



SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

(GRADUATE PROGRAM)

THE IMPLEMENTATION OF STUDENT-CENTERED APPROACH IN EFL
CLASSES AT GASSERA SECONDARY SCHOOL: GRADE NINE IN FOCUS

BY

DEMISSIE TOLOSSA GEMMIE

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BY

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Declaration

I, the undersigned, hereby declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of the materials used have been duly acknowledged.

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Abstract

The purpose of this study was to assess the implementation of student-centered teaching approach in EFL classes. In order to achieve this purpose, the researcher employed a descriptive design using mixed research methods. From the total population of 603 students, the study was conducted on a sample of 100(46 male and 54 female) systematically selected grade nine students and three English language teachers of Gassera Secondary School in Bale Zone. The data were collected through questionnaires (for students), interview (for both teachers and students), class observation and document analysis. A questionnaire was administered to 100 systematically selected sample students. Besides, an interview and class observations were conducted to get some insight in to the implementation of SCTA in EFL classes. The obtained data was analyzed both quantitatively and qualitatively. A quantitative analysis (descriptive statistics mainly frequency, percentage and mean) was carried out on students' reactions to the closed-ended questionnaire. The data obtained through the structured class observations were also analyzed quantitatively whereas a qualitative analysis was carried out on the information obtained from the open-ended questionnaire, the semi-structured interview and document analysis. Accordingly, the overall findings of this study showed that the implementation of student-centered teaching approach was found to be unsatisfactory. The teachers dominantly used lecture which was the traditional teaching method. Student-centered teaching strategies like role play, pair work, debate, problem solving, drama and games, brain storming, dialogue, peer-teaching and group discussion were practiced to a 'rare' degree. In addition, teachers hardly practice language learning strategies. Furthermore, the study found out that students' poor background knowledge, large class size, habit of teachers and students preference of lecture method, shortage of time, scarcities of teaching aids, work load, teachers less commitment, textbook's broad content, were the major factors to hamper the implementation of SCTA. Therefore, the researcher recommends that great effort should be made by all stakeholders in supporting students' reaction to SCLA. Besides, conducting further research helps to enrich teachers so that the right way of implementing SCTA could be employed.

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LIST OF ACRONYMS/ABBREVIATIONS/

CPD: Continuous Professional Development

EFL: English as Foreign Language

GSS: Gassera Secondary School

ICDR: Institute for Curriculum Development and Research

LLSs: Language Learning Strategies

MoE: Ministry of Education

SCA: Student-centered Approach

SCI: Student-centered Instruction

SCTA: Student-centered Teaching Approach

TCTA: Teacher-centered Teaching Approach

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter deals with the background of the study, statement of the problem, research questions, and objectives of the study. In addition, the scope of the study, significance of the study and operational definitions of key terms are also included.

1.1 Background of the Study

Ever since modern education was introduced to Ethiopia nearly a century ago, different approaches of teaching have been employed. The common ones are the traditional approach (teacher-centered approach) and the modern approach which is known as student-centered approach (MoE, 2002, p. 1).

Teacher-centered approach is where teacher dominates the class by lecturing while the students passively follow him, that is, the teacher acts as all knowing and provides knowledge to students considering them as they know nothing except receiving what teachers tell them. Freeman (2000) stabilizes this by saying that teacher- centered approach focuses on extensive teacher controlled learning. This teaching approach lasted at the end of 1960s because it fails to meet learners' communicative competence which is the goal of communicative language teaching.

Student-centered approach is a paradigm shift from teacher-centered approach to student-centered approach where the students practice more, assess their own progress, and develop confidence in using the language for meaningful interactions. It is also fundamental change “in the area of second language learning from the concern of the teacher, the textbook, and the method to an interest in the learner and the acquisition process” (Yule, 2006, p.166). In SCA learners learn more when they are guided to use their efforts in each learning lesson and checking their performances during instruction and motivating them to practice what they learn in their real life situation empower students to be competent language learner.

Furthermore, different scholars like Richards and Rodgers (1986), and Larsen Freeman (1986) state that language teachers shifted the emphasis from traditional approach to modern methods of teaching language where students' competence in using language for meaningful interactions in

real life situation is given priority. But teacher-centered instruction lacks students' critical thinking, creative learning and cooperative learning.

The Ethiopian Educational System desires to assure the qualities of education in all schools. One way of assuring this quality is through implementing student-centered instruction (SCI) in the schools. In order to attain this, teachers must consolidate their knowledge of teaching methods and approaches by participating in various school programmes such as continuous professional development, staff trainings, department meetings, workshops and other trainings. Moreover, teachers can search for various active learning strategies that could be implemented in their classrooms settings (Ministry of Education, 2009).

In fact, student-centered is considered as an outstanding approach which can fill in the gaps in previous approach whereas teacher-centered approach is analyzed and evaluated as ineffective because it does not help the students to gain independent minds and the capacity to make decisions about their lifelong learning (Brown and Adler, 2008).

As mentioned above SCI is very important as far as secondary school students' language proficiency development is concerned. Even though student-centered approach is preferred over teacher-centered approach in language learning by scholars and given due attention by our Education and Training Policy because of its advantages in terms of preparing learners to solve problems, become independent learner and become creative, its implementation in the context of Ethiopian schools is not encouraging up to now. Some researchers like Habtamu, (2013), and Aschalew, (2012) conducted studies on students' active learning at preparatory school and higher institutional levels respectively. And they found out as its implementation is not properly there. The researcher who conducted the current study usually observed teachers in his school using traditional teaching approach than student-centered approach (SCA). In addition, the students do not actively participate in EFL classes. Most teachers also put forwarded various reasons that hinder the practice of SCI in EFL classrooms. Thus, these reasons attracted the researcher's attention to carry out a research to assess the practice of Student-centered Teaching Approach (SCTA) focusing on language learning strategies (LLSs) teachers employ in the implementation of student-centered instruction in EFL classes.

1.2 Statement of the Problem

Nowadays, English language is being taught as a subject in Ethiopian secondary schools. Learners are, therefore, expected to have adequate proficiency in using the language to be successful in their learning. Even though different philosophies of learning language are there, scholars and researchers suggest that the best way learners become proficient users of language is when they learn through student-centered approach. Student-centered instruction is proved as an effective approach in many countries because it helps learners to learn competently through their own effort (Kumaravadivelu, 2003; Brown, 2001).

These scholars further state that language is best learned when the learners' attention is focused on understanding, saying and doing something with a language. Since there are diversified students with their learning style in a single classroom, choosing and implementing only single teaching-learning strategies may put some of the students at a disadvantage. A teacher should, therefore, study about students' learning styles because it helps him/her in planning and using different SCI strategies in the classroom setting.

Besides, some scholars and local researchers believe that SCA improves the quality of learning. This is why the Ethiopian government has been taking various measures to improve the practice of SCI in every educational sector (Brown, 2001, Habtamu, 2013 and MoE, 2002). The previous studies were conducted in universities, colleges and some government schools of Ethiopia. For instance, "Enhancing Active learning through Teachers' Peer and Self Reflections in Selected Primary School in Ethiopia" (Daniel, 2006). Habtamu, (2013) also conducted a study entitled "Assessing Major Challenges of Implementation Student-centered Approach" in preparatory school. In addition, Aschalew, (2012) studied "Teachers' Perception and Practices of Active Learning in Haramaya University, Eastern Ethiopia: The Case of Faculty of Education". However, none of these studies tried to assess the practice of SCTA focusing on language teaching strategies teachers employ in secondary school EFL classes.

Moreover, the researcher of this particular study believes that the implementation of SCI is not pleasing in Gassera Secondary School. The researcher normally sees many teachers using the traditional teaching method where teachers are perceived as the knower of everything. In addition, students were observed lacking confidence in classroom discussion, being reluctant to

participate in presentations, and becoming inactive in pair, group and team works, and rather prefer teachers lecture in English classes.

Therefore, to fill a gap in the aforementioned studies, this study was aimed to be conducted on the same topic but with varying direction from the past studies. In the first place, none of the researchers have conducted a research on this topic from the angle of LLSs which can engage learners in their active learning. In the second place, it is different in the grade level in focus. This study, therefore, discovered the practices of SCTA from the point of view of LLSs teachers employ in EFL classes and to answer the research questions, and achieve the objectives that follow.

1.3 Research Questions

Based up on the purpose of the study, this paper will try to find out answers for the following basic questions:

1. How often do EFL teachers implement Student-centered approach in EFL classes?
2. To what extent the grade nine English textbook is designed in line with SCA?
3. What major challenges do EFL teachers face to teach English through Student-centered approach?
4. How often do EFL teachers use language teaching strategies to implement student-centered teaching approach?

1.4 Objectives of the Study

i. General Objective

The main objective of this study is to assess the implementation of student-centered instruction in EFL classes of Gassera Secondary School.

ii. Specific Objectives

The specific objectives of this particular study are to:

1. Identify how often EFL teachers do implement student-centered instruction principles in their EFL classes.
2. Investigate the extent to which grade nine English textbook incorporates student-centered activities.
3. Identify major constraints in implementing student-centered teaching approach.
4. Investigate how often teachers employ language learning strategies in implementing student-centered approach.

1.4 Significance of the Study

The researcher believes that the result of the study could provide information to English teachers, learners, curriculum designers, material writers, and researchers. The importance of the study may not only limited to Gassera Secondary School teachers and students but also helpful to the ministry of education and other agencies to facilitate the possibilities of reducing the degree of the problem. Therefore, the research findings may have multi-dimensional significance with respect to the strategies teachers use in teaching English through student-centered approach that enhance students' learning. In addition, the success they bring might be dependent on the strategies students use inside and outside the class. In addition, the findings of the study can serve as an input to the decisions that practitioners and material writers make to address the needs of students' in self-centered learning, and it may also contributes to other researchers to conduct further studies in depth on similar topics.

1.6 The Scope of the Study

The study was carried out in Bale zone Gassera Woreda particularly of Gassera Secondary School because of its geographical proximity to the researcher. The researcher observed the problem in EFL classes in GSS he has been teaching. Therefore, the study was delimited to assess the implementation of SCA in EFL classes.

1.7 Limitation of the Study

The sample size of the study was limited to only 3 English teachers and 100 students selected from a single secondary school. For this reason, it can be said that the study is limited to a small group of secondary school teachers and students, which makes it difficult to generalize the results to all educational settings. The researcher also felt that including all aspects of the SCA could not be carried out within a short period of time. Hence, data gathering instruments were limited to gather only some SCA language learning strategies. Therefore, it would have been better if it had required an intensive study which reflects all aspects of SCA.

1.8 Organization of the study

This study comprises five chapters. The first chapter encompasses the introduction part of the study which includes sub-titles like background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, scope of the study, limitation of the study, organization of the study and definition of key terms.

The second chapter discusses review of related literature, various views of scholars on SCTA, the significance of the teaching/learning through SCA, different LLSs and Student-centered learning strategies, the role of the teacher and the students in teaching and learning through SCA. The major purpose of the literature review is to give further supporting evidences for the major arguments presented in the study by referring various empirical literatures, international and local studies. The topics treated in this chapter are, therefore, selected and orderly presented according to their connection to the rationale of the study.

The third chapter consists of the research methodology part. Under this section, how the research is designed, the method of research used, the site of the study, the participants of the study,

instruments used, the sample and sampling techniques, procedures employed in data collection, methods of data analysis and ethical consideration are treated.

The fourth chapter discusses data presentation, analysis and interpretation of the results of the main study. The fifth chapter of this paper includes summary of the major findings, conclusions and recommendations where the whole discussions of the results of the study are summed up and recommendations are forwarded based on the findings of the study. The last part of the paper includes the references and the appendices of the study.

1.9 Definitions of Key Terms

- **Student-centered Approach** - approach to teaching in which students take part in setting goals and play active role in learning (MoE, 2002).
- **Teacher-centered Approach** - approach to teaching where a teacher plays active role in teaching (MoE, 2002).
- **Strategy**- procedures used in learning, thinking, etc, which serve as a way of reaching a goal (Wenden and Rubin, 1987)
- **Implementation:** activities which are like instructional strategies, instructional activities, instructional methods, etc, put into practice in a class-room by the teacher

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter focuses on reviews of related literature which lays the conceptual framework on the instructional approach in general and student-centered teaching approach in particular. In addition, theoretical review of literatures which describe the significances of SCA, the role of teachers, learners and LLSs are discussed below. On the other hand, internationally and locally conducted studies on SCTA from different perspectives are seen in comparison with the current one. Then, the parts which had not been touched by the previous ones but tried to be disclosed by the current study are briefly stated.

2.1 The Philosophy of Instructional Approach

In the current literatures, we find two general notions as the basis of knowledge in general or learning of the individual in particular. Lue, (1998) suggests that as there are positivist and constructivist notions in learning. These are briefly stated as follows.

2.1.1 Positivist Approach to Teaching and Learning

Positivist epistemology assumes that knowledge exists separately from the learner. According to this assumption knowledge is outside there, the room for interpretation on the part of the individual or the learner is very little because knowledge is seen as being primary fixed or stable. In this notion, the learners' task is to absorb or memorize facts or pieces of information usually taken from academic disciplines for repeating them. There is less emphasis on linking facts and moving a coherent and meaningful whole (Lue, 1998). Many educators have criticized the assumption of positivists that the memorizing of facts and thoughts would be not sufficient for successful learning. Hence, the teacher according to Littlewood (1981) should play the following role. 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 learning-teaching group. The learner role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and a resource himself, second

as a guide within the classroom procedures and activities. Moreover the teacher should act as the researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities.

Nevertheless, in positivist approach knowledge is fixed. According to this perspective knowledge is centered on teacher who transmits it to students but they passively consume it. Within a positivistic tradition the learner was and still is, seen as relatively passive, simply absorbing or memorizing facts or information transmitted by a teacher. They added that these pieces of information are usually taken from academic disciplines, for purpose of repeating them.

2.1.2 Constructivist Approach to Teaching and Learning

As to Jia (2010) constructivist epistemology assumes that knowledge is produced, constructed and made meaningful, through interaction between the individual or the learner and the world around him/her. This interaction leads to interpretation, understanding not just memorization. For the constructivists, knowledge is defined as temporary developmental, socially and culturally mediated. In addition, Walklin (1989) states that the world is not seen as being made up of fixed facts; rather it is viewed as unstable depending upon the interpretation of the observer or the learner. It is seen as being unified coherent and interrelated rather than being made up of separate bits and pieces of information. The learner's task is to interact with the world around him/her to understand, think, and make linkage, interpret, draw conclusions and communicate about what he/she is learning not just to absorb or accurately repeat information. In addition, Gray (1997) cited in Amiheh and Davatgari (2015) proposes that constructivist teaching is based on the learning that occurs through learners' active involvement in construction of meaning and knowledge. According to this view , the teacher's task is to encourage the pupils to be active in analyzing and interpreting knowledge with active learning, higher order thinking skill, a problem solving strategy and enhance their communicative competence .

In this approach, the task of the students is to interact with the world around him/her to understand, think critically, make linkage, interpret, analyze, draw conclusions and communicate about what he/she is learning, not just to absorb and accurately repeat information. In the same way the teacher's task is to use classroom teaching methods that encourage students to be as active as possible by analyzing and interpreting knowledge through the use of problem based

learning, Project-based learning, discovery learning and group-based cooperative/collaborative learning. Constructivism requires teachers who act as a facilitator whose main function is to help students become active participants in their learning and make meaning connections between prior knowledge, new knowledge and the process involved in learning (Jia, 2010, p.198).

In general, it is based on the above philosophical ideas that teaching methods are designed and curriculums are developed. Therefore, a conceptual analysis of the various philosophical ideas underlying the use of instructional approaches is very vital to curriculum designers, textbook writers and teachers. Hence, these perspectives influence the theories or concepts of instructional material developers and the methods used by teachers.

2.2 Types of Teaching Approaches

Different scholars use different types of classification when referring to teaching approaches. According to Institute for Curriculum Development and Research (ICDR), (1999) teacher – centered and student – centered teaching approaches are the common classification of teaching – learning approaches. Below, brief descriptions of them are given.

2.2.1 Teacher-Centered Approach

Teacher-centered method also known as traditional method which considers learning as only a matter of mastering and memorizing the skills and knowledge identified by experts in advance and transmitted by teachers. In such setting, the teacher is considered as someone who possesses knowledge and whose main task is to transmit it to students. But, the role of the students is to acquire knowledge transmitted by teachers and to become consciously aware of the rules underling it (MoE, 2002, p. 29).

In a traditional classroom, the teacher designs the course materials to be taught and makes all decisions concerning how the course is to be organized and taught. The teacher is also responsible to make decisions regarding the sequencing, structuring and the pace of the course. The learning process depends on the talking of the teacher where the students become passive listeners. Being dominated by teachers' lecture, the teacher-centered approach creates many problems to learners. For instance, Silberman (1996) confirmed that during lecturing students' attention decreases with each passing minute. As lecturing appeals only to auditory learners, it

tends to promote lower level of learning of factual information; they learn what is told by the teacher usually without curiosity, without questioning and with less interest for inquiry.

2.2.2 Student-Centered Approach

Unlike traditional method, SCA is based on the students' ability and need. According to Silberman (1996) SCA is a collection of instructional strategies that make students do most of the work, use their own brain, study ideas, solve problems and apply what they have learnt. Furthermore, Richards and Schmidt (2002, p. 460) describes student-centered teaching approach as follows:

Student-centered teaching is a method in which the active role of students are emphasized in learning and where learners are given more control over what and how they learn. In student centered instruction learners are encouraged to take more responsibility for their own learning.

In addition, this approach encourages work collaboratively which in turn enhance language learning. Language learning is most effective when the learner is the initiator of the learning process.

This means student-centered method gives chances to students to interact, discuss, debate and ask questions, explore their knowledge through active participation. The underlying assumption here is that learning becomes meaningful when learners use it and relate it with their lives. This is to mean that learning in a student-centered method setting is not purely individualistic rather students learn through cooperation, active involvement and participation. (Garret, 2008, p. 34).

Many Educational scholars argue that learning in any form has to be active because students learn better when they are actively involved in the learning process. For instance, Kumaravadevelu (2003, p. 48) states that in student-centered approach, we center our planning, and preparation of instructional materials on the needs and abilities of our students. The main idea behind the practice is that learning is most meaningful when topics are relevant to the students' lives, needs and interests and when students themselves are actively engaged in the teaching and learning process.

2.3 The Significance of Teaching through Student-centered Approach

A research by Daniel (2006) identified that active learning leads to improved quality and success in education. Consequently, the researcher of the current study wanted to disclose the implementation of SCA from the point of view of teachers' proper implementation of language learning strategies. For the successful completion of the study, the following theoretical related literatures were assessed. For example, as to Silverman (1996) student-centered approach clearly addresses the different learning styles of the students which many educators have realized. Principles of learning styles reveal that some are students of information. They prefer to write down what a teacher tells them and they are quiet in the classroom and seldom distracted by noise. But the auditory learners do not bother to look at what a teacher does or to take notes. They rely on their ability to hear and remember, whereas kinesthetic learners learn mainly by direct involvement in activities of the course. Thus, different active learning methods create the best match for students with different learning styles.

In line with the above ideas, ICDR (1999) lists some basic points on why active learning is considered to be so important. This handbook further elaborates that teaching is effective only when students are learning. Learning is effective only when it is meaningful to students, learning is meaningful only when students can use it, connect it to their lives or actively participate in it. Memorizing facts and bits of knowledge alone is not effective learning. It discourages real learning when one tries to teach them only by giving facts. Hence, learning facts alone does not prepare students to understand their environment or function effectively in it and it does not foster them to understand and participate in a complex world (ibid).

Thus, we must encourage students to use higher-order thinking skills (analyzing, comparing, drawing conclusions) and move away from the exclusive use of lower order thinking skills, which is memorizing (Borich, 1992). When we give students facts and knowledge to memorize, we must encourage them to use it actively and critically and connect it to the world they know.

2.4 Factors that Affect Student-Centered Teaching Approach

The problems that affect students' active learning may be many in numbers. Even though the study investigated some of the problems which were supposed to answer the research questions

in the study, different scholars state the following as major factors hampered the implementation of SCA.

2.4.1 Teacher Related Factors

Teachers have an important role to play in the success or failure of learners in acquiring the target language. For instance, Garret (2008) studied on the function of SCI in classroom management. He identified that teacher who teaches students through SCA contribute for better classroom management than teaching who teaches through TCA. Therefore, it was found that proper implementation of SCTA is highly valuable both in classroom management and develop students' command of language. Thus, the current study emphasized to identify how much language learning strategies were practiced by EFL teachers to promote the implement SCA. Some of teacher related variables which hinder the students' active learning in EFL class are as follows.

2.4.1.1 Teachers' Experience

The basis for teachers' beliefs about teaching and learning a language is the educational and professional experiences. Freeman (1992) says that teachers' belief about a language may be based on their training, their teaching experience, or may go back to their own experiences as language learner. Thus, teachers' education beliefs and attitude are some of the most potential problems that direct their preferences for certain language learning activities. It is clear that teachers' language education, training background influence teachers' beliefs and classroom activities.

2.4.1.2 Teachers' Resistance

According to Weimer (2002, p. 162) it is not only students who resist student-centered approach but also teachers who object it because of the following reasons. They find the approach enormous threatening because it tests teachers' level of confidence. In addition, teachers resist the approach for the following objective reasons. This is due to the fact that the approach:

- Diminishes the amount of content in the course,
- Let students set course policies,

- Devote class time to develop learners' skill and awareness,
- Employ fewer rules and requirements, and

In order to implement learner-centered approach, teachers should consider some strategies which help them to deal with SCA (Weimer, 2002, pp. 163-165). The strategies which should be taken in to account by teachers are as follows:

- **Be Mindful of the Politics-** Academic freedom is a wonderful thing but teachers still live, work and must survive in very political organizations.
- **Use the Autonomy of his/ her Class-** Teachers are simultaneously blessed with and cursed by the privacy of their classrooms. This refers that what teachers do in their classroom is pretty much of their own business even though the climate in their institution is not implementing learner-centered teaching approach. No one stop them from trying out the policies outlined in the book they teach. A teacher can be a learner-center without announcing to the world that he/she is making significant changes in some aspect of his/her instruction.
- **Do not Seek to Convert the Masses** - Simply a teacher should start implementing the approach. Then, there might be a tendency to get others to come along with him/her following the success he/she brought. In fact, learner centered approach is not made right because others do it but it is right because it is grounded on the base of empirical, theoretical and experiential evidences. So, teachers should show this facts do the persuading.
- **Document the Impact of the Approach-** Colleagues and administrators are persuaded by evidence. Rather than tell them about what these approaches are accomplishing, collect evidence that demonstrates it. Then when someone challenges that students are learning less, answer with something more than your opinion. If they cannot be substituted for the regularly used form, data should still be collected so that the information can become part of the documentation assembled to support the outcomes of learner-centered approach. The point here is that resistance is diminished in the face of evidence. A teacher needs feedback to accomplish his objectives. It helps him and students improve so that next time, it promotes even more learning. He also needs it to document the legitimacy of this approach and persuade other colleagues to consider it.

- **Find Like-Minded Colleagues-** The teacher may be the only person in his/her department exploring this approach, but he/she is not alone at his/her institution. Many colleagues are experimenting with the instructional strategies described here. They may not have assembled them together in an approach called learner-centered teaching, but they are open to discussing, using, and learning about policies and practices that have an impact on learning. Find those colleagues.

2.4.1.3 Teachers' Teaching Methodology

The methods by which students are taught have some effect on their learning. The traditional approaches to language teaching were primarily depending on the structure of the language. It did not consider the functions of language for communication purpose. The goals of learners in such instruction are often to pass an examination rather than to use the language for daily communication. In explaining this Atkins et al (1995, p. 150) states that:

The traditional approach implies teacher dominated class where “say this but don’t say that” kind of instruction dominates. One of the responsibilities for the teacher is therefore believed to be correct students’ errors and provide explanations of correct grammar rules and word meanings. The tasks of the students are seen to be to receive knowledge transmitted by the teacher, memorize and reproduce. It is inevitable that in such situation many students will feel-reluctant to participate because of fear of making mistakes and being laughed at by peers.

From the information stated above, it seems that most of the teachers in secondary schools are said to use the traditional method of language teaching. This in turn becomes one of the factors that contributed to the failure of students in using the language for communication. With regard to the methods of language teaching in the past, Atkins et al (1995, p. 203) further indicate that

“...one experience Ethiopia, shows that an exclusively grammar based approach to teaching does not guarantee that students develop high levels of accuracy and linguistic knowledge. In fact it is, often very difficult to determine what such learners know about the target language, as the classroom emphasis on accuracy usually results in students who are inhibited and will not take chances in using their knowledge for communication.”

2.4.2 Student Related Factors

2.4.2.1 Background of the Students

According to Atikns (1995), English is a more difficult language for rural children to learn than for those children living in urban areas. This is shortage of books and other reading materials in English, availability of fewer models of good English and lack of practice opportunities with peers and other community affect the development of students speaking skill. Due to this, they cannot express their ideas and opinions appropriately.

2.4.2.2 Students' Background Knowledge of the Subject Matter

Student failure to learn through active participation could be the result of their poor background knowledge of language. It would seem that many students learn English through traditional methods, in which they usually listen to the teacher who often covers the majority of classroom talks. Moreover, it could appear that less focus is given to learners to learn through SCI.

2.4.2.3 Students' Resistance

As to Weimer (2002, p. 50) students resist learner-centered approach for a variety of reasons: Some of them are,

➤ Learner-centered Approach are More work

It is clear that SCA engages students in their content of learning and results in achieving their desired objectives especially in developing their language proficiency. But, this result is gained through much more work for students. To solve such problems, teachers should group students and let them act the activities in accordance with their needs (ibid).

➤ Learner-centered Approach are More Threatening

Students resist learner centered approach because they are afraid to practice, do assignments and so on. They lack confidence in acting as well. In order to engage students in activities to work out confidently, the teacher should organize them in small group so that activities are done through group discussion (ibid).

➤ **Learner-centered Approach May be Beyond Students**

Some contents which are presented to learners might be beyond students' abilities to handle. As a result the feeling of having nothing to say may happen. To overcome such a problem, teachers should set the background knowledge of the students by providing them stimulus materials to be discussed. Opportunities to discuss together outside the school can also help students to search for information concerning the task (ibid).

Overcoming the Resistance

As Weimer (2002) mentions that overcoming the resistance is not something teachers do for the students; it is something the teacher work to help the students to accomplish by themselves. The best solution is to involve students in a free communication exchange between and among everybody of them. This communication should be:

- A. Frequent and Explicit- the discussion should be held openly and regularly.
- B. Encouraging and positively reinforcing- encouragement from the teacher helps individual students and the class as a whole cope with their anxious feelings.
- C. Solicit or ask for feedback from the students- students need to suggest on their works.
- D. Resist their resistance- in order to let students be interested in communication, teachers should encourage them to discuss and suggest remedies for the problem they encountered. .

2.4.3 Classroom Related Factors

Some of the problems related to classroom are large class size and seating arrangements. Below, they are described.

2.4.3.1 Large Class Size

Nolasco and Arthur, (1988) explain that the interaction and success of the activity will be influenced by the organization of the classroom to suit speaking. Teaching and learning process demands well planned preparation in all aspects to provide quality of education with the selected methodology. One of the areas that require careful attention is to expand or arrange classrooms to accommodate students without any discomfort or inconveniency. On the other hand, class size

concerns educators for various reasons because learning can occur positively when lessons are under appropriate conditions both for the students and teachers. The class size has its own impact in facilitating or hindering activities of teaching and learning. Concerning this Kumerra (2004, p. 40) states the size of the class has great role in creating a conducive environment for the process of teaching and learning. Especially in the modern approach to language learning in which classroom intends to encourage students more interaction and active participation it is advisable to balance the variation between the number of classes and number of students.

2.4.3.2 The Pattern of Seating Arrangements

According to Byrne (1986, p. 79) the seating arrangements need to be made according to the type of activities for practices. When students are grouped for discussion, their grouping should be by mixing in accordance with their performance. This helps those students who may have difficulty in practice to act actively by sharing experiences from other good performer students.

In relation to grouping students for oral interaction activities, the size of class has a big effect. Byrne (1986) remarks that organizing a classroom to suit speaking activities will influence the interaction and the success of the activity of enormously. Thus, a good arrangement is needed for students to speak in pair and groups and to make the interaction easy for the participants to communicate. Moreover, they say that teachers of large classes often have limited resources such as shortage of materials and text books. As the class size increases, students face any of the following problems as explained by Smith (1961, p. 59). These are lack of opportunity to discussion, inability to support independent study and oral communication within the classroom from pupil to teachers are minimized.

2.4.4 Instructional Materials Related Factors

Instructional materials are the device with instructional context or function that use for teaching purposes. These includes; reference books, textbooks, supplementary reading materials, audio visuals and other sensory materials, scripts for radio, or television instruction, instruction sheet, and package sets of materials. However, in this thesis only, the text book will be examined in terms of contents and accessibility.

According to Larsen Freeman (1986, pp. 1135-136), "...adherents of the communicative approaches advocate the use of authentic language material". Effective teaching is made practical when there is a wide use of instructional materials. The availability of different kinds of instructional materials facilitates the teaching learning process. Each instructional material has its own contribution to make a change in the learners' behavior. Furthermore, teaching children with the help of audio visual aids results in effective teaching, because it provides excellent opportunity for increasing their acquisition of language.

The objectives of using various instructional materials are to create teaching learning atmosphere in the class. This can be achieved to certain extents if the instructional materials are properly selected to meet the specific objectives of a given lesson.

Besides this, the way the material present tasks might be one factor which hinders SCI. Materials should present activities in the way they actively participate in learning. In general, teachers should select instructional materials on the basis of learners' interests, background knowledge and experiences. Materials of this type have a great role of promoting students' active learning in general.

2.5 Roles of Teachers and Students in Student-Centered Teaching Approach

2.5.1 The Concept of Role

According to Richards and Schmidt (2002, p. 460) role is defined as "the part taken by a participant in any act of communication." Further, Widdowson (1990, p. 182) explains role as "It can be defined, generally, as a part people play in the performance of social life." From the above definitions given by different scholars we can understand that role can be expressed as a duty, responsibility, function or part that somebody can perform or is expected to perform in a particular position or activity. In student centered teaching approach, teachers and students have their own role. The role of teachers and students in student centered instruction are described below.

2.5.2 The Role of the Teacher

Brown (2001) suggests that in student-centered learning, the role of teachers is facilitating and guiding learners' activities. The teacher develops autonomous learning based on students' learning style and strategies. This is to mean that teachers should not teach a language but they only create conditions under which it will develop in the mind in their own way. In addition, Richards and Schmidt (2002) states that the role of the teacher as a helper, advisor, or counselor in student-centered teaching.

Ellis and Sinclair (1989) cited in kumaravadevelu (2003) state that the role of teachers is instrumental in training learners. In student centered instruction teachers play the role of negotiating with learners about the course content and methodology as well as encouraging discussion in the classroom about language and language learning. In addition, they play the role of creating a learning environment where learners feel they can experiment with their language learning and counseling and giving guidance to individual learners when possible. Besides these, the role of teacher in SCI is diagnosing the content of the course and designing it in line with the actual proficiency of the learners.

In communicative language teaching which goes hand in hand with student centered learning, “the teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e., learning through doing”(Richards, 2006, p. 26).

From the above elaborations of scholars we can conclude that the role of the teacher in student-centered teaching is organizing, assessing, participating, counseling, process managing and need analyzing. In short, a teacher plays a role of facilitation.

2.5.3 The Role of the Student

In student centered instruction class foreign language learners are expected to play a more active role in using the language for real communicative purposes. Therefore, learners on their part must feel responsible and attempt all (Kumeravaduvelu, 2003). As opposed to the traditional method, the way learners learn English these days is using the communicative approach. It is

because; the primary function of language is for communication. This refers that classroom without students' active participation is lifeless.

Kumaravadivelu, B. (2003, p. 48) also states:

Clearly, the best way we can maximize learning opportunities in our classes is through meaningful learner involvement. Considering that the learners are actually in control of their learning, and that they all come to the class with varied notions about what constitutes teaching and what constitutes learning, we have no sensible option but to involve them in the process of maximizing learning opportunities. Learner involvement will help both the learners and the teachers in making informed choices: the learners will be able to create the optimal environment necessary for learning to take place. Any other prepackaged shortcut we may bring to the classroom is bound to be inadequate.

In short, in student-centered class learners are negotiator, problem-solver, role-player, interaction maker and active participant in process.

2.6 Major Student-Centered Strategies

To be effective, teachers must use different student-centered strategies because current thinking and practice in education highly focuses the need to actively involve active learning strategies. To this end, there are a wide range of methods and techniques for active learning. According to ICDR, (1999) the major methods and techniques are problem solving, role play, group work, discussion, peer teaching, and project work.

The problem solving approach is not a single strategy rather it is a general strategy in which many different techniques are found. Problem solving is a process of producing or closing a perceived problem gap. When a solution is proposed, its effect on reducing the gap can be evaluated and adjustments made accordingly, which is known as means and analysis. In the process of problem solving activity, the most important thing is the students should generate more ideas about the stated problem for major stages of the process (ICDR, 1999).

Role plays are drama like classroom activities in which students interact either as themselves in imaginary situations or as other people in imaginary situations (Byrne, 1987, p. 115). Role plays help students to develop their speaking ability one takes the role he/she is going to play. Besides he/she will have the confidence to speak in front of an audience.

Group work is a part of collaborative strategies of teaching/ learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, students who work individually and come together in groups to compare and discuss the results of their group. It could be organized inside the classroom, in the school compound or outside of the school compound. This method can be done in a number of ways from simple group activities that can take few minutes to more complex activities, which take the whole period and possible, continue over a week or more (ICDR, 1999).

Discussion is perhaps the most natural and effect ways for learners to practice talking freely. Discussions with comprehensive inputs provide opportunity for students to activate the language knowledge they have acquired. Discussion can be used by organizing and assigning pair work and small group work in the class. Group work seems to be extremely attractive and advantageous ideals than others for a number of reasons. In relation to this Harmer (1983, p. 207) says: "it increases the amount of students talking time and give opportunities for the students to use the language and to communicate with each other.' In can greatly increase the amount of active speaking and listening in the classroom. The more students can assist each other, the more independent and self-reliant they are and priorities are given on developing students confidence in speaking at all (Widowson, 1990).

Peer teaching is a participatory, active and democratic strategy integrated in to the students own experiences that result in deep learning. Peer teaching involves occasional use of students in the class who have experiences because of their good background in particular area. The merit of peer teaching is 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 learning materials (ICDR, 1999).

Project work can bring into the classroom aspect and dimensions of life that the textbooks or other instructional materials do not. A project can emanate from the classrooms or at home depending on the role that the teacher plays in the origin of a projects. In project method, tasks or topic are selected, worked, organized and presented to the class. Thus, projects do the function of bringing into the classroom aspects and dimensions of experiences that are not ordinarily available to that classroom (ICDR, 1999).

2.7 Language Learning Strategies

A previously conducted research by Aschalew (2012) mainly focused on “Teachers’ Perception and Practices of Active Learning”. This study found out that teachers had positive perception for active learning although they failed to implement the approach because of factors like lack of students’ interest, lack of time, shortage of resources and large class. But, it had not discovered teachers’ practice of language learning strategies (LLSs). On the practice of SCA, the researcher of this particular study mainly focused on investigating teachers’ implementation of LLSs that promote students active learning. Therefore, it was found necessary to review literatures on language learning strategies. Scholars like Wenden and Rubin,(1987) has defined LLSs as “the conscious efforts learners made” and as “purposeful activities”. However, Wenden points out that in the literature, “strategies have been referred to as “techniques, tactics potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies, problem solving procedure”. Therefore, language learning strategies that help individuals in learning actively were found to be discussed.

In addition, Richards and Renandya (2002) express that strategies are procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language.

2.7.1 The Role of Language Learning Strategies

LLSs are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, LLSs, while non observable or unconsciously used in some case give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom. From the above LLSs we can understand that language learners should be capable of using a wide variety of LLSs appropriately to improve their language skills in a better way. Meta cognitive strategies help to improve organization of learning time, self mentioning, and self evaluation. Cognitive strategies include using previous knowledge to help solve new problems and social strategies include asking native speakers to correct their pronunciation, or

asking a classmate to work together on particular language problem. Developing skills in these three areas, such as meta-cognitive, cognitive and socio affective can help the language learner build up independence and autonomy whereby he can take control of his own learning (Richards and Renandya, 2002).

2.7.2 Language Learning Strategies Promote Student-Centered Instruction

A research conducted by Daniel (2006) identified that workshops, short term trainings, cluster schools experience sharing were recommended to promote the practice of SCA. But, the value of motivation, formative assessment, opportunities of learning outside the classroom and teachers error correcting methods were not considered. Hence, this study tried to identify the contributions they had in the implementation of SCA. It is true that English language teaching aims at developing the students' language proficiency. This can be successful through the correct implementation of modern teaching approach which is student- centered instruction. To minimize problems which inhibit students from developing their language proficiency, a number of scholars suggest certain strategies or techniques which can be used to enhance students' active participation in learning English as second or foreign language (Richards and Renandya, 2002). Some of the strategies are as follows:

2.7.2.1 Motivation

Arousing learners' motivation so as to drive them towards autonomous language learning practice is viewed as a major role of a teacher. For instance, Dobson (1988) tries to indicate some points such as having an authentic interest in the learners giving them praise where deserved, responding to solve their difficulties etc as major sources of motivation, leading learners strive harder to succeed in speaking English. As to Dobson (1988, p. 15), a primary responsibility of a teacher is to revive motivation. "Without strong motivation, students will fail in their attempt to bridge the gaps between the manipulation and the communicative phase of language learning, and their hopes of interaction English fluently will never be realized." What we can see from this is that motivation of learners is highly emphasized for their success, and the teacher should also concentrate on that accordingly. With regard to the use of motivation on speaking, Finocchiaro (1988, p. 90) states, "Teachers motivating their students during speaking

section make teaching and learning easier and make students active participants, more pleasant and productive”.

Motivation is seen by many as being fundamental to the process of reinforcement. Some other scholars such as Krashen (1982) and Dornyei (2005, p. 65) state as motivation has significant role in ones language learning. Especially the later writer demonstrates that motivation greatly affect language learning success. As to him, “Even students with remarkable abilities cannot accomplish their long term goals and do not ensure their achievement without motivation”. Motivation has been considered by both teachers and researchers as one of the most important factors that influence the affective learning of second/foreign language. Motivation provides the primary source to start learning English language and later the driving force in the learning process. From this scholars point of view one can realize that one’s interest and inspiration determine the degree to perform a given task to achieve the intended objectives.

2.7.2.2 Using Proper Techniques

In the classroom, we must use various methods to create opportunities for students to learn through self involvement. This is because a good method is a bridge to success (Yingyu, 2008). Therefore, strategies teachers use in teaching language in each particular macro and micro skills help language learners to learn through active participation. As Dickinson (1987) cited in Kumeravadivelu (2003) one way we can maximize learner autonomy is through developing strategies like self-instruction, self-direction, self-access learning and individualized instruction. To create such opportunities of learning, it is a must for teachers to facilitate learning situations beyond the classroom settings. For this, Kumaravadevelu (2003, p. 59) suggest the following opportunities of learning outside the classroom. These are,

- Forming communities of learning,
- Interacting with competent users of language,
- Exchanging of information with teachers and peers,
- Developing a habit of keeping a diary and adapting and creating new teaching materials.

Therefore, teachers are expected to create different opportunities of learning for students beyond classroom settings by giving project work, assignments to be presented, field works to be

reported, topics to be debated on, and others which can be carried out outside the classroom using opportunities of learning mentioned above.

2.8 Review of Previous Studies

The researcher tried to review different international and local studies which are the same with this research topic. Below, some of them are discussed in relation with the current study. For instance, Aschalew (2012) conducted the study entitled “Teachers’ Perception and Practices of Active Learning in Haramaya University, Eastern Ethiopia: The Case of Faculty of Education”. This research found out that the implementation of active learning was found to be low because of the following factors. The most common ones are shortage of time, instructional tendency towards traditional lecture method, lack of trainings on the approach to teachers, lack of resource, and students’ lack of interest. However, teachers have positive perception to active learning.

Besides, Daniel (2005) conducted the research in the same area which is entitled “Enhancing Active Learning through Teachers’ Peer and Self-reflections in Selected Primary Schools in Ethiopia”. The study disclosed that active learning is not enhanced because of challenges like lack of resources, large class size, and teachers’ low income.

Furthermore, Habtamu (2013) tried to investigate challenges hindered implementing student-centered approach in English language classroom. And he found out that work load, broad contents of the book and large class as the major factors impeding the practice of SCTA.

The researcher of the current study looked at thoroughly to the previously conducted studies and realized that there is still untouched area in putting SCTA in to practice. Hence, the researcher intended to conduct a study which the previous studies had not covered it yet. Specifically, this study focused on “Assessing the Implementation of Student-Centered Approach in EFL classes: Secondary School in Focus”. The previously conducted research incorporated teachers’ perceptions towards SCTA approach, teachers’ practice of student-centered learning strategies, challenges impeding the implementation of SCA and teachers’ use of peer and self-reflections to promote active learning in higher institutions, primary schools and preparatory school respectively. But, none of these reviewed studies tried to investigate teachers’ utilization of

language learning strategies that scholars identified in language learning (Oxford 1990 cited in Richards and Renandya, 2002, p. 121). These LLSs are,

Cognitive strategies which involve the identification, retention, and retrieval of language elements, metacognitive strategies which deal with the planning, monitoring and evaluation of language activities, affective strategies that serve to regulate emotions, attitudes, and motivation and social strategies that refers to actions learners take to interact with users of language.

Based up on this scholars' point of view, the researcher was interested to assess the implementation of SCTA in EFL classes focusing on assessment, motivation and opportunities of learning outside the classroom. Therefore, this study assessed motivational techniques teacher employ and opportunities of learning teachers give outside the classroom in SCTA EFL classes so as to promote students' active learning. Besides, the grade level in focus is also different from the previous studies.

In addition, the study by Williams, C.K. and Williams, C.C. (2012, pp. 2-15) identified five ingredients for improving students motivation. These are

Ingredient 1: Student

"You cannot push any one up the ladder unless he is willing to climb himself."
Robert Schuller.(p. 2),

Ingredient 2: Teacher

"...the really great make you feel that you, too, can become great." Mark Twain.(p.5),

Ingredient 3: Content

"What the mind of man conceives and he believes, he can achieve." Napoleon Hill.(p.9),

Ingredient 4: Method/ process

"If you tell me I will listen. If you show me I will see. If you let me experience, I will learn." Lao-Tzu. (p.11), and

Ingredient 5: Environment

"To stay motivated you must fight doubt, poor discipline, fear, and any other ghost." Dr. Zonnya. (p.15).

The above study which was conducted on the title “Ingredients for Improving Students Motivation” revealed that the feeling, interest and internal readiness of the student, the ‘teacher’, who guides and facilitate the learning process, the ‘content’ which interests the students, the ‘method’ teachers use to address the content and the conduciveness of the environment are crucial for the students in their learning. Hence, the researcher of the current study developed items for questionnaire and observation checklist from the above researchers’ investigation and scholars view point. Therefore, the researcher of the current study aimed at identifying motivational techniques teachers employ in student-centered EFL classes from the angle of the method teachers use to motivate students, the situations teachers create for students to help them learn actively, the content teachers adapt to interest students to engage them in active learning and the strategies teachers use to help students’ self involvement learning.

In short, the researcher of this study aimed at assessing the implementation of SCA from the point of view of language learning strategies teachers use to promote active learning. These are motivation and opportunities of teaching outside the classroom.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the research design and methods employed to address the objectives of the study. The main purpose of this study was to assess the implementation of student-centered teaching approach in the actual classroom. Thus, this part deals with the design, the setting, the participants of the study, the sample and sampling techniques, data collecting instruments, data collecting procedures and methods of data analysis in order to carry out the research.

3.1 Research Design

To achieve the purpose of this study, descriptive survey design was employed by using both quantitative and qualitative approaches. Hence, mixed method research is chosen for this particular study. Creswell (2012, p. 535) mentions “Mixed method research is good to build on the strength of both quantitative and qualitative data”. In addition, as Dornyei (2007b, pp. 164-165) states “mixed research method aims to increase research validity and overcome the limitation and biases of using one single method”.

This study, therefore, focused on the quantitative aspect where the closed-ended questionnaires and structured class observation checklist were encoded, tabulated and analyzed quantitatively using descriptive statistics mainly of frequencies, percentage and mean, and the qualitative aspect which are (open-ended questionnaire, interview, and document analysis). As Koul (1996, p. 405) mentions “...descriptive survey design is particularly used when one needs to understand some particular information and describe the characteristics of a particular individual, group or situations”. This is why the researcher preferred descriptive survey in order to describe the current status of the study area and to gather adequate information from large sample size.

3.2 Research site

Gassera Secondary School is found in Gassera district, Bale Zone, Oromia Regional State at a distance of 410 kms away from the capital city Addis Ababa to the south-east direction. There are four secondary schools in Gassera Woreda. Among these, Gassera Secondary School was selected as a research site because it is the place where the researcher works.

3.3 Participants of the Study

The target populations of this study were grade 9 students (290 male and 313 female) = (603), grade nine English language teachers (3 male) of the year 2017. This is because the researcher believed that including these participants was reasonable and logical to investigate the problem since they were directly associated to the mentioned problem.

3.4 Sample and Sampling Techniques

According to the school statistics obtained from the targeted school in the year 2017, (290) male, (313) female and (603) total students were attending grade nine. These students were distributed among twelve sections, and in each section there were on average 50 students. Six sections out of twelve which the researcher did not teach were selected through simple random as a sample. To show clearly, among 290 boys and 313 girls, at Gassera Secondary School, 46 male and 54 female (=100) respondents were selected for questionnaire using systematic random sampling method. According to Kothari (2004, p. 62), “Systematic sampling is one of the most practical ways of sampling to select every n^{th} item on a list”. It can be taken as an improvement over a simple random sample in as much as the systematic sampling is spread more evenly over the whole population. The researcher aimed to use systematic sampling because it is easier method of sampling used even in the case of large population. This is because the researcher selected 100 students as sample from the school based on the students’ classroom attendance list by assigning the number of boys and girls in their respective category.

Three grade nine English teachers who taught the sampled classes were purposively selected for the interview in order to get the in depth data. In addition, a total number of 9 students were selected purposely from the targeted classes based on their achievement (three from each lower, medium and higher) scorer with the help of their English language teachers. In order to carry out classroom observations, three sections (one section from each teacher’s section) were chosen through simple random sampling.

3.5 Data Gathering Instruments

The researcher used both closed-ended and open-ended questionnaires (for students), semi-structured interview (for both teachers and students), structured classroom observation checklist and document analysis i.e. the textbook. Denscombe(2003, p. 132) recommends “The possibility of employing more than one method can be used to collect data on the same thing from different perspectives, and these perspectives can be used by the researcher as a means of comparison and contrast”. In other words, applying different methods of data gathering tools enable the researcher to keep the study more valid. Thus, the researcher gathered data using the above mentioned tools.

3.5.1 Questionnaire

Questionnaire is a research tool through which people are asked to respond to the same set of question in a predetermined order and particularly they should be used when they fit the objectives of the research (Gray, 2004, p. 187). Hence, in this study the researcher considered questionnaire as one of the basic tools so as to get information from large samples. In the questionnaire, the likert scales ranging from ‘strongly agree’ with a score of ‘5’ points to ‘strongly disagree’ with a score of ‘1’ was employed. But, for the likert scales ranging from ‘always’ with a score of ‘4’ points to ‘never’ with a score of ‘0’ was employed. To address the study, forty eight closed-ended and five open-ended items were self made and adapted and then prepared and commented by the adviser. After correcting some of the items, the students’ questionnaires which were designed in English again were translated in to Afan Oromo with the help of two Afan Oromo teachers. It was assumed that students are more proficient in Afan Oromo than they are in English. This was done purposely to avoid the problem of language barriers which may have influenced the obtaining of accurate information for the study.

After translating the questionnaire, pilot study was conducted to see whether the intended tool can work as planned or not. This means it must be tested out to see if it is obtaining the results the researcher requires. The researcher asked his colleagues who had not been involved in its construction to read it through and see if there were any ambiguities which the researcher had not noticed. Then, the items which were commented as ambiguous, unclear and long questions were modified accordingly. After that questionnaires were distributed to twenty students who were not

taking part in the study. The students were told to forward any comments they might have had of the questionnaire. The researcher went through each response very carefully, noticing comments and looking at the answers to the questions. Consequently, three items were discarded and improvements like ambiguous items, long statements and unclear instructions were made on some items. In addition, the validity and reliability of the questionnaire was determined statistically by computing the Cronbach alpha reliability coefficient by using SPSS version 20.0 program with the help of my friend Besufikad Abebe. According to the pilot test, the reliability coefficient of the items of the questionnaire was found to be 0.743 (74.3%). Thus, the items can be considered reliable because statistical literature recommends a test result of ≥ 0.60 as reliable (George & Mallery, 2003).

3.5.2 Interview

Interview is the most effective instrument among the others in getting in depth of information which cannot be achieved through any other tools. It further gives opportunity to identify misunderstandings and then clarifying questions for interviewer (Denscombe, 2007, p. 177). Therefore, to crosscheck the information gathered through the questionnaire, an interview was made with three English teachers and nine grade nine students. Each of the interviews has been audio-recorded with both teachers and students permission so as to help the researcher to replay it during the analysis. Semi-structured interview was prepared for both teachers and students because it allows the interviewer to be flexible in terms of the order in which the topics are considered, and perhaps more significantly to let the interviewee develop ideas and speak more widely on the issue raised by the researcher. The questionnaire prepared for students were translated in to English by afan oromo teachers to help student respondents provide their ideas clearly.

3.5.3 Class Observation

Classroom observation is another important tool to gather data in the classroom. Cohen, Manion and Morrison (2007, p. 396) claim, "...the distinctive feature of observation as a research instrument is that it offers investigator the opportunity to gather 'live' data from naturally occurring social situations". In this way the researcher can look directly at what is taking place in a particular situation rather than relying on second hand accounts. Classroom observations were

conducted to cross check the responses given by students' questionnaires and both students' and teachers' interviews. To obtain the intended information three classes were observed using non-participant observation. Each class was observed twice (the total of 6) in different English classes using structured observational checklists with a co-observer. After orienting the co-observer about the observation, sampled classes were observed from the beginning to the class to the end. The checklist questions were adapted from Williams, C.K. and Williams, C.C. (2012) and self made.

3.5.4 Document Analysis

This instrument was used to identify student textbook preparation. This was parts of the document analysis in qualitative research in which document was interpreted by the researcher to give meaning to the topic under investigation. Thus, students' textbook was assessed and analyzed to collect data to assess the extent to which the book incorporates interactive activities, instructions and exercises which enable teachers to implement student-centered approach.

3.6 Data Collection Procedures

In order to collect data for the study, questionnaire, interview, classroom observation and document analysis were used according to the following procedures:

Firstly, a pilot study was carried out by 20 grade 9 students which were not samples. The major objective of the pilot study was to check the content validity and clarity of items, and to check any problems before administering or distributing questionnaires. Then, questionnaires were distributed among 100 students with the help of colleagues.

Secondly, in gathering data through interview the participants were informed about the purpose of the interview. After the interviewees showed their willingness to be audio taped, the researcher recorded their sounds so as to help him to remove the necessity of writing during interview which may distract both the interviewer and the subjects. This benefited the researcher to listen as often as necessary to complete the analysis which was made at a later time.

Thirdly, the three teachers were observed twice each with a co-observer. Learners were also observed for their engagement in practicing the target language in different lessons in EFL

classroom (please see Table 6). During observation, teachers' and students' activities, the actual classroom condition, access of instructional materials and teaching aids, were observed and filled in the checklists accordingly. This was done to cross validate the data which were obtained through other data gathering instruments

Finally, the organization of the textbook was analyzed thoroughly in terms of principles of student-centered approach that was adapted from "Approach to Curriculum Design Process". To analyze the textbook checklist was used. The checklist intended to assess instructional activities, authentic materials and teachers' and students' activities and instructions which were presented in the textbook. Each item of the checklist was analyzed and then written in note book to incorporate it later in the paper.

3.7 Methods of Data Analysis

The data obtained through closed-ended questionnaire was encoded, tabulated and analyzed quantitatively using descriptive statistics mainly of frequencies, percentage and mean using statistical tools which was processed through statistical packages for social science. Thus, SPSS version 20 software was used. This is because quantitative research method requires some form of statistical analysis to describe the results of the study (Best and Kahn, 2005). The data gathered through structured observation checklist was also analyzed quantitatively mainly using percentage because Cohen, Manion and Morrison (2007, p. 309) recommend "Structured observation is very systematic and enables the researcher to generate numerical data from the observation". On the other hand, the data gathered through interview, open-ended questionnaires and document analysis were carefully sorted and organized according to their categories based on the research questions and then analyzed and interpreted qualitatively in words. At the end, conclusions and recommendations were provided accordingly.

3.8 Ethical Consideration

Ethical choices involve the fundamental rights, dignity and worth of all people (Best and Kahn, 2003, p. 47). Accordingly, to be cautions of the ethical considerations, the researcher informed the participants that participation in the study is voluntary and completely anonymous and that the retrieved information would be used only for the research purpose. Their willingness was also asked for recording to help the researcher in the analysis time.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, the background of participants, the data gathered through instruments such as questionnaires, interviews, classroom observation and document analysis are presented, analyzed and interpreted below.

4.1 Analysis of Students' Closed- ended Questionnaire

For the data tabulated below on students' report, items were only given in the appendix part because the table cannot include the items and the obtained data at once.

Table 1: Students' response on the extent of themselves and their teachers practicing of SCA

Item	SA		A		Un		D		SD		Total		Mean
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	
1	6	6	14	14	4	4	42	42	34	34	100	100	2.16
2	60	60	24	24	4	4	10	10	2	2	100	100	4.3
3	2	2	2	2	4	4	35	35	57	57	100	100	1.57
4	3	3	13	13	6	6	40	40	38	38	100	100	2.03
5	44	44	26	26	5	5	15	15	10	10	100	100	3.79
6	6	6	4	4	1	1	39	39	50	50	100	100	1.77
7	9	9	9	9	8	8	44	44	30	30	100	100	2.23
8	8	8	15	15	7	7	49	49	21	21	100	100	2.4
9	-	-	2	2	14	14	50	50	34	34	100	100	1.84
10	4	4	9	9	8	8	37	37	42	42	100	100	1.96
G. Mean													2.4

Keys: SA= Strongly agree, A= Agree, Un =Undecided, D= Disagree, SD=Strongly disagree

As can be seen from table 1 under item 1, (42% and 34%) disagreed and strongly disagreed respectively that the implementation of student-centered approach is satisfactory whereas only (14%) of them thought that SCA is implemented satisfactorily. On the other hand, (60%) of the respondents (with total mean value of 4.3) reported their strong agreement that their teachers use lecture method teaching in EFL classes. In addition, (24%) of respondents showed their agreement concerning teachers' practice of teacher- centered teaching. However, only (10%) of respondents forwarded their disagreement about teachers use of lecture method. In the previously

conducted studies by Aschalew (2012), Habtamu (2013) and Daniel(2006) the same result was obtained that the implementation of SCTA was found to be low in previous studies made in higher institution, preparatory and primary schools respectively. As to item 3, most of the respondents i.e. (57% and 35%) reported their strong disagreement and disagreement respectively that their teachers used teaching aids in English classes. Almost equal number of students i.e. (38%) and (40%) expressed their strong disagreement and disagreement respectively about their teachers practice of students active learning by getting them prepared on the new topic before the class while the rest (13%) of students agreed and the other (6%) of them unable to decide.

Under item 5, a considerable number of respondents (44%) strongly agreed and (26%) agreed that students prefer their teachers lecture to student-centered learning. But, other respondents which are (15%) and (10%) respectively disagreed and strongly disagreed students' preference of lecture method. Under item 6, (50%) of the respondents strongly disagreed the idea that teachers give activities to students on preparation and asking of questions, and the other (39%) also disagreed the idea. Similarly, sum total of (74%) of respondents showed their agreement that students do not cooperatively work on group works.

Item 8 was used to assess if the teachers give writing activities to prepare question and summarize main points of lecture and any reading materials. The result demonstrates half of the students disagreed that the teacher gives different writing activities. In addition, considerable number of respondents (21%) strongly disagreed the same point even though (15%) of them agreed that their teachers provide different writing activities. According to the view point of respondents on item 9, (50% and 34%) showed their disagreement and strong disagreement respectively that students have enough background knowledge of the subject to apply the approach. But, the other (14%) was uncertain to decide. Finally, the data obtained through item 10, illustrate that majority of respondents (42%) strongly disagreed and (37%) disagreed teachers use of various student-centered teaching strategies to give attention to students having different learning styles. Contrary to this, (9%) agreed and (4%) strongly agreed their teachers' use of various student-centered learning strategies to consider students that have different learning styles.

To sum up, the grand mean value (2.4) shows respondents witness that the practice of SCA was found to be low. Besides, this study proved that TCA was dominantly used and only group work was the only active learning strategy that was found being implemented.

Table 2: Students' Response on the Frequency of Teachers' Implementation of Student-Centered Learning Strategies

Item	A		Us		S		R		N		Total		Mean
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	
1	12	12	34	34	24	24	18	18	12	12	100	100	2.16
2	2	2	2	2	4	4	32	32	60	60	100	100	0.54
3	6	6	8	8	46	46	24	24	16	16	100	100	1.64
4	6	6	-	-	4	4	32	32	58	58	100	100	0.64
5	4	4	10	10	26	26	34	34	26	26	100	100	1.32
6	-	-	2	2	4	4	12	12	82	82	100	100	0.26
7	2	2	12	12	22	22	26	26	38	38	100	100	1.14
8	4	4	8	8	10	10	34	34	44	44	100	100	0.94
9	2	2	4	4	6	6	18	18	70	70	100	100	0.5
10	6	6	10	10	40	40	24	24	20	20	100	100	1.58
11	50	50	28	28	10	10	8	8	4	4	100	100	3.12
12	2	2	6	6	12	12	32	32	48	48	100	100	0.82
G. Mean													1.22

Keys: *A= Always, Us= Usually, S= Sometimes, R= Rarely, N= Never*

As can be seen from Table 2, data on item 1 shows that (34% and 24%) sampled students believed that group work in EFL class is practiced 'usually' and 'sometimes' respectively. On the other hand, (18%) respondents witnessed that group work practiced in a 'rare' case. Both equal number of respondents (12%) responded that group work is practiced to the degree of 'always' and 'never'. In short, the total mean value (2.16) indicates that group work was employed 'sometimes'.

In response to item 2, a total of (60%) of students depicted that they 'never' applied role play in their English classes whereas (32%) gave their witnessed that role play is carried out in a 'rare' case. In addition, the result on item 3 shows that pair work is performed (never to 16%, rarely to 24% and sometimes to 46%) as to respondents' report. From the above item 4 result, one can understand that the majority of the subjects (58% and 32%) proved that debate is used to teach

the target language to a ‘never’ and ‘rare’ degree in EFL classes respectively. But, a very few respondent (6%) revealed that debate was ‘always’ on practice.

Besides, for item 5 and 6 (see appendix A part III), which survey the practice of problem solving, drama and games in EFL classes can be viewed as follows according to the data obtained from respondents. Problem solving was on practice to (never 26%, rare 34%, sometimes 26% and usual 10%) degree while drama and games was performed to (never 82% and rare 12%) degree. In response to item 7 and 8 when the total percent of respondents is analyzed (38% and 44%) are on the point of ‘never’ scale with regard to the practice of presentation and question and answer respectively while the rest (26% and 34%) are also on the point of ‘rare’ scale. But, (22% and 10%) of respondents indicated that the two student-centered learning strategies i.e. (presentation, question and answer) were practiced to ‘sometimes’ degree. To item 9 which raises the issue of dialogue or conversation, a sum total of (88%) of respondents rejected its implementation i.e. (78%) of them answered ‘never’ and (18%) of them answered ‘rarely’. In addition, for item 10 the data obtained from respondents revealed that (40%) of respondent students addressed that brainstorming happened ‘sometimes’ in the class whereas (24% and 20%) pointed out that the practice of brainstorming is ‘rarely’ and ‘never’ respectively. Only a small portion of the respondents (10% and 6%) replied its practice to a ‘usual’ and ‘always’ degree respectively. The total mean value (2.58) illustrates that the English teachers let students learn by brainstorming to a ‘sometimes’ degree.

However, data obtained from item 11, depict that teachers tend to practice more lecture method in EFL classes. The responses for item 11, for instance, show that (50% and 28%) of the respondents replied as ‘always’ and ‘usually’ lecture is practiced by their English teachers.

Finally, the result of item 12, shows that (48% and 32%) of the respondents replied that the students practiced peer-teaching in the classroom to a ‘never’ and ‘rare’ degree respectively. The rest (12% and 6%) showed that peer-teaching is implemented ‘sometimes’ and ‘usually’ in their EFL classes.

Thus, from the statistical data we had so far, we can deduce that EFL teachers did not teach the target language through student-centered teaching strategies. The grand mean value (1.22) implies that the teachers used student-centered teaching strategies in a ‘rare’ case.

Table 3: Students' Response on Major Problems that Affect the Implementation of SCA

Item	SA		A		Un		D		SD		Total		Mean
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	
1	41	41	30	30	6	6	10	10	13	13	100	100	3.76
2	34	34	36	36	18	18	8	8	4	4	100	100	3.88
3	48	48	24	24	7	7	12	12	9	9	100	100	3.8
4	24	24	30	30	22	22	12	12	12	12	100	100	3.42
5	44	44	30	30	8	8	12	12	6	6	100	100	3.94
6	36	36	49	49	3	3	8	8	4	4	100	100	4.05
7	16	16	24	24	18	18	24	24	18	18	100	100	2.96
8	44	44	44	44	6	6	2	2	4	4	100	100	4.22
9	49	49	37	37	2	2	5	5	7	7	100	100	4.03
10	19	19	51	51	4	4	14	14	12	12	100	100	3.51
G. Mean													3.76

Keys: SA= Strongly agree, A= Agree, Un =Undecided, D= Disagree, SD=Strongly disagree

In Table 3, item 1 was used to explore the students' background knowledge. Accordingly, (41%) of the respondents showed their strong agreement and (30%) of them showed their agreement that students have no enough background knowledge to implement SCA. The total mean score (3.43) seems to suggest that students have no background knowledge of English which helps them to learn through their active participation. From the above figure one can understand that poor background knowledge of the students is one main factor which inhibits their autonomous learning. Besides, item 2 was used to identify teachers' teaching method. The data shows that (70%) of the respondents manifested that teachers prefer lecture method to SCTA in EFL classes. Thus, the data would seem to suggest that students' background knowledge and teachers' preference of lecture method affect the implementation of the approach at the higher degree. Item 3 and 4 were also used to assess whether SCA takes too much time to cover the portion and students' textbook is relevant to implement the approach or not. Almost (72%) of the students reported that the contents of the book is too broad to be covered within the given time to teach through SCA and (54%) of the students agreed that the text book is suitable to implement the approach even though (22%) of them were uncertain to suggest on the book. In item 5, only (18%) of the students showed their disagreement by saying students do not prefer teachers lecture to self-centered learning. Whereas, the high number of respondents (74%) of them replied that students prefer their teachers lecture than learning through SCA.

Regarding, item 6 the total sum of respondents of the item (85%, agreed) would seem to suggest that large class size prohibited carrying out the approach. On item 7, equal number of students (16% strongly agreed, 24% agreed and 24% disagreed, 18% strongly disagreed) whereas (18%) were uncertain whether the number of students in the class affect implementing the approach or not. On the other hand, (44%) of the respondents strongly agreed about students reluctance of working together. In addition, (44%) of the students again agreed on the item. But, only very few respondents (2% and 4%) disagreed and strongly disagreed respectively of students' lack of interest in working together.

Items 9 and 10 were used to examine the availability of teaching aids and appropriateness of classroom desks. On the bases of the responses, the majority of the respondents i.e. (86% and 70%) agreed that there are series scarcities of teaching aids and lack of appropriate desks respectively while few respondents (7% and 12%) disagreed. These seem to indicate that absence of teaching aids and inappropriateness of classroom desks affected the practice of SCA.

A study by Aschalew (2012) also identified students' lack of interest, large class size, shortage of time and resource as factors that hinder the practice of active learning. In addition, Daniel(2006) confirmed that lack of resource, absence of support of parents, teachers' low income, poor classroom condition and large class size were factors hampered the implementation of active learning. Furthermore, Habtamu (2013) disclosed that work load, large class size and broad content were challenges to put SCA in practice. Moreover, this study proved that students' poor background knowledge, lack of students' interest, large class size, teachers' preference of lecture method, the broadness of the content of the textbook, students' preference of their teachers' lecture and shortage of teaching aids were the challenges that hindered the implementation of SCTA in EFL classes. Hence, the researcher realized that there are almost the same factors affecting the practice of SCA at different educational settings.

Table 4: Students' Response on Motivational Techniques Teachers use

Item	SA		A		Un		D		SD		Total		Mean
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	
1	6	6	8	8	8	8	40	40	38	38	100	100	2.04
2	6	6	14	14	10	10	38	38	32	32	100	100	2.24
3	29	29	31	31	4	4	22	22	14	14	100	100	3.39
4	27	27	36	36	6	6	16	16	15	15	100	100	3.44
5	10	10	16	16	5	5	29	29	40	40	100	100	2.27
6	6	6	26	26	14	14	40	40	14	14	100	100	2.7
7	-	-	4	4	14	14	42	42	40	40	100	100	1.82
8	4	4	13	13	12	12	35	35	36	36	100	100	2.14
9	6	6	18	18	4	4	48	48	24	24	100	100	2.34
G. Mean													2.48

Keys: SA= Strongly agree, A= Agree, Un =Undecided, D= Disagree, SD=Strongly disagree

As indicated in Table 4, the results obtained indicate that total sum of (78%) of the respondents disagreed while (8%) of them agreed about teachers practice of comparing students group work to motivate them in their learning. The total mean value (2.04) for this item shows us that the English teachers did not compare their students' group work. Similarly, the response for item2, which deals with whether teachers give exercises and different activities based on students' interest or not, total sum of (70%) of the respondents showed their disagreement (32% strongly disagree and 38% disagree) whereas other considerable number of respondents (14%) showed their agreement. For the third item, total sum of (60%) samples depict their agreement that teachers encourage students when they answer questions. However, the other total sum of (36%) respondents showed their disagreement to the idea.

The following statements (item 4 and 5) which also deal with motivation teachers employ by giving positive feedback and value for students' participation will be analyzed as follows. The data gained through item 4, manifest that (27% and 36%) of the respondents respectively showed their strong agreement and agreement that their teachers motivate them to learn without fear even though they make mistakes. Here from the total mean value (3.44) we can understand that teachers tolerate students' errors which naturally occur in learning. In addition, under item 5 total sum of (69%) disagreed that the teachers give grade to students' attempt whereas the other total sum of (26%) respondents agreed that their teachers gave them value for their participation. Item 6 asks students whether teachers paired and grouped students to develop their confidence during

English classes. The result, consequently, shows that (40% and 14%) of the samples showed their disagreement and strong disagreement even though (32%) of them agreed that teachers paired and grouped learners to discuss together to learn the language confidently.

For the rest item (7,8 and 9), total sum of (82%, 71% and 72%) showed their disagreement of teachers practice of student-centered teaching strategies, organizing students to prepare questions to ask one another and teachers, and facilitating conditions for students to practice the entire language skills respectively.

In general, when we sum up the results of the responses concerning motivational techniques teachers employ in EFL classes, the practice of motivational techniques used by the teachers was not satisfactory. This can be inferred from the total mean value of each item which shows respondents disagreement except for the two items which refers to praising when they are good at participation and not discouraging when they make mistakes.

Table 5: Students' Response on Opportunities of Learning Teachers Give Outside the Classroom

Items	SA		A		Un		D		SD		Total		Mean
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	
1	7	7	12	12	14	14	24	24	43	43	100	100	2.16
2	8	8	6	6	5	5	44	44	37	37	100	100	2.04
3	17	17	22	22	8	8	25	25	28	28	100	100	2.75
4	6	6	10	10	16	16	32	32	36	36	100	100	2.18
5	5	5	14	14	4	4	38	38	39	39	100	100	2.08
6	2	2	8	8	12	12	42	42	36	36	100	100	1.98
G.Mean													2.19

Keys: SA= Strongly agree, A= Agree, Un =Undecided, D= Disagree, SD=Strongly disagree

Table 6 item 1 shows that the great majority of the students (43%) have showed their strong disagreement about their teachers' strategy of teaching by getting them prepared on a new topic beforehand. Furthermore, (24%) of the respondents confirmed their disagreement on the same item whereas (14%) could not decide about the case. On the other hand, only (12%) of the respondents agreed that their teachers made them get prepared on a new topic before the class to learn through their active engagement.

Regarding teaching students by organizing them to form communities of learning, the responses of the students to the item illustrates (37% strongly disagreed, 44% disagreed, 5% undecided, 6% agreed and 8% strongly agreed) would seem to suggest that their teachers did not organize their students to learn from one another in their surroundings. Its total mean score (2.04) confirms the agreement of the students to the idea there is no habit of organizing students to form communities of learning.

However, considerable number of respondents whose total sum is (39%) showed their agreement to item 3 which was used to assess whether their teachers develop their students habit of keeping notes and diaries. But, to the same item (53%) total sum of the respondents disagreed that they were not guided by their teachers to keep notes and diaries from what they learn and reads. Under item 4 in the above table, the respondents were asked if their teachers guided them to exchange information with their peers and teachers. To this item, (36% and 32%) of the respondents strongly disagreed and disagreed respectively that they were not guided and organized to learn from their friends and teachers in their spare time. But, the other (16%) were unable to decide whether their teachers guide them to exchange information outside the class or not.

Item 5 and 6 which were categorized in Table 6 were designed to explore students' agreement if they were encouraged to learn the language through interacting with competent user of the language and provided different assignments and other works to be presented in the class respectively. To the former item, total sum of (77%) of sampled students showed their disagreement. In addition, to the later item, total sum of (78%) of respondents disagreed that they were given opportunities of learning outside the classroom to learn the target language even though (12%) of them were uncertain of the case.

From the above points, it is possible to infer that language teaching and learning is limited to the classroom. This conclusion is drawn from respondents' response total mean value which reveals disagreement to each item.

4.2. Analysis of Students' Open-ended Questionnaire

The data generated through open-ended questionnaire shows the same result with the students' interview. For instance, student-centered teaching learning approach was not implemented because of the teachers' teaching experience through lecture method and students' poor background knowledge of the subject matter. Furthermore, students' preference of learning through lecture method and lack of interest were also other factors which hamper the practice of SCTA. The respondents replied that they were not learning English through student-centered learning strategies because of the fact that their EFL teachers did not give them opportunities of practicing the language through the strategies. This is to mean that they did not provide the students activities to debate, to make drama, to play a role and others. In addition, they also confessed that their knowledge of the target language is poor to learn the language actively. Apart from some items they answered under closed-ended questionnaire, there were no other strategies that their teachers used during instruction except lecture method they were accustomed to.

4.3 Analysis of Teachers' Interview

One of the instruments employed in this study was interview. This tool was chosen in order to triangulate data collected through the other three tools which were discussed so far. This tool was primarily used to gather data from the three teachers who were observed while teaching English in three different sections. The results of the three interviews and their analysis will be presented in theme as follow.

The purpose of the first interview question was to elicit information about “Which approach of teaching is preferred to learn the target language?, Teacher-centered approach or Student-centered approach?”

The three interviewed English teachers agreed that student-centered teaching approach is preferred over teacher-centered approach. During the interview session, they explained a variety of points. For example, the first English teacher coded as T₁ replied that he believes the preferred teaching method is student-centered approach. Because this approach facilitates active learning of students and it also helps them to share ideas among themselves during their learning. But, he uses this method rarely because of the following common reasons: first, students have no

background knowledge of using the target language i.e. very few students understand very few ideas through the target language. Second, students lack interest for their education even though he helped and encouraged them and followed up their learning. Third, when they were in their primary school, they habituated learning English through their mother tongue. Because of the following main reasons, he was forced to use lecture method of teaching dominantly.

From the above justification of teacher T1 we can understand that the teacher does not teach his students through student- centered teaching approach because of their poor background knowledge of using the target language, lack of interest and bad habit of over used code switch they accustomed in their primary schools learning.

The second English teacher coded as (T2) elucidated that student-centered is preferred to teacher-centered approach because it allows learners to develop confidence, to avoid shyness and to create relationship among students. However, his practice of student-centered in the class is low. The problem he faced during teaching was students' lack of knowledge of English words, lack of confidence, lack of practice and students feeling of making mistakes.

The third English teacher coded as (T3) explained that he prefers student-centered learning methods for his students. As to him, in a SCTA learners actively participate in the teaching learning process i.e. the teacher is not the sole source of knowledge rather a teacher is the facilitator of the teaching and learning situation. Furthermore, in a student-centered teaching teachers and students work closely together and the role of the teacher in the approach is acting as a guidance, a stage setter , an organizer and controller i.e. the teacher should not feed readymade facts, ideas and concepts. Hence, he prefers SCTA to TCTA. On the contrary, his practice of SCA in EFL class is poor because of the following factors. The first and foremost reason is that in the Ethiopian context the only chance for learners to use English language is limited to classroom instruction. This resulted in lack of knowledge of English language to learn actively. As a result, his EFL classes SCTA was not satisfactory.

To the question, “What major problems do you encounter in implementing student-centered approach?” the teachers expressed their views as follows:

All of them find lack of background knowledge of the students as the most serious challenge which hinders the implementation of SCA. In addition, habit of learning through TCA in their

previous classes, the large number of students in a class, the volume of the book, absence of teaching aids and facilities, and the absence of parental support and follow up are the common ones. It was also stated that applying the method is time consuming and its work load hinders its implementations.

The other question posed by the researcher was, “Is the students’ textbook designed in line with SCA principle?”

All the respondents except one agreed that the text book is designed in line with the principle of student-centered approach. As to them the textbook presents activities in the way students play an active role in their learning. The instructions dominantly states what students should do. Student-centered learning strategies like group work, pair work and playing games are incorporated. In addition, the book includes pictures which can promote students active learning. The most topics that are presented in the book are also matched with the level of students. But, one of the respondents complains that the textbook does not consider the background knowledge of the students and it is not interesting for students to be at hand on their way to school because of its large size. This is what normally observed.

The other question the researcher asked was, “Do you encourage your students to practice student-centered learning outside the classroom? What strategies do you use?”

For the above interview question T1 replied that he motivates his students by giving them home work where as T2 uses strategies like advising students to ask others who have good knowledge about the language, guiding students to read different books and listening to English radio programme. At last, T2 also elucidated that he tried to motivate his students by giving them home work, assignments, field trip and independent study. But, he found his students failed to do these works actively because of lack of the knowledge of target language.

Moreover, the interviewees were asked the question, “How do you express your commitment to implement SCA?”

To the above interview question all the respondents illustrated that they are not committed to implement SCTA because of the following main reasons:

They complain their students' background knowledge which resulted in inability of active participation, the broadness of the content which is difficult to be covered within the given time, and students' lack of confidence, interest, and large class size are common factors which hinders them not to be committed. Rather they shift to use lecture method to teach their students

To the last interview question, "How often do you use teaching aids and other resources?" they all agreed that they do not use teaching aids and other resources because there is no language teaching resources in the school.

Generally, the result of the analysis of interview indicates that SCA is preferred over TCA to learn the target language. The reasons were also justified as follows. In SCTA students learn the target language through their active involvement since the method requires the students to work language activities through pairs, groups, role play, debates, problem solving, drama, games and others. The above mentioned strategies allow the students to take the lion share in their learning rather than receiving passively what the teacher teaches. Moreover, students learn from one another through discussing together, sharing idea generated among themselves and experiences they exchange.

However, the teachers failed to practice the approach because of the following main reasons. The most serious problem they set is students' background knowledge of the subject matter. In addition, students' habit of learning through TCA, large class size, the broadness of the contents and absence of teaching aids are also the common ones. Besides this, it was also identified that students were not given enough opportunities of practicing the language outside the classroom like project work, assignments to be presented, debates and the others. They were not being provided opportunities of practicing the language outside the classroom to improve students' learning. This is to mean that teachers only limit teaching the language in the classroom. At last, teachers were not committed even to motivate students to engage in activities using different active learning strategies because of the reasons they depicted above and lack of training for teachers on applying the approach.

4.4 Analysis of Students' Interview

The interview data proved that most respondents have adequate understanding of SCA and TCA. The interviewed students also highlighted that learning language through SCA is more preferred. There were many interview questions posed to few students that are targeted to be interviewed. All of the respondents mentioned the difference of SCTA and TCTA correctly. And they also replied that they prefer learning through SCTA. The reasons they illustrated for this are the following. SCTA gives opportunities for students to practice more and share ideas together. The approach also paves the way to all students to have equal chance to learn the language. But, in TCTA only outstanding students understand the teachers lecture. In addition, they addressed that students have not all rounded knowledge in all subjects and lessons, so they learn from one another. On the other hand, if the teacher teaches all things without engaging students in their learning, students can feel boring and may not come to school having preparation.

For the third interview question which explores the degree to which SCTA is implemented, almost the same responses were given from interviewees. They all stated that its implementation is not satisfactory. In a rare case, teachers give them group discussion which the students fail to do because of inability to understand the language in most cases. In addition, they raised that teachers always use TCTA because of lack of time to cover the content of the course. Even though teachers give group work for students, discussions were not accompanied by oral reports. This limits the engagement of students in learning. Apart from the above mentioned group discussion, there is no other student-centered learning strategy used.

According to responses of students, poor background knowledge of students, teachers' less practice of the approach, the difficulty level of the book, scarcity of teaching aids, and students' lack of interest in group discussion are the major factors that affect them not to implement student-centered learning in their EFL classes.

They also replied that no opportunities of learning outside the class room were given to them to be done in individual, in pair, in group and any other active learning method except group assignment to be submitted. The students help themselves only by going to the library for further reading. The respondents also complained the assignments given to them because students copy from one another and even leave to clever students to be done to them. As to them, the teacher

had not tried to identify students who do the assignments rather he simply mark the reports of assignment from students. This leads students to be dependent and incompetent learner. On the other hand, the students liked the way their teachers tolerate and treat their errors during their learning.

4.5 Analysis of Data Obtained through Class Observation Checklist

Class observation is one of the instruments used in this study. Thus, a carefully designed check list was used to observe the implementation of SCTA in EFL classes. Accordingly, three grade nine sections had been selected and three teachers were observed three times while they were teaching English.

Table 6: Lessons Observed during Class Observation

Teacher	Day	Unit	Lesson	Content	Topic
1	1 st	8	82	Speaking	Dialogue in the Bank
	2 nd	8	87	Reading	Three African Countries
2	1 st	8	83	Speaking	Discussion
	2 nd	8	87	Language Focus	Using Quantifiers
	1 st	8	86	Reading	When I Won the Lottery
	2 nd	9	91	Speaking	What Do You Know about Ethiopian Culture and Traditions

While the above lessons were taught, the performances of each teacher, the activities of the students and the classroom condition were checked against the items in the check list prepared to answer the research questions. The observations were conducted using co-observer to cross check the reliability of the gathered data. In this section of the study, the analysis of the data gathered through observation is presented as follows.

Table 7: Teachers' Actual Classroom Practice of SCA

No	Items The teacher:	Yes		No	
		N ^o	%	N ^o	%
1	Uses Student- centered learning strategies that the lessons require such as pair work, group work, role play, debating, drama, presentation, question and answer, dialogue, storytelling and e.t.c.	1	16.6	5	83.3
2	Encourages students to set goals for their learning	-	-	6	100
3	Promotes learners' self confidence by designing tasks that are within the students ability	-	-	6	100
4	Presents tasks properly by giving clear instructions to enhance students involvement in learning activities	2	33.3	4	66.6
5	Uses lecture method and students listen to their teachers' lecture the whole period	5	83.3	1	16.6
6	Uses English language properly without more interference of mother tongue.	1	16.6	5	83.3

As we can observe from the above data which heavily emphasizes on teachers' practice of SCA in English classroom, the following conclusion can be made. Even though there are student-centered learning strategies that teachers should perform in the classroom, the result of the observation revealed that there were no implementations of student-centered teaching strategies. In (83.3%) of the observed classes, various student-centered teaching strategies such as role play, debating, drama, presentation, question and answer, dialogue, storytelling were not used where they were required except group discussion to meet the need of their students. But, it was only in (16.6 %) of observed classes that teachers made their students discuss the tasks being in group. In addition, no teachers were observed while they were adapting lessons within the students' ability and making learners set goals for their learning, rather lecture method was dominantly used in (83.3%) observed classes. In fact, teachers were observed presenting tasks properly by

giving clear instructions so as to enhance students' involvement in learning activities only in (33.3%) of the observed classes. Moreover, in (83.3 %) of the observed classes teachers interfered their teaching with the students' mother tongue.

Table 8: Motivational Techniques Teachers Employ in the Classroom

No	Items The Teacher:	Yes		No	
		Nº	%	Nº	%
1	Establishes good rapport with his/her students	1	16.6	5	83.3
2	Compares students' works	-	-	6	100
3	Encourage participation of students and group presentations	2	33.3	4	66.6
4	Monitors students' discussion	2	33.3	4	66.6
5	Makes the learning tasks stimulating by introducing interesting topics	-	-	6	100

The above classroom observation result indicates that majority of the activities expected to be practiced by the teachers were not observed. For instance, in all (100%) of the observed classes teachers did not motivate learners by comparing their works and making the learning tasks stimulating by introducing various interesting topics to them. But, only in (16.6 %) observed classes that teachers established good rapport with their students during instruction and very few teachers monitored students' group discussion and encouraged students' group presentations in (33.3 %) observed sections.

Table 9: Students' Actual Classroom Practice of SCA

No	Items The Students:	Yes		No	
		No	%	No	%
1	Are interested, motivated and involved in their learning.	2	33.3	4	66.6
2	Ask for clarification	-	-	6	100
3	Report their discussion back to the classroom	1	16.6	5	83.3
4	Interact with their teachers and with one another in the classroom	1	16.6	5	83.3
5	Listen only to the teacher passively during their learning	5	83.3	1	16.6
6	Use the target language properly without more interference of their mother tongue	1	16.6	5	83.3

The other observation criterion to assess the practice of SCTA was students' activities in the classroom. During the observation students only in (33.3%) of observed classes were interested and motivated. Most of the students were not responsible to ask, speak, write, do, present, and play a role in the classroom except one or two students in a single section. Even they did not report what they discussed in group rather they listen to teachers' lecture in (83.3%) observed classes. Two of the teachers were observed explaining the lesson for students in the target language to help them understand even though they finally began to use mother tongue. In addition, in (83.3%) of the observed classes students used their mother tongue frequently to answer questions. In the three observed sections, students who were observed working in groups used their mother tongue. Hence, the researcher believed that poor participation of the students were resulted from poor background knowledge of English, teachers' usage of students' mother tongue dominantly during instruction in (83.3%) observed classes, and students' habit of learning through lecture method which was also seen in (83.3%) of the observed classes.

Table 10: Classroom Condition for Implementing SCA

No	Items <i>Classroom Condition for Implementing SCA</i>	Yes		No	
		N _o	%	N _o	%
1	The classroom is attractive and suitable: having enough space, light and air.	4	66.6	2	33.3
2	Class size or the number of the students is appropriate.	-	-	6	100
3	The classroom desk arrangement is suitable movable and comfortable to form different groups.	-	-	6	100

As one can observe from the data in Table 12, the two observed classes i.e. (66.6%) were attractive. The classes had enough space, light and air whereas the rest (33.3%) was not found attractive and suitable. On the other hand, the number of students in all observed classes was inappropriate. They were within range of (45-52) in number. In addition, there were no suitable desks which are comfortable to make different forms of groups. In short, the data gained through classroom observation showed that the arrangement of desks was not convenient to implement SCTA because students could not form pair and group. On a single desk three students sit. This hindered learners to form neither groups of more than three nor pairs. This was true for all the three sections observed. However, the classroom is neat and has enough light and air. From this it can be understood that SCTA had not been facilitated in such condition.

Table 11: Access of Teaching Materials

No	<i>Access of teaching materials</i>	Yes		No	
		N _o	%	N _o	%
1	There are adequate students' textbooks in the classroom.	-	-	6	100
2	There are various teaching aids such as audio visuals, pictures, charts, posters photographs, models, real objects and other displaying materials.	-	-	6	100

Finally, the observations focused on the availability of instructional materials and teaching aids in classroom. These are major factors that strengthen or weaken the teaching and learning

process. However, the observation result indicated that very few students bring textbook to the class. No adequate teaching aids such as audio visuals, pictures, charts, posters photographs, models, real objects and other displaying materials were observed in all the classes. Teaching resources such as plasma TV, computers, and the internet have significant role in improving the practice of SCTA in the schools. But, no plasma TV and internet service was observed in the school. These show that there are lacks of adequate resources in the school.

4.6 Document Analysis (Textbook Analysis)

In this particular study, Grade nine students' English for Ethiopia textbook is analyzed on the bases of the checklist adapted from (Nation and Macalister, 2010:1). The book states "parts of the curriculum design process such as environment analysis, need analysis, application of principles, goals, content and sequencing, format and presentation, monitoring and assessment, and evaluation". Using these principles as a base line, the checklist mainly focused on content familiarity to students' background and culture, whether it incorporates authentic materials in it, and whether it states the role of teachers and students in each lesson. In addition, it was also evaluated in terms of the presentation of lessons as it is in line with student-centered learning strategies.

The current Grade Nine students' English for Ethiopia textbook, which has a teachers' guide, was published in 2003 E.C. and it has been used so far. This colored textbook is prepared by the Federal Democratic Republic of Ethiopia, Ministry of Education and its author is Donna Bailey. The textbook is printed in Malaysia. The textbook consists of twelve units of different kinds of topics. Each unit covers eleven periods which in fact is distributed to all language skills. In each unit the macro skills (reading, listening, speaking and writing), and the micro skills (language focus and increase word power) as well as study skills and fun with words are included.

It is evident that the textbook is designed in line with student-centered approach. The following main characteristics are indicators for it. For instance, the main topics and sub-topics on the textbook are appropriate to students' background and culture i.e. the textbook presents historical places within the country, different activities supported with bundle of pictures, different kinds of foods which are well known in their age and topics which they learn in other subjects. Most of the topics are also related with the contents they learnt in subjects like geography, biology and

others. Therefore, it is possible to deduce that the preparation of the textbook is available for learners to learn through their active participation.

Besides this, the textbook incorporates some authentic materials. Among them, there are pictures of cities, proverbs, advertisements, photos of celebrities and others. This refers to the authenticity of the tasks in the textbook. The textbook gives clear instructions to students on what to do and how to do. Most of the activities are designed in line with student-centered learning where students do the activities individually, in pair, in group, through playing a game and debating.

The textbook states students' role, i.e. things to do in the given lessons however they are not explicitly stated. In addition, teachers' role is stated in the grade nine English teachers' guide clearly in a way it could help teachers to carry out their tasks properly according to the predetermined goals. Most of the roles given to the teacher are guiding and facilitating students' activity. This reveals that most of the tasks in the textbook are student-centered.

The textbook also incorporates activities that help learners to learn through student-centered learning strategies such as group work, pair work, dialogue, role play, discussion, interviewing etc. These allow learners develop a sense of cooperation and confidence. Hence, students can easily be interested and motivated in taking part in learning the target language.

The textbook and teachers guide clearly state the goal of learning in the way students and teachers could understand in each unit. Nunan (1989) claims that language teaching programs lack coherence if the goal of learning is not clearly set.

To sum up, there are different kinds of activities which promote pair and group work in the textbook. The topics are also motivating because most of them are familiar with the students' experience. These kinds of activities help students to enrich their experience, process their learning smoothly and acquire knowledge by themselves. Besides, most of the activities are done in group/pair work that allows learners to interact with each other.

However, the size of the book, the broadness of the contents to be covered and the absence of detailed examples and notes for the given tasks, particularly in grammar part hinder learners to learn individually out of the classroom. There are many repetitive activities that require students to do in group and pair work. These lead students to get bored.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the findings, conclusions and possible recommendations of the study. In this study an attempt was made to examine grade nine students and teachers practice of student-centered teaching learning approach at Gassera secondary school. In order to achieve this objective the data required for the study were obtained through questionnaire, interview, class observations and document analysis. Then, the summary of the findings, conclusions and recommendations are stated as follows.

5.1 Summary of the Major Findings

The major findings of the study are summarized as follows:

1. The grand mean value (2.39) obtained through students' responses shows that the practice of SCA in EFL classes was not satisfactory. Furthermore, the data obtained through both teachers and students interview as well as class observation disclosed that teachers' performance in practicing language learning strategies which enhance active learning and utilizing student-centered strategies was found to be ineffective.
2. The result of the students' response to the questionnaires ,whose grand mean value (1.22) indicates that the implementation of student-centered learning strategies was rarely implemented between the ranges of 'sometimes' and 'rarely'. The result of class observation and students' interview also confirmed the same result. But, lecture method was practiced to (1.12) total mean value.
3. The results obtained from all data gathering tools revealed that students' background knowledge, large class size, habit of teachers and students preference of lecture method, lack of time, scarcities of teaching aids, work load, teachers less commitment, lack of in service training, lack of students interest and the broadness of the content of the book were the major factors impeding the implementation of SCTA.
4. In addition, the study found out that the EFL teachers did not utilize different motivational techniques like comparing students' individuals or group work, grading

students' attempt, providing activities based on their preference and creating situations to practice language skills.

5. Furthermore, opportunities of learning outside the class such as project work, peer-teaching, assignments to be presented, debates, forming communities of learning, getting preparation on a new topic beforehand and providing a chance to interact with competent users of the language were not given by the teachers.
6. The study identified that there were scarcities of language teaching aids except the students' textbook which very few students brought to the school.

5.2. Conclusions

Based on the findings and discussions made in the study, the following conclusions were made.

1. It is clear that the implementation of SCTA was not satisfactory. Teachers dominantly use lecture method.
2. Student-centered language teaching strategies like role play, pair work, debate, problem solving, drama and games, presentations, conversation, peer-teaching and others were not used in EFL classes.
3. Students' background knowledge, large class size, habit of teachers and students preference of lecture method, lack of time, scarcities of teaching aids, work load, teachers less commitment, lack of in service training, lack of students interest, the broadness of the content of the book were the major factors which hinder the implementation of SCTA.
4. The teachers did not use different motivational techniques which enhance students' active learning.
5. Students were not given different opportunities of learning outside the classroom such as group works, assignments, presentation activities, peer-teachings, debates, role plays except assignments to be submitted.
6. There is no access of language teaching aids.

5.3. Recommendations

On the bases of findings and conclusions, the following recommendations have been forwarded in order to improve the implementations of SCTA.

Different scholars such as Vygotsky (1978), Brown and Alder (2008), Kumaravadivelu (2003) and Silberman (1996) state that language is learnt best through active role of learners in learning. The teachers also believe that language teaching is more effective if it is taught through student-centered approach than teacher-centered approach. Therefore, in order to overcome challenges happen in this particular approach of teaching, all the stakeholders from the higher level down to lower level i.e. (from ministry of education to students and students' parents) should be committed to carry out their fair share. For example,

- Ministry of education and education bureau had better employ enough man power to minimize the work load of teachers. Further, enough periods should be assigned to the subject to cover the contents of the book and the ratio of students within the class should be limited to manageable number. In addition, ministry of education should invite NGOs who work in foreign language area. In-service trainings should be given to teachers to help them build their capacity of teaching the target language.
- The woreda education office should work on primary school English teachers by arranging programmes of experience sharing with their cluster schools and secondary school English teachers. This is because students' background knowledge was identified as the most series factors. To solve the problem of large class size, the woreda should build additional classes.
- School administrators ought to supervise teachers' teaching and fulfill teaching aids.
- Curriculum designers and textbook writers should modify the textbook to manageable size and contents.
- Teachers had better share experiences among themselves in implementing the student-centered teaching strategies and also arrange additional classes to create chances for students' active learning. They should also arrange various English improving programmes such as language clubs and English day in the school. Besides, they ought to assess their students regularly on all language skills, adapt the textbook to students'

knowledge level, use various motivational techniques and provides activities which can help their students to learn from one another by forming communities of learning out of classes. They should also upgrade their qualification and update themselves with staff trainings.

- The students should make good rapport with their teachers in order to create language practice programmes. They should have exposure to different programmes which develop their language competence. Furthermore, they ought to practice the language skills with one another.
- The parents should follow up their students learning and fulfill learning materials to their children.

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APPENDIX A
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH
Post Graduate Program

Questionnaire to be Filled by Gassera Secondary School Students

Dear students: First of all, I would like to thank you for your genuine interest to fill in this questionnaire. The main purpose of this questionnaire is to gather valuable information for the research entitled “***Assessing the Implementation of Student-centered Approach in EFL Classes***”. The researcher strongly wants you to devote your time, pay great attention and fill in the given questionnaire honestly. Your honest, careful and accurate response will contribute to the quality of the study. The researcher will assure that all the responses will be kept confidential and used only for the research purpose.

Thank you in advance again!

The Researcher

General Directions:

- Avoid writing your name on the paper.
- Attempt all the questions as much as possible.
- For the items that have options put a (✓) in the space provided.

Part I: Background Information

- | | | | |
|----|------|-----------------------------------|---|
| 1. | Sex: | 1. Male ☐ | 2. Female ☐ |
| 2. | Age: | 1. 15-17 ☐ | 2. 18-20 ☐ 3. > 20 |

Part II / Direction: This part of the questionnaire has 11 items related to teachers' and your experience of practicing student-centered learning strategies in EFL classes. Please, show your level of agreement on each of the following statements by putting a “√” in one of the columns indicated in the table below.

Strongly agree=5 Agree=4 Uncertain=3 Disagree=2 Strongly Disagree=1

№	ITEMS	5	4	3	2	1
I	<i>The practice of student-centered teaching approach of teachers and students</i>					
1	The practice of SCA in English classes is satisfactory.					
2	Teacher's use of lecture method in English classes is high.					
3	English teacher uses adequate teaching aids such as audio-visuals, pictures, photographs, charts and other resources.					
4	In English classes, the teacher assesses the students continuously by preparing effective classroom questions.					
5	The English teacher let the students get prepared on the new topic before the class so that they engage actively in the classroom learning					
6	The students prefer their teacher's lecture to other teaching/learning methods.					
7	Our classroom engagement in asking, discussing, writing, presenting, working cooperatively and debating is satisfactory.					
8	In cooperative learning, all students take responsibility and work together effectively.					
9	The teacher gives different writing activities such as preparing & asking questions, summarizing the main points of a lecture and any reading					

	materials.						
10	Students' background knowledge of the subject matter is enough to implement student-centered approach						
11	Students having different learning styles / introvert, extrovert, etc. / are given attention by using various student-centered learning strategies.						

Do you think Student-Centered Approach is fully implemented in your classes? If not, why?_____

_____.

Part III/ Direction: This part of the questionnaire has 12 items related to the frequency of student-centered implementation. Please indicate the extent to which your teacher uses them in your classroom and rate according to the following scale by putting a “√”.

Always=5 Usually =4 Sometimes=3 rarely=2 never =1

Nº	ITEMS	5	4	3	2	1
I	<i>How often do the following student-centered learning strategies practiced?</i>					
1	Group work					
2	Role playing					
3	Pair work					
4	Debating					
5	Problem solving					
6	Drama and games					
7	Presentation					
8	Question and answer					
9	Dialogue/conversation					
10	Brainstorming					
11	Lecture method					
12	Peer teaching					

Please, list here if there are others SCA strategies being implemented in your English classroom.

If you have not implemented the above student-centered learning strategies in your classes so far, what problems hindered you from implementing them?

Part IV/ Direction: This part of the questionnaire has 10 items related to factors that affect the implementation SCA in your classes. Please, show your level of agreement about the factors on each of the following statements by putting a “√” in one of the columns indicated in the table below.

Strongly agree=5 Agree=4 Uncertain=3 Disagree=2 Strongly Disagree=1

№	ITEMS	5	4	3	2	1
I	Major problems that affect the implementation of SCA					
1	Students’ poor background knowledge					
2	Teachers’ practice of lecture method than SCA.					
3	Time consuming to cover the portion of the book					
4	Unsuitability of the textbook for student-centered learning					
5	Students’ preference of their teachers’ lecture than student-centered learning.					
6	Large class size					
7	Less commitment of teachers					
8	Lack of students’ interest in working together in pairs, teams and collaboration.					
9	Absence of teaching aids like plasma, computer and internet					
10	Inappropriateness, immovability and inflexibility of desks in the classroom.					

Please, list any other factors that affect the implementation of student-centered learning strategies? _____

Part V/ Direction: This part of the questionnaire has 9 items related to the frequency of motivational techniques employed by teachers during student-centered instruction. Please indicate the extent to which your teacher uses them in your classroom and rate according to the following scale by putting a “√”.

Strongly agree=5 Agree =4 Uncertain=3 Disagree=2 Strongly disagree =1

Nº	Items	5	4	3	2	1
I	Motivational techniques teachers employ in teaching English through SCTA					
	The teacher					
1	Compares students’ group discussion					
2	Provides activities based on students preference					
3	Praises students when we are good at participation					
4	Encourages students to have mistakes as a natural part of learning					
5	Gives students value or grade to their attempts					
6	Encourages students’ pair or group discussion so as to generate their confidence					
7	Selects various SCL activities like role-play, language games, etc in learning lessons.					
8	Encourages students to contribute questions in the classroom.					
9	Creates situations for the students to practice language skills: listening, speaking, reading, writing and the others effectively.					

Adapted From Williams, C.K. and Williams, C.C. (2012)

If there are others motivational techniques your teacher employs, please, list them

Part VI: Direction: This part of the questionnaire has 6 items related to Opportunities of learning given outside the class by teachers in teaching students through student-centered instruction. Please, show your level of agreement on outside learning opportunities given by the teacher by putting a “√”.

Strongly agree=5 Agree=4 Uncertain=3 Disagree=2 Strongly Disagree=1

No	Items	5	4	3	2	1
I	Opportunities of learning teachers give outside the classroom					
	The teacher					
1	Makes students get prepared on a new topic before the class, and actively participate or engage in the classroom.					
2	Organizes students to form communities of learning outside the classroom					
3	Develops students' habit of keeping notes & diaries					
4	Let the students exchange information with peers & teachers					
5	Encourage students to interact with competent users of the language					
6	Provides assignments and other works to be presented in a class					

1 Please, list other opportunities of learning given outside the class if any_____.

APPENDIX- B
YUNIVARSIITII SAAYINSII FI TEEKNOOLOJII ADAAMAA
MANA BARNOOTA HAWAASUMMAA FI SEERAA
MUUMMEE AFAAN INGILIZII

Gaaffiilee Barreeffamaa Kan Barattootaan Guuttamu

Jaalatamtoota barattoota, duraan dursee gaaffiilee barreeffamaa kana deebisuuf fedhii guutuu qabaachu keessaniif baay’iseen isiin galatefadha. Gaaffiileen kun kan qophaa’an odeeffannoo qorannoo fi qoo’annoo mata-duree “*Hojii Irra Oolmaa kenniinsa barnootaa Mala Barataa giddu-galeeffate kan Kutaa Luga Ingiliffa M/B Gaasara sad. 2^{ffaa} ti*” dha. Galma ga’iinsa qorannichaatiif deebiin keessan dhugaa ta’e murteessaa dha. Deebiin isin kennitanis qorannoo kanaaf qofa kan oluu ta’a.

Gamanumaa galatoomaa!

Qopheessaa Qorannichaa!

Ajaja Waligalaa

- Maqaa ofii barreessun barbaachisaa miti.
- Gaaffiilee dhiyaatan hundaaf deebii kennaa.
- Gaaffiilee fillannoo qabaniif mallattoo (✓) fayyadamaa.

Kutaa I: Odeeffannoo Dhuunfaa

1. Saala: 1. Dhira ☐ 2. Dhalaa ☐
2. Umrii: 1. 15-17 ☐ 2. 18-20 ☐ 3. >20

Kutaa II: Ajaja: Bargaaffiin kun kutaa barnootaa keessatti “*hojii irra oolmaa haala kenniinsa barnootaa mala barataa giddu-galeeffate*” irratti muxannoo isinii fi barsiisan keessan kan afaan ingiliizii qabdan ilaalchise qabxilee 11 qabatee dhiyaate dha. Kanaafuu, Yaadota armaan gadii irratti waliigalte kee mallattoo kana(✓) fayyadamuun agarsiisi.

5=*Baay’isee ittan walii gala* 4= *Ittan Walii gala* 3=*Hin murtaa’u*

2=*Itti Walii hin galu*

1=*Baay’isee itti walii hin galu*

TL	Tarreefama Yaadaa	5	4	3	2	1
I	<i>Mala baruu-barsiisuu barataa giddu-galeeffate hojiirra oolchuu irratti raawwii barataani fi barsiisan kee Afaan Ingilizii qabu irratti waliigatee qabdu akkamiin ibsita?</i>					
1	Waytii barnoota afaan Ingiliizii hoojiirra oolman mala baruu-barsiisuu barataa giddu-galeeffatee quubsa dha.					
2	Barsiisan afaan Ingiliizii yeroo baay’ee mala baru-barsiisuu ibsatti fayyadama					
3	Barsiisan Ingiliffaa meshaalee deeggarsa barnootaa adda addaa kan akka suuraa, fakkiwwan, pilaazimaa fi meeshaalee birootti ni fayyadama.					
4	Barsiisonni mata duree haaraa osoo hin barsiisin dura mata duree sana irratti beekumsa barattoonni qaban ykn yaada haraa qaban akka dubbatanii fi burqiisiisan ni godha.					
5	Barattoonni mala baruu-barsiisuu barataa giddu-galeeffate caalaa ibsa barsiisaan fayyadamu filatu.					
6	Barattootni daree keessatti gaaffii gaafachuun, dubachuun, barreessuun, wal-falmuun , ka’ani barsiisu fi waan baratan gochaan agarsiisun hirmaannaan walwajjiin taasisan qubsaa dha.					
7	Barattoonni hojii garee fi waliini irratti qixa sirrii ta’een wal-deeggaruun ni hojjetu.					

9	Barsiisonni gola keessattii barreefamoota adda adda akka barreessinu ni godhu.(Fkn, Barruullee, yaadannoowwan adda addaa, wanta baranne ykn dubiisne ilaalchise yaada walii gala barressu fi cuunfanii dhiyessu)					
9	Barattoonni mala barataa giddu-galeeffateen barachuuf gosa barnootichaatin dandeettin isaan qaban quubsadha gahaa					
10	Barsiisan barataa mala barachuu adda addaa qaban hubachuun carraa adda addaa kennuufidhaan akka baratan ni deeggara,(Fkn, kan baratan harkaan hojachu, afaaniin gabaasuu fi barreeffamaan dhiyeessuu)					

Toftaan baru-barsiisuu barataa giddu-galeeffate guutummaan guututti wayiti barnoota Ingliiffatti hojii irra olaa jira jechuu ni dandeenya? Yoo ooluu baate sababa maaliif akka ta'e ibsi?_____

_____.

Kutaa III Ajaja: Bargaafin kun kutaa keessatti malli baru-barsiisuu barataa giddu-galeeffate hammam tokko raawwatamaa akka jiru kan iyyaafatu qabxiilee 12 qabate jira. Kanaafuu, toftaa leen kanneen barsiisan keessan ingiliffaa hammam tokko akka itti fayyadamu mallatto(✓) fayyadamuun agarsiisi.

5=Yeroo hunda 4=Yeroo baay'ee 3= Yeroo tokko tokko 2=Darbee darbee 1=Hinjiru

No	Tarreeffama Yaadaa	5	4	3	2	1
II	Kutaa keessatti malli baruu-barsiisuu barataa giddu-galeeffate kan armaan gadii hammam tokko raawwatamaa jira?					
1	Group work /hojii garee/- toftaan kun barattoonni hundi dubbachuu, barreessuufi, yaada wal-jijjiiru, wal-deegaranii hojjechuu, muxannoo kan itti wal-jijjiirani dha.					
2	Role playing- toftaan kun gocha nama biro bakka bu'un taphachuu dha					
3	Pair work - nama laman hojjechu					
4	Debating-/ Wal- falmii / mormii -toftaan kun yaada tokko irratti yaada gara garaa qabachuun falmii gaggeessuun yaada ofii amansiisudhaaf yaalii taasisuu dha.					
5	Problem solving- malli kun mala barataan gaaffii gabateen, fakkiin dhiyaatan xiinxaluun guutanii dha					
6	Drama and Games: haala diraamaa fi taphaatin barumsa isaanii mala bashanansisaa ta'een kan baratani dha.					
7	Presentation- Dhiyeessii -malli kun mala barataan tokko barattoota fuulduratti bahuun itti wal barsiisani.					
8	Question & Answer : malli kun mala barattootni ofumaa gaaffii wal gaafatanii deebii ofuma isaanitii walii laatani dha.					

9	Dialogue/ Conversation – toftaa barattoonni wal irraa fuudhanii yaada waljijjiiranii dha. (fkn- nagaa walgaaffachuu, bilbilaan wal dubbisuu fi kkf)					
10	Brainstorming: Barattoonni mata duree haaraa irratti beekumsa duraa /prior knowledge/ qaban akka calaqiisani fi yaadota madiisisan toftaa itti godhamu					
11	Lecture/ Ibsa/: Barsiisoonni daqiiqaa baay’ee fudhachuun kan itti barsiisanii dha.					
12	Peer Teaching- mala barattoonni ofii isaanitii iiti wal barsiisan					

Daree keessan kessatti maloota baruu-barsiisuu barataa giddu-galeeffatan armaan olitti ibsamaniin alaatti hojii irra kan olan yoo jiraatan iddo duwwaa sii kennamerratti ibsi.

Maloota armaan olitti ibsaman hojii irra akka hin oolle wantoota guufuu ta’an jettee yaaddu tarreessi?

Kutaa IV Ajaja: Bargaaffii kana jalatti mala baru-barsiisu barataa giddu-galeeffate kutaa barnootaa keessatti raawwachuuf wantoota guufuu ta'an ilaalchisee qabxiileen 10 dhiyaatee jira. Kutaa keessatti sadarkaa hammeenyummaa rakkoon kunneen itti muudataa jiran irratti waliigaltee kee mallatto “√” kaa'un agarsiisi.

5=Baayisee ittan walii gala 4= Ittan Walii gala 3=Hin murtaa'u 2=Itti Walii hin galu 1=Baay'isee itti walii hin galu

№	Tarreeffama yaadaa	5	4	3	2	1
III	<i>Malli baruu-barsiisuu barataa giddu-galeeffate akka hojii irra hin oolle kan godhan guufuwwaan gurguddoon maal faa dha?</i>					
1	Hanqina dandeettii barattoonni gosa barnootaa irratti qaban					
2	Barsiisan yeroo baay'ee mala barataa giddu-galeeffatetti fayyadamurra waytii barnootaa guutuu ibsa gochuun barsiisuu filachuu					
3	Malli baruu-barsiisuu hirmaachiisaa ta'e yeroo baay'ee waan fudhatuuf barnoota waggaaf rammadame haguguuf baay'ee ulfaataa waan ta'eef					
4	Kitaabni barattootaa mala baruu-barsiisu barataa giddu-galeeffate hojii irra olchuuf mijatoo waan hin taaneef					
5	Barataan mala hirmaachisa ta'een barachuu caalaa ibsa barsisaan kennuun barachuu filachuu					
6	Lakkoofsi barattootaa kutaa tokko keessatti argaman baay'ee ta'uu					
7	Kutannoo fi fedhii barsiisooni qaban xiqqaa ta'uu					
8	Barattootni irra caalan lameen, gareeni fi waliiwaliin mari'achaa barachuuf fedha dhabuu					
9	Mijaa'inni meshaaleen deegarsa barnoota kanneen akka koompiyutaraa, footokopii, pilaazimaa, intarneeti fi kkf dhabamuu.					
10	Mijaa'ina dhabuu teessowwan daree barnootaa					

Malli baru-barsiisuu barataa giddu- galeeffate hojii irra akka hin oolle gufuu kan ta'an wantoonni biro yoo jiraatan iddoo armaan gaditti siif kenname irratti tarreessii.

Kutaa V: Bargaaffiin kun waytii daree Ingiliffatti hamman tokko barsiisan barattootaa haamilee kennuun akka barsiisan kan gaafatuudha. kanaafuu, yaadota 9’n dhiyaatan hammam tokko barsiisan akka raawwatu mallatto “√” fayyadamuun deebii kee iddoo siif kennamarratti guuti.

5 =Yeroo hunda 4=Yeroo baay’ee 3= Yeroo tokko tokko 2=Darbee darbee 1=Hinjiru

T/L	Tarreeffama Yaadotaa	5	4	3	2	1
I	Barattoonni of giddu-galeeffatanii haamilee horachuun hirmaachaa akka baratan barsiisan hangam tokko haamilee kennaaf?					
	Barsiisan					
1	Marii gareen barattoonni taasisan wal dorgomsiisa					
2	Fedha barataarratti hundaa’udhaan gilgaalawwanii fi hojiilee adda addaa ni kenna					
3	Hirmaannan barataa yoo cimaa ta’e haamilee barataa ni kakaasa					
4	Dogongorri mallattoo barachuu ta’uu ibsaa barataan akka soda tokko malee baratu ni taasisa					
5	Yaalii barataan yaaluuf qabxii ni laata					
6	Ofitti amanamummaan barataa akka guddatuuf lamee fi gareen barataan akka mari’atan ni taasisa					
7	Malawwan barataa giddu-galeeffatan kan akka gahee taphachuu, geemii taphachuu, falmii taasisuu fi kan biro filuun barataan hirmaachaa akka baratan ni taasisa					
8	Barataan gaafii qopheessuun akka walgaafatanii fi barsiisaa isaanii gaafatan ni godha					
9	Dandeettii afaanii afran irratti Shaakala akka taasisaniif haala ni mijeessa					

Toftaalee biro barsiisan akka bartattoonni haamileedhan baratan taasisuuf fayyadamu kan biro yoo jiraatan ibsaa._____

Kutaa VI: Bargaafin armaan gaditti dhiyaate 6’n kun barsiisan daree barnootatiin alatti barataan akka baratuuf tooftalee fayyadamu kan ibsuu dha. kanaaf, waligatee yaadota dhiyaatan irratti qabdu mallattoo “√” fayyadamuudhan ibsi.

*5=Baayisee ittan walii gala 4= Ittiin Walii gala 3=Hin murtaa’u 2=Itti Walii hin galu
1=Baay’isee itti walii hin galu*

T/L	Tarreeffama Yaadotaa	5	4	3	2	1
I	<i>Barsiisan carraa mana barnootatiin alatti barattoonni ittiin barachuu danda’an ni laataa/kennaa?</i>					
	Barsiisan:					
1	Mata duree haaraa osoo hin barsiisin dura barattoonni itti qophaa’anii akka dhufanii fi kutaa keessatti haalan akka hirmaatan ni godha.					
2	Barattoonni daree barnootan alatti raayyadhaan ijaaramanii akka walirraa fi walwajjiin baratan ni taasisa					
3	Barattoonni akka waan qoo’atan irraa qabsiisa qabatani fi yaadannoo guyyaa guyyaan akka qabatan ni godha					
4	Barattoonni odeeffannoo hiriyyaa fi barsiisotaan akka waljijjiiran ni godha					
5	Barattoonni namoota dandeettii afaanii qaban wajjiin akka walqunnamanii yaada waljijjiiraniif eeruu ni kenna					
6	Barattootaa abbaltii fi hojii manaa kennuun daree keessatti akka dhiyeessan ni taasisa					

Carraa biro barsiisan barataaf daree barnootatiin alatti akka barataniif kennu yoo jiraate ibsi.

APPENDIX C
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE

Interview Questions for Gassera Secondary School Teachers

1. Which approach of teaching do you prefer for your students to learn the target language? Teacher-centered approach or Student-centered approach? Why?
2. To what extent SCI is practiced in your classes? Is it satisfactory?
3. What major problems do you encounter in implementing SCA?
4. Is the students' textbook designed in line with SCA principle? If your answer is yes, justify the implications for it.
5. Do you encourage your students to practice SCI outside the classroom? If yes, what strategies do you use to make the students improve their learning outside the classroom?
6. How often do you tolerate your students' error? , and what mechanisms do you use to correct your students' error?
7. How do you express your commitment to implement Student-centered teaching approach?
8. How often do you use teaching aids in your EFL classes?

APPENDIX D
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE

Interview Questions for Gassera Secondary School Students

1. What is the difference between teacher-centered approach and student-centered approach?
2. From the two which teaching/learning approach do you prefer? Why?
3. To what extent SCA is practiced in your classes? Is it satisfactory?
4. What are the main problems that affect you not to learn English through your active involvement?
5. Does your teacher motivate you to learn the language through your active involvement in the classroom? What strategies does he/she use to help you to learn through your active participation?
6. Does your English teacher encourage you to improve your language competence outside the classroom? If your response is yes, what strategies does he/she use? Please justify
7. Does your teacher tolerate your errors? If 'yes', express how he/she tolerates your errors?
8. Does your teacher use teaching aids? If any, mention teaching aids he/she uses.

Thank you!

APPENDIX -E
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
School of Humanities and Law
Department of English
Post Graduate Program

Class Observation checklist

Name of the school-----

DIRECTION:- This observational checklist is designed to observe the activities and situations happening in EFL classes concerning the implementation of SCA. The activities will be marked in the following categories on the bases of their happening.

Yes = (√) No=(X) Undecided = (U)

Part I. General Information

Date of observation: _____ Time begin: _____ Time end: _____

Topic of the Lesson: _____ Grade & sec: _____ No_of students _____

Part II: Observation Checklist on the Implementation of SCA

No	ITEMS	Teacher 1						Teacher 2						Teacher 3					
		Day						Day						Day					
		1		2		U		1		2		U		1		2		U	
		Y	N	Y	N	1	2	Y	N	Y	N	1	2	Y	N	Y	N	1	2
I	<i>Teachers' Actual Classroom Practice of SCA</i>																		
1	Uses Student- centered learning strategies that the lessons require such as pair work, group work, role play, debating, drama, presentation, question and answer, dialogue, storytelling and e.t.c.																		
2	Encourages students to set goals for their																		

	learning																		
3	Promotes learners' self confidence by designing tasks that are within the students ability																		
4	Presents tasks properly by giving clear instructions to enhance students involvement in learning activities																		
5	Uses lecture method and students listen to their teachers' lecture the whole period																		
6	Uses English language properly without more interference of mother tongue.																		
II	<i>Classroom Condition for Implementing SCA</i>																		
1	The classroom is attractive and suitable: having enough space, light and air.																		
2	Class size or the number of the students is appropriate.																		
3	The classroom desk arrangement is suitable to form different groups																		
III	<i>Motivational Techniques the teacher employs</i>																		
	The teacher:																		
1	Establishes good rapport																		
2	Compares students' works																		
3	Encourage participation of students and																		

	group presentation																		
4	Makes the learning tasks stimulating by introducing various interesting topics																		
IV	<i>Students' activities in the classroom</i>																		
	The students:																		
1	Are interested, motivated and involved in their learning.																		
2	Ask for clarification, write, do, present, and discuss in the classroom on tasks																		
3	Report their discussion back to the classroom																		
4	Interact with teacher and one another in the classroom																		
5	Listen only to the teacher passively the entire period than actively participate.																		
6	Use the target language properly without more interference of mother tongue.																		
V	<i>Access of teaching materials</i>																		
1	There are adequate students' textbooks in the classroom.																		
2	There are various teaching aids such as audio visuals, pictures, charts, posters photographs, models, real objects and other displaying materials.																		

APPENDIX - F
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
School of Humanities and Law
Department of English
Post Graduate Program

Textbook Analysis checklist

DIRECTION: - This textbook analysis checklist is designed to evaluate the textbook and the teachers' guide whether they are prepared in line with Student-centered teaching approach or not. The items were marked on the bases of the criteria set for the evaluation in the table below.

Yes = (√) No=(X)

Part I. General Information

The Textbook Being Analyzed: Grade Nine Students' English for Ethiopia textbook and
Grade Nine English Teachers' Guide

Part II: Textbook Analysis checklist whether it goes in line with SCTA

No	ITEMS	Yes	No
I	<i>The textbook</i>		
1	Relates contents to students' background and culture		
2	Incorporates authentic materials		
3	Includes activities which engage students in student-centered learning strategies (debating, pair work, group work, role play, drama, games e.t.c.)		
4	States teachers and learners role		
5	States the goal of learning		
6	Includes manageable contents within the given time		
7	Provides enough examples and detailed notes		

Adapted from: Nation and Macalister (2010).