficult.

When learners were asked if they repeatedly asked questions, 67% of them responded they did not. (33%) responded as they do it. One can see that learners are not ready to ask as the suitable environment is not yet fulfilled.

The table in general indicates that learners are not interested to participate in the classroom though they feel that the new approach does not make the learning of English language so easy. They also overtly expressed that they have deficiencies in not asking questions frequently. Therefore, it is possible to see that learners need to fill these gaps. The average remark they gave to whether the teacher encouraged them or not shows efforts are expected not only from the learners but also from the teachers.

Table 4.1.1

Responses of the learners to questionnaire part II

No.	I can play the role expected from a student in each lesson by:	Responses of the learners			
		Yes		No	
		Quantity	percent	Quantity	Percent
1	Participating actively in each lesson without being passive	2	7	28	93
2	Accepting responsibility and creating self concern belongingness in educational points	2	7	28	93
3	Identifying self learning style (s)	21	70	9	30
4	Practicing individual as well as group activities	3	10	27	90
5	Reporting activities done (homework, class work etc) orally and in written form	22	73	8	27

The above table (2) is designed to check learner's readiness to play the role which is expected from them. According to the information in the table, very few of them (7%) responded that they participated actively in each lesson without being passive while the majority (93%) responded as they did not participate actively.

In an attempt to check their readiness to accept responsibility, the same number of learners 7% responded that they receive such responsibility. As Nunan (1988) said, the basic aim of learner - centered approach is to produce learners who take responsibilities for their own learning.

70% of the participants responded that they identify self learning practices though 30% of them are not in a position to identified self learning practices.

With regard to the response of the learners to the question of whether they practiced individual as well as group activities, 90% of them responded negatively.

Similar to identifying self learning practices, 73% of the respondents affirmed that they reported activities they had done orally and in written form whereas 27% of them responded that they did not report their homework and class work activities.

To conclude, this part of the questionnaire projects that the majority of the respondents are not ready to participate, accept responsibilities, identify the value of self learning, practice individual as well as group activities and report all activities they had done. When the new approach becomes deep -rooted, the gaps seen can further be reduced.

Table 4.1.2**Responses of the learners to questionnaire part III**

No.	Teaching methods employed	Responses of the learners									
		Usually		Repeatedly		Sometimes		Rarely		Never	
		Q	%	Q	%	Q	%	Q	%	Q	%
1	Lecture	7	23	5	17	9	30	5	17	4	13
2	Question and answer	1	3	4	13	2	6	9	30	14	48
3	Discussion	3	10	-	-	8	27	9	30	10	33
4	Group work	7	23	4	13	8	27	10	33	1	3
5	Pair work	1	3	4	13	9	30	4	13	12	41
6	Debate	-	-	-	-	3	10	4	13	23	77
7	Role play	-	-	-	-	1	3	2	6	27	91
8	Story telling	-	-	-	-	7	23	7	23	16	54

This table is a bit different from the above two. Learners rate the teaching methods employed in their classroom. In relation to this, 23% and 17% of the respondents responded that lecturing is usually and repeatedly practiced, respectively. A total of 40% affirmed that lecturing is practiced. But 30% of them responded that there was not much lecturing. When the response of 'sometimes' (30%) is added to the positive ones, almost 70% of them responded that lecturing is practiced.

On the other hand, 78% of the respondents reflected that question and answer method is not practiced even though 22% of them (3%+13%+6%) responded positively. Only 10% of the respondents responded that there was discussion in their classroom whereas the majority 63% of the respondents reflected that there was no discussion in their classroom.

Group work is, on the contrary, practiced in the classroom. When we group the numbers for 'sometimes', 'repeatedly' and 'usually' 63% of the respondents reflected that group work is practiced in their classroom.

The responses of the learners is equally split into ‘Yes’ and ‘No’ in the application of pair work 3%, 13% and 30% of the respondents confirm that pair work is practiced ‘usually’, ‘repeatedly’ and ‘sometimes’ respectively.

The majority of the learners responded that debate, role play and storytelling were not practiced in the classroom. A few of them replied that these teaching methods are sometimes practiced.

As this table projects the teaching methods employed by the teacher, among the eight teaching methods forwarded five of them (lecture, question and answer, discussion, group work and pair work) have some possibilities to be employed. However, three of the teaching methods (debate, role play and storytelling) were not practiced as much as expected.

Table (4.1.3)

Responses of the learners to questionnaire part IV

No.	Learner- centered process can be prohibited by;	Responses of the learners			
		Yes		No	
		Q	%	Q	%
1	The size of the class (if very narrow)	20	67	10	33
2	The number of students (if too much)	20	67	10	33
3	The dominant role of few students	26	87	4	13
4	Shortage of time allocated	13	43	17	57
5	Unclear instruction	25	83	5	17

Questionnaire part IV was designed to check some of the obstacles that hinder learner- centered process in the classroom. 67% of them responded that a class which is not wide enough has an effect on it, but 33% of them responded it had no effect. In response to the effect of large number of students, the same result was obtained as in item 1. Nearly 70% of them agreed that the immovable nature of chairs hindered the process while 30% of them disagreed. Almost similar results were obtained with regard to unclear instructions. When we come to the dominant role of few students 13% and 87% of the respondents affirmed their negative and positive effect, respectively. The responses for the time shortage is quite amazing 43% of them responded it had an effect while 57% of them didn’t think so.

As it is shown in this table, most respondents reflected their feeling that unclear instructions and the dominant role of few students highly affected the learner-centered approach. The same respondents had shown that the size of the class (if it is narrow) the number of students (if it is too crowded) the condition of the chairs (whether they can easily move) can be a hindrance to the new approach second to the above two.

The respondents averagely felt that shortage of time is in the tertiary level as compared to the other obstacles on the application of the new approach.

4.2 Results obtained from the observation

Table (4.2)

I. The activities that are frequently used in the classroom

No.	Items	Yes		No		Total	
		F	%	F	%	%	
1	Discussion	1	10	9	90	100	
2	Pair/group work	2	20	8	80	100	
3	Story telling	0	0	10	100	100	
4	Problem solving	0	0	10	100	100	
5	Debating	1	10	9	90	100	
6	Project work	0	0	10	100	100	
7	Role playing	0	0	10	100	100	
8	Question and answer	8	80	2	20	100	

In addition to the questionnaire, observation was used to make the data objective and record how learner centered instructional method was held in the classrooms.

The observations made in different aspects indicate the following existing situation. The observation made on the activities that are frequently used in the classroom revealed that above 80% of the time discussion pair work, storytelling, problem solving, debating, project work and role playing are not used. On the contrary, question and answer was practiced about 80% of the time.

Table (4.2.1)**II. The teacher roles**

No.	Items	Yes		No		Total	
		F	%	F	%	F	%
1	Announce the objective of the lesson	1	10	9	90	100	
2	Introduce the topic	4	40	6	60	100	
3	Form groups	2	20	8	80	100	
4	Move around the class	2	20	8	80	100	
5	Ask questions	10	100	0	0	100	
6	Give constructive feedback	2	20	8	80	100	
7	Motivate students	2	20	8	80	100	
8	Implement various active learning methods	1	10	9	90	100	

With regard to the teachers role, (90%) of the time the teachers did not announce the objective of the lesson, and (60%) of them didn't introduce topics, (80%) of the time the teacher did not form groups, (80%) of the observation period didn't move around the class. But throughout the observation the researcher observed that (100%) of the time the teachers asked questions.

In related to this (80%) of the time the teachers gave constructive feedback and motivated students. Finally (10%) of the time the teachers implemented various active learning methods.

Table (4.2.2)**III. The learner's roles**

		Yes		No		Total
No.	Items	F	%	F	%	100
1	Active participation in problem solving activities	1	10	9	90	100
2	Do class and home works	4	40	6	60	100
3	Ask questions and eliciting responses	6	60	4	40	100
4	Taking part in peer teaching/ presentation	2	20	8	80	100
5	Discussing issues in group/pair	3	30	7	70	100
6	Expressing their ideas and feelings freely	0	0	10	100	100

With regard to the learner's roles, the researcher observed that, (60%) of the students did not participate activity. About (60%) of the learners did not do class and home work. In addition to this (60%) of the learners ask questions and giving responses. With regard to taking part in peer teaching/presentation (20%) of the time students played their role. Concerning discussing issues in groups and pairs (30%) of the time the students was participated. Whereas none of them was seen expressing their ideas.

Table (4.2.3)**IV. Factors affect the practice of learner- centered approach**

		Yes		No		Total
No.	Items	F	%	F	%	%
1	Classroom size	0	0	10	100	100
2	The number of the students in a classroom	0	0	10	100	100
3	Lack of students/teachers interest	8	80	2	20	100
4	The design of the activities	1	10	9	90	100
5	Shortage of time	3	30	7	70	100
6	Unclear instruction	0	0	10	100	100

The researcher observed the factors that affect the practice of learner-centered approach. Among those classroom size and the number of students was not affected the practice of learner-centered approach in the case of the two observed classes. The design of the activities, shortage of time and unclear instructions did not affect the approach in contrast; 80%, 10%, 30% of the time was seen that lack of students and teachers interest the design of the activities and shortage of time, respectively affected the practice of the learner-centered approach.

4.3 Results obtained from interview

A structured interview was used with the teachers at the end of the study to dig out what they feel about the application of learner-centered approach. Four teachers were selected randomly for the interview. The interview had six questions dealing with teachers' general attitudes towards the new approach (see appendix 4).

In the analysis the teachers' responses were documented based on each item and presented as follows.

1. Regarding the first question, which asks teachers if they supported the new approach, all of them have a positive attitude towards it. But their reasons for their support vary.
2. Regarding the second question, which asks teachers if learners played their roles equally, three teachers confirmed that learners participate in the activity although they expressed different performances. However, one teacher said the majority of learners showed active participation. The main reason mentioned for their lack of participation is the lack of interest.
3. Regarding the third question, which asks teachers about the method they used in class, three of them gave priority to question and answer and lecture method. Group work, pair-work, role play and debate were mentioned as secondary. One teacher has raised the problem of adequate time to cover the text. As a result, teachers were compelled to use lecture and group work.
4. Regarding the fourth question, which urges teachers to mention the basic hindrances to apply the new approach, most of them mentioned different reasons except two who mentioned lack of interest as the main reason. The other two mentioned shortage of time and the unsuitability of classrooms.

5. Regarding the fifth question, which requires teachers to say if the new approach demanded more effort from the teacher, all of them believed that the new approach was better in reducing the labor of the teachers but the teacher emphasized the necessity of efforts from the teacher and the learners.
6. Regarding the last question, all of them agreed that it consumed much time to put it into practice. But their experiences to reduce its time consumption are different. Choosing the method according to the topic, arranging groups immediately, organizing learners before class time, dividing the time for activates (one fourth for lecture and three fourth for practicing active learning strategies).

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary

The objective of this study was to investigate the practice of learner –centered approach in the EFL classes of Menilik II secondary and preparatory school. In order to achieve this objective the following specific research questions were raised in the study.

- What types of practices are frequently used in the classroom?
- How do students and teachers play their role?
- What are the problems that affect the practice of learner-centered approach?

Deficiencies in the traditional practice of the learning process had initiated this research to investigate the practice of learner-centered approach in the EFL classrooms. A descriptive research method was used to the cause. Questionnaire, which has four parts was administered for 30 grade 11 social science students, observation checklist with four parts, was employed and the frequency was counted and at last structured interview was conducted with four English teachers. Based on the analysis of the data the following findings were obtained from the study.

The major findings of the study were the followings.

1. The majority of the sampled learners were not interested to practice in the teaching-learning process of the classroom.
2. More than half of the sampled students believed that it is difficult to learn English using learner-centered approach.
3. More than half of the sampled students confirmed that they do not ask questions and they are not encouraged by their teachers to participate actively.
4. The minority of the sample students believed that they can play their roles by participating actively, accepting responsibilities, and developing self-study strategies participate in group activities, and reporting activities.
5. The absence of some teaching methods (debate, role play, and storytelling) affected the implementation of the approach.

6. Learner-centered approach can be affected by the size of classroom, number of students, unclear instructions, few dominant students and shortage of time.

5.2. Conclusion

Based on the data gathered through questionnaire, classroom observation and teacher interview, the finding and the result of the study have been stated in the previous chapter.

1. Lecture method, question and answer, group work, and pair work was the predominant ways of teaching learning method that the teachers implement in the classrooms.
2. The finding of the study disclosed that the extent of the students' participation on the implementation of the learner-centered strategies was found to be low. They were not observed performing their roles during the implementation of learner-centered strategies. The result of the questionnaire, observation and interview confirmed that students participate in active learning in their classrooms rarely.
3. With regard to the key factors that affect the practice of learner-centered approach, the followings are found to be negatively affecting.
 - the limited time
 - the learners lack of interest
 - the dominant role of few students
 - unmovable nature of chairs
 - less motivation from the teachers
 - the dominant role of the teacher

Generally speaking, learner-centered strategies were not sufficiently practiced in EFL classes at Menilik II Secondary and Preparatory School. Classes were dominated by teacher's explanation. Therefore, the result of the study concludes that the learner-centered approaches are not properly implemented at a classroom level.

5.3. Recommendations

.In this study lecture method, group work, pair work, and question and answer were reported to be relatively frequented strategies. However, teachers should not depend only on the aforementioned learner-centered strategies; rather they ought to employ variety of learner-centered strategies so that students would get more opportunity to be involved and perform the roles expected of them. .Teachers should be good at motivating students in the classroom.

Furthermore, the finding disclosed that majority of the students depend on the minority during group assignments as group work is group marking; all group members listed on the cover page were given equal credit no matter who have done it. This is in turn makes students irresponsible to play their roles in group. Therefore, it is recommended that teachers should assign group tasks in a way that make each group members accountable to his /her duty.

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Appendix-A

Addis Ababa University

College of Humanities Language Studies Journalism and Communication

Department: Foreign languages and Literature

Students' Questionnaire

Dear Students,

At present, I am doing an investigation of the practice of learner-centered approach in EFL classrooms grade 11 sections A and B in focus. The following questionnaire is designed to collect relevant data for the study.

Thus, your responses will have much contribution to the success of the intended research.

You are therefore kindly requested to read each item carefully and give your genuine responses. Concerning the information you give me, I would like to assure you that all would be kept confidential and used only for the research purpose you are not required to write your name.

Thank you for your cooperation!

Direction I write about yourself

Sex _____ stream; Social Science _____ Natural Science _____

Direction II please read the following items which deal with the practices of learner-centered approach and give your response by circling one of the choices with respect to each statement.

1. Are you interested in participating in the classroom?
a. Yes b. No
2. Do you think that class activities are important to improve your English language?
a. Yes b. No
3. Do you have the experience of asking questions?
a. Yes b. No
4. Does your teacher encourage the students to be active participants?

መመሪያ ሦስት:- የሚከተሉት ቃላት የሚያመለክቱት በተማሪ ተኮር አተገባበር ወቅት መምህራን ለተማሪዎቻቸው የሚሰጧቸውን የክፍል ውስጥ የመማር ዘዴዎችን ነው። በመሆኑም አንተ/አንቺ በምትማርበት/ሪበት ክፍል ውስጥ መምህር/ሽ እነዚህን የተማሪ ተኮር መተግበሪያ ልምዶች በምንያህል ድግግሞሽ እንደሚሰጡ ከዓረፍተነገሩ ትይዩ ባለው ቦታ የ(✓) ምልክት በማድረግ ግለፅ/ጪ።

ማሳሰቢያ:- ከ0-4 በሣጥኑ ውስጥ የተገለፁት ቁጥሮች የሚወክሉት ሀሳብ እንደሚከተለው ይሆናል። 0፡ በጭራሽ 1፡ አንዳንድ 2፡ አልፎአልፎ 3፡ በተደጋጋሚ 4፡ ሁልጊዜ

ተ.ቁ		4	3	2	1	0
1	ገለጻ /Lecture/					
2	ጥያቄና መልስ					
3	ውይይት					
4	የቡድን ስራ					
5	የጥንድ ስራ					
6	ክርክር					
7	ጭውውት					
8	ታሪክን መናገር /Story Telling/					

መመሪያ አራት:-ከሚከተሉት ቃላት ውስጥ የተማሪ ተኮር አተገባበሩን ሊያስተጓጉል ይችላል ብላችሁ ያመናችሁበትን የ(✓) ምልክት በማድረግ ግለፅ።

ተ.ቁ	የተማሪ ተኮር የአተገባበር ሂደትን ለማስተጓጎል:-	አለው	የለውም
1	የክፍል ጥበት የራሱ የሆነ አስተዋጽኦ...		
2	የተማሪዎች ቁጥር መብዛት የራሱ የሆነ አስተዋጽኦ....		
3	የአየር ንብረት አለመመቻት አስተዋጽኦ...		
4	የወንበሮቹ በቀላሉ መንቀሳቀስ ያለመቻል አስተዋጽኦ...		
5	ግልፅ ያልነ ትዕዛዝ የራሱ የሆነ አስተዋጽኦ...		
6	የጥቂት ተማሪዎች የበላይነት ሚና የራሱ የሆነ አስተዋጽኦ...		
7	የሰዓት ማነስ የራሱ የሆነ አስተዋጽኦ...		

Appendix-B

Observation Checklist

General Information

The teacher's qualification _____

Duration of time 50

Time the students used _____

Time the teacher used _____

No: students in group _____

Section _____

No		Yes		No	
		F	%	F	%
I	What are the activities that are frequently used in the classroom?				
1	Discussion				
2	Pair work				
3	Story telling				
4	Problem solving				
5	Debating				
6	Project work				
7	Role playing				
8	Question and answer				
II	Does the teacher play the following roles?				
1	Announce the objective of the lesson				
2	Introduce the topic				

3	Form groups			
4	Move around the class			
5	Ask questions			
6	Give constructive feedback			
7	Motivate students			
8	Implement various active learning methods			

III	Learner Roles			
	Do the learners play the following roles appropriately?			
1	Active participation in problem solving tasks			
2	Do class and home works			
3	Ask questions and eliciting responses			
4	Taking part in peer teaching/presentation			
5	Discussing issues in groups/pair			
6	Expressing their ideas and feelings freely			
IV	Do the following factors affect the practice of learned centered approach?			
1	Class room size			
2	The temperature of the room			
3	The number of students in a classroom			
4	Lack of students/ teachers interest			
5	The design of the activities			
6	Shortage of time			
7	Unclear instruction			

Other things observed

Appendix-C

Interview with Teachers

1. Are you in favor of learner- centered approach? Why? If not, why not?
2. Do all students equally perform their roles in active learning? If not, why?
3. Which active learning method do you use? Please enumerate them from most frequent to less frequent.
4. What are the major problems that prevent you from not implementing the learner centered approach?
5. Do you think that a learner- centered approach requires more effort of the teacher? If so, how can you play your role in the classroom?
6. Do you feel that this approach consume more time? If so, explain your experience of time management.

Appendix D

Transcription of the Interview

This interview is concerned to see the attitudes of teachers towards the new approach.

Interviewer; Are you in favor of learner- centered approach? Why? If not, why not?

Teacher 2: I have positive attitude towards the approach. It is especially good to reduce the burden of the teacher, and to enable teacher learn co-operatively and assist each other.

Teacher 2; Ah... Yes' I have good interest to the practicality of student centered approach. It is because the contents of the curriculum and the policy of the government are directed towards it.

Teacher 3. With respect to outlook, I positive to it. I am enclined towards it because it assists the teacher to make learners capate. This makes it preferable among the other methods.

Teacher 4. Eh...I believe the approach is good in terms of theoretical aspects. But I have faced a lot of difficulties when turning it into practice.

Interviewer. Students equally perform their roles in active learning? If not, why?

Teacher1: It is difficult to conclude in that way as I think. This is because the majority if learner in the classroom do not participate actively. This may result from individual problem, lack of interest for their education or any other reason.

Teacher 2: absolutely not! The majority of the learners expect only the explanations of the teacher. They do not show considerable participation. Their reasons vary a lot some say they do not understand the language. I also think that they have a failure in developing self-confidence.

Teacher 3; the majority of learners can participate actively. However, very few of them express leniency. Although their problem is not distinctively known, I generally think it is because they lack interest and they have their own hidden problems

Teacher 4; Indeed, all of the students do not participate equally in the class; their abilities to receive lessons also vary. The reason also varies from learner to learner. Some may come only for attendance purpose instead of learning.

Interviewer; which active learning method do you use? Please enumerate them from the most frequent to the least frequent.

Teacher 1: mostly I use lecture and question and answer method. Rarely I use strategy which matches with the topic. These are group work and pair work.

Teacher 2: as you already know, we mostly use lecture and group work given time. This hinders us to practice other methods. Therefore, I put them in order as follows: lecture 2. Group work 3 individual frequent practices I perform are question and answer, group work, pair work, role play and debating.

Teacher 3; the most frequent practices I perform are question and answer, group work, pair work, role play, and debating.

Teacher 4: I usually perform lecture and group work as the classroom is crowded and the reluctant nature of learners to respond to instructions. Most of them never practice when they are provided individual work, so I am forced to use group work as the only choice.

Interviewer: What are the major problems that prevent you from implementing the learner-centered approach?

Teacher 1: The major problem is shortage of time. The time provided by now was allocated in the time of the teacher centered approach. Other problems could be the insufficient reference books available and lack of organized classes. I think the arrangement of desks and the width of the classes do not match.

Teacher 2; as to my understanding, lack of learners' interest is the main problem. Shortage of time is secondary. Emm... In addition to the above hindrances, some exercises of the textbook are not suitable to practice student-centered approach.

Teacher 3: The uncomfortable nature of classroom and the immobility of desks, as I think, may be the basic problem.

Teacher 4: Among the basic hindrances that affect this approach, the lack of interest in learning is the main one. When they are provided group work, they play other games outside is the exercise packed in the texts are not suitable to practice the approach.

Interviewer; Do you think that a learner-centered approach requires more effort from the teacher? If so, how can you play your role in the classroom?

Teacher 1: I don't think so. With respect to teacher, no approach is heavier than the previous. As a result, I can fulfill my teacher's role when try to change the attitudes of learners ad encourage them to develop self-study and improve themselves in developing their knowledge

Teacher 2: When we compare the learner-centered approach to the teacher- centered, the former does not produce any burden. However, we need a lot of struggle to put learners into the system using different strategies

Teacher 3; Of course, the learner-centered approach demands the active roles of the learners as well as the teachers when put into practice yes, --- It is not practiced easily. Therefore, based on the mentioned, I can play my role by preparing and providing exercises that are compatible with the ability of learners.

Teacher 4: Indeed, learner-centered approach does not bring any burden on the teacher. However, it is tiring to train learners to operate into the system. For me, I see learners with different natures: from the weak to the advanced ones. Hence I prepare stages to help them teach each other. I take long hours for such activities

Interviewer; Do you feel that this approach consumes more time? If so, explain your experience of time management.

Teacher 1: As to my understanding, if a teacher fully practices the approach, there will definitely be shortage of time. I think the approach is fulfilled based on the nature of the topic I lecture when it is needy. The same is true when question and answer.

Teacher 2: Definitely! Practicing teacher-centered approach means giving too much time for the learner and centering the lesson on them. When we practice it, it takes more time as compared to the teacher-centered. Therefore, 40 minutes are not enough to implement. As to my experience,

the moment I entered the class, I form groups. Then I lecture from 10-15 minutes. Finally, I give chances the extra time for the implementation of the approach.

Teacher 3: Yes! It is expected from the teacher to control activities, receive their thoughts, clarify points and evaluate activities especially when practicing group work. So, it is likely that it takes too much time. Therefore what should I do? Answer me ...I make them to organize in group before a day by giving a topic. This is because it helps us to directly enter the discussion and save our time.

Teacher 4: Indeed, it needs much time. Even if we give it extra time, learners may feel bored and hate the learning. Due to this; I use my time by dividing it to activities. I allocate $\frac{1}{4}$ of the period to lecture and $\frac{3}{4}$ for doing class work exercise.