

ASSESSING TEACHERS' IMPLEMENTATION OF STUDENT
CENTERED APPROACH IN ENGLISH LANGUAGE CLASSES:
JARA SECONDARY SCHOOL IN FOCUS

BY
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DECLARATION

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(GRADUATE PROGRAM)

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ACRONYMS

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

St. M.U.C: Saint Mary's University College

ICDR: Institution of Curriculum Development and Research

CPD: Continuous professional Development

JSS: Jara Secondary School

TCA: Teacher Centered Approach

SCA: Student Centered Approach

NETP: National Education for Teachers Programs

MOE: Ministry of Education

ABSTRACT

The main purpose of this study was to assess teacher's implementation of student-centered Approach in Jara secondary School. The key questions of the research were about the manner of perception, the level of implementation, the kinds of methods and opportunities/challenges of implementation of SCA in TEFL classes of Jara Secondary school. Similarly, there were four specific objectives that correlate the questions stated. In the second chapter, some related literatures such as the philosophy of teaching English as a second language, kinds of instructions, language skills, language knowledge and rationales have been briefly discussed. The total population of the study was all eight English teachers in the school and 50 students who purposively and randomly selected as representative of all 12 section students. Around 1300 students were registered in the school. Data was collected using questionnaires for both teacher and student subjects, classroom observation and interview the selected English teachers. Then the collected data was organized, analyzed and interpreted. Based on the findings of the analysis, conclusions and recommendation has been forwarded.

The major findings show that the majority of teachers perceive SCA negatively although the minority of them perceive positively. The former ones reasoned out the vastness of the text book and low students' background skills prevent from implementing the approach. The latter ones were, however, positively practiced the approach.

The tendency of teachers in using methods seems to be limited to teachers' explanations while students keep silent in TEFL classes. In addition, the practice of SCA is low as compared to TCA in the school. Concerning opportunities and challenges, there has been basic opportunities such as teachers' qualifications that can minimize problems of implementation of the approach

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The researcher feels that English as a native or foreign language has a paramount contribution. It serves as a language of diplomacy and education both in regional and global contexts. It has been using as medium of instruction or as a subject in Ethiopia, Like many countries round the world. As a subject, it has been taught and learnt using different approaches: from traditional to update ones.

In teaching profession, method of teaching and learning has an indispensable function in learning English as a Foreign Language. Instruction and teaching methods have been inseparable in the process of teaching and learning. Teaching without method tends to be unusual. However, the methods of teaching and learning have been varied in the courses of time and place. In the history of Foreign Language Teaching, scholars in the field have suggested different ideas. **Nunnan (2004)**, for example, indicates teaching method was either neglected or narrowed in the practice of teaching across the world. The knowledge (content) aspects of language such as forms and vocabulary were over emphasized and product approach of teaching language was focused. For example, in different parts of the world different methods were being used. In fact, **Nunan** has also underlined that this trend has gradually been changed in order to apply the process approach of language teaching together with the traditional approach. In both cases, the role of the learners was masked while teachers' responsibility was magnified in transferring knowledge of the language to the students. As a result of further study in the area, the interactive approach came along with the communicative approach of teaching foreign language (TEFL). The practice of using single method has been changed and the idea of combined approach has taken the place. Hence, the interactive way of teaching subsumed both the produce and the process approaches alternatively.

This shows the approach of teaching foreign language has passed through a number of paradigms across the world. These approaches have gradually been changed from relatively traditional to modern methodologies because of the dynamic nature of human needs and the contemporary knowledge of the area across the larger global community to the smaller local community. Regardless of the Traditional Teacher Centered Approach of Teaching EFL to the natural way, i.e. the communicative and thereby the interactive student centered approach of teaching English as the foreign language.

Atikson (1998) says, “There is no hard and fast rule ...” in selecting and using methods of teaching. This implies no single method can satisfy the learning nature or situation of students. Hence, the teaching method that can treat individual and group needs should be selected and applied.

Nowadays, the education policy has been shifting from the traditional Teacher-centered Approach to Student-Centered Approach can make teachers more effective. In the former case, the teacher was/is assumed to be the only knowledgeable while learners are mere receivers from the teachers. In former case, the ultimate goal would be passing examination. In the later case, however, learning language is a matter of life. This one is more natural and interactive by its nature. “The goal of learning is understanding and making the world meaningful rather than just memorizing facts that may have little connection with the learner’s life.” (St. M. U. C module 1 and 2 ; 2006: 36).

The Ethiopian New Education and Training Policy (1994) listed some common principles and applications related to student-centered approach in Teaching English as a Foreign Language as:

- Teaching is effective only when people are learning;
- Learning is effective only when it is meaningful to the pupil;
- Learning is meaningful only when pupils can use it, connect it to their lives and participate in it;
- By implication memorizing facts and bits of knowledge alone is not effective they must probably be passive;
- Teachers prevent meaningful learning only by giving facts – chalk and talk;
- Learning facts alone does not bring students to understand and participate in the complex world;

- Teachers must prepare students to solve problems and to use information for life,
- Students must be encouraged to learn facts while they investigate and understand the environment.

As a whole, effective communication results from effective learning style. This leads us to follow the line of active learning in the place of the traditional teacher-centered approach.

The modern theories also show that the reform of teaching and learning English as a Foreign Language (EFL) has begun to follow a trend of contemporary English Language Teaching Pedagogies that focus on developing learners' communicative competence, on promoting learning strategies and learners' autonomy in language classroom. One of the update approaches could fit this purpose is Student-Center Approach. The impact of learner-centeredness in language teaching was evident with the development of communicative approach towards the end of twentieth century. This approach could change the attention of teaching and learning process from language form to language function in accordance with the needs of learners (Savignon, 1997). This paradigm shift in language teaching from traditional teacher-centered to more learner-centered. As Nunan (1988) notes in Konkukhehong, Baldauf and Moni (2006) "an offspring of communicative language learning" requires learners to negotiate actively in meaningful interaction in order to interpret and construct meanings by themselves.

Institute of curriculum Development and Research (1999) in teachers' handbook notes that the knowledge of a teacher about the subject matter and the way of delivery are two important things for the effectiveness his/her professional work in classroom. It is acceptable that a knowledgeable teacher may not be a good teacher unless he/she is skillful in using proper method of teaching.

Accordingly, after the **1994** adoption of the New Education and Training Policy in Ethiopia, new approach of teaching has led to extensive changes in education. One of the changes is the paradigm shift in the model of teaching which involves the shift from rote learning to Student Centered learning, and the shift from a linear to an integrated curriculum (Leu, 1998). This change has brought a major paradigm shift in our thinking about education and the meaning of knowledge and learning.

Consequently, ICDR (1999) states the new reviewed education policy promotes active learning. This document highlights the needs of learning by doing instead of by memorization. It also

states that passive learning has to be replaced with active, learner focused education. Hence, teachers of English in Ethiopia are also encouraged to adopt Student Centered approach and its current language policy encourages the application of student - centered approach, with the learners at the center of the instructional process. Experience tells that putting the learners at the center of instruction process in language classes tends to be one of the sensitive modes of learning and teachings. In this respect, one of the common agendas in staff or department meetings was about classroom practice in Jara Secondary School. During the meetings, school supervisors and directors have been trying to convince teachers in the school to follow Student-Centered approach instead of teacher- centered one. Classroom practices also signify that learners feel boredom and sleepy if teachers merely use the lecture method of teaching. In the contrary, they feel active if they freely interact with one another.

According to different researchers, the implementation of student centered approach in the context of Ethiopia may not be encouraging because of different reasons. For example, Surafel (2002) and Amare (1998), reveal many problems that English language teachers face while they are trying to implement student-centered approach. These problems include large class, inadequate knowledge about the approach, and scarcity of supporting materials, and over loaded classes. Beside to these, teachers' attitude would be another challenge.

In addition to them scholars such as Taye (2008) has focused on active means of learning like role play and group discussion at the university level. He did not see how language skills can be taught based on the genuine consent of students. The researcher disagrees that teacher selected method may not serve the students unless their need assessed for suitability.

Although these scholars tried to touch related issues, they narrowed their attention to the narrow corner of the approach such as factors available, challenges and active teaching methods without considering the actual needs of students in TEFL classes.

According to the researcher, learners cannot necessary be active by using mere interactive methods such as role playing, but the actual needs and academic background have to be taken into consideration. The fact that some teachers are centered themselves and others centered the text book (syllabus) and some still focused on students actual needs. This seemed to create implementation gap among teachers. On the other hand, works in the field had already been done long ago and no more can be trustworthy. In addition, implementation is not the thing studied once and for all rather it should be tested now and again because of its dynamic nature. Thus,

with this information in mind, the researcher had decided to carry out a research on assessing teachers' implementation of student- centered approach in EFL classes of Jara secondary school.

1.2 Statement of the Problem

Based on the existed needs of the shift and reform on education approach, assessing teachers' implementation of student-centered approach in TEFL classes was the central issue of this research in the context of Jara Secondary School. The researcher's experience showed the adoption of new experience or strategy was often encountered resistance from the teachers. The causes of the resistance could be diverse from teacher to teacher or from school to school. The first cause might be lack of trained teachers on the newly adopted education approach. For instance, they could lack proper conception about SCA. The second may have been the lack of skills on the way they taught. The third one may have been the influence of routine that tended to precede the traditional approach of teaching. Others such as the design of the text books and classroom settings was the challenge the teachers' implementation of the approach.

If these were the cases, it would be difficult to implement a genuine student centered approach in EFL classrooms. This leads to the traditional- teacher centered approach to continue: teachers see themselves as the only source of knowledge. In contrast, their students as passive receivers of knowledge they had. In this respect, involvement of students in their own learning was low. The opportunity to ask, answer as they think new concepts, and interact with others was being hampered. As a result, they tended to hate the subject and gradually

In this situation, even if the learners cope up to continue learning passively, they were not confident citizens in expressing themselves in this foreign language. That could be why the CPD course book (2004) states if learners do not involve actively in their work, they will not be effective in their learning. Hence, productive citizens who can carry out the demands of the time will not be prepared. The newly democratic society and the fast growing economy need interactive and responsible citizens. Competent students could be delivered to the preparatory and university levels. People who could communicate fluently would be born from schools. If these things were undermined, the likeliness of the new generation was questionable. This was, therefore, the burning issue that the researcher intended to assess and provide scientific solutions as early as possible.

Educators in the field of education, on the other hand, had tried to show how serious the issue of teachers' implementation of SCA in different part of the world including some parts of Ethiopia. The New Education and Training Policy (NETP) of Ethiopia, for example, the problem solving strategy of learning language was advocated as a central approach guided by student centered approach or participatory learning (MOE, 1994). It can be suggested that education should be a means by which a problem of the society can generally be solved and foreign language can better be learned by implementing SCA in TEFL classes. The researcher suggested the recent recommendations and education policy had been neglected by some teachers in TEFL classrooms of the target school.

Lue (2000) and Nardos (2006) also state how the curriculum reform benefits the learners to be active learners and how student centered strategies are likely to be enjoyable for learners' progress. The researcher thought that there were problems of adopting the new approach of teaching in the target school (JSS). When they were asked, they were listing reasons that prevent them adopting the SCA in classrooms. If teachers do not center the needs of the learners, they will not bring significant changes in the minds of the learners.

In addition, in assessing the implementation of student centered approach, different researchers have conducted research to show seriousness of implementing SCA in some parts of the country. For instance, **Birhanu (1999)**, **Endalkachew (2006)**, **Yalew (2004)**, and Hailom (1982) attempted to assess on related issues such as implementation of strategy, perceptions of TCA and SCA, and teachers' communicative competence. They showed how this issue is important for better learning and what and how implementation problem affect positive learning. Despite the consequences, no research had been done to ease this problem in Jara Secondary school or around the area.

However, this issue has been studied by some educators; it was problematic in the study area selected. On the other hand, as time and space varies affects the results of the study, the new situation may be the cause for new findings. That was one of the initiatives of the researcher in focusing this as a researchable issue. Therefore, this study could add its share by focusing on teachers' implementation of student centered approach in EFL classes of Jara Secondary School, in Bale Zone.

These practical and theoretical aspects had initiated the researcher to assess teachers' actual practices in English language classes. The implementation might have been negative or positive in the school. This study, therefore, tried to assess the extent of teachers' implementation of this approach in the school.

1.3 Objectives of the Study

1.3.1 General Objectives of the Study

The general objective of this study is to assess Teachers' implementation of Student- Centered Approach in EFL classes in Jara Secondary School.

1.3.2 Specific Objective of the Study

The specific objectives were to:

- examine teachers' perceptions towards the implementation of student centered approach;
- find out how teachers are implementing student centered approach;
- assess the challenges/opportunities in implementing the SCA in the school.

1.4 Research Questions

Based on the above objectives, the following research questions were formulated as follows:

- How do teachers perceive student-centered approach in English language classes Jara Secondary Schools?
- How do teachers implement student-centered approach in Jara Secondary school
- What are the classroom opportunities and challenges of implementing SCA in the school?

1.5 Significance of the Study

The study was intended to assess teachers' implementation of student- centered approach in EFL classes at Jara Secondary School. The researcher hoped that the result of the study may have the following importance. Firstly, it helps students to learn based on their own needs and to maximize better learning opportunity in classroom. Secondly, it may also help decision makers to provide appropriate training to the teachers if there are practical problems. This may also promote teachers to adopt the newly emerging approach. Thirdly, the study may be significant

role in ensuring quality of education to achieve the development and transformation plan of Ethiopia. Fourthly, as a result positive learning contributes for the advancement of sectors such as health, agriculture and science and technology by preparing well educated and skillful employers. As a whole, the result may add its share in maximizing better learning opportunity.

1.6 Scope of the Study

The study included school and classroom factors such as classroom management, teachers' pedagogical skills, challenges, opportunities, and perception about implementing the approach. Classroom setting was also another factor that could be seen in the study. Thus, the main emphasis was the factors in teachers' implementation of student - centered approach in TEFL classes of Jara Secondary School. In other words, focus of this study was to assess whether the existing implementation was student- friendly or not.

1.7 Limitation of the Study

This study has been limited to one Jara Secondary School only because of the resource available. If the research had covered a number of schools in the area, the result would have been much more reliable. In the process of the study, some of the proposed ideas could be excluded while others included based on the context of the research.

1.8 Operational Definition of Key Terms

The key words or phrases that were used throughout the study were defined briefly. Their dictionary meanings have been slightly changed for the purpose of this study. The most common ones include: Approach, Implementation, Assessing and Student - Centered Approach.

Approach: a set of assumptions dealing with the nature of teaching and learning.

Assessment: refers to “the process of collecting, interpreting, and synthesizing information to aid the process of learning.”

Implementation: is how teaching-learning activity put into practice in/out of classroom by in decision making. It can also be defined as interpreting and synthesizing information to help learning activities such as group work, role play, debate and discussion” (ICDR, 1999)

Student Centered Approach: A method of teaching in which students involve in doing and making their learning more meaningful to them and the teacher acts as facilitator of learning in

class. In this approach, teachers understand their pupils, plan and monitor instruction, establish a conducive learning atmosphere in class.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The focus of this chapter is reviewing literatures related to the implementation of student centered approach in Teaching English as Foreign Language (TEFL) classes. The review includes the philosophy, the instructional method, the major and sub skills of language in Student-Centered Approach (SCA). Furthermore, student and teacher roles, principles and strategies, and major factors affecting SCA in TEFL class have their own space to be discussed. Each of these parts will be discussed briefly as follows.

2.1 Philosophy of Instructional Approach

Lue (1998) states that there are two general notions in education: as the basis of knowledge in the general sense and learning of individuals in specific sense. Instructional Approach has two categories: the positive and the constructive epistemologies. These can be discussed as follows:

2.1.1 *Positivist Approach to Teaching and Learning*

Positivist Approach of teaching and learning language is one of the earlier views in education. According to **Lue** (1998), this approach assumes that knowledge exists separately from the learner's mind. In other words, knowledge is fetched from outside and memorized through repetition. The room for interpretation on the part of the learner is little because knowledge is seen as being primary fixed by its nature.

In this notion, 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. Many educators have criticized the assumption of positivists. **Lue** (1998), for example, states that a mere memorization of facts would be insufficient for successful learning of language. This is to say that the nature of language is dominantly more than memorization in genuine day to day communication. Similarly, the positivist view as **Arseneau and Rodenburg** (1998) show knowledge is not dynamic, but rather, it is fixed somewhere. Teachers need to transmit the fixed knowledge and the goal of teaching from their mind to the students' just like commodity passes from one proprietor to the other one. According to this perspective, knowledge is centered on teachers who transmit it to students while students were assumed to be passive consumer of that knowledge. **Long (2002)** also says, within positivistic tradition, the learner was and still is, seen as relatively passive, Simply absorbed or memorized facts or information was transmitted by a didactic teacher. They added

that these pieces of information are usually taken from academic disciplines for the purpose of being repeated and memorized. In brief, this idea considers a teacher like an absolute knowledgeable while the students like receivers of knowledge from the teacher.

2.1.2 Constructivist Approach to Teaching and Learning

The other philosophy of teaching and learning language is the constructivist view. The proponents of this view argue that a mere memorization with little contribution for lifelong interaction may not be said language learning. **ICDR (1999)**, for example, states a meaningful language teaching needs learners to practice using the language for daily life interaction within this dynamic world. As the situations around the world changes, language will be changed to serve this demand of communicative interaction based on meaning and common understanding of idea, but not just memorizing forms and structures of the language that may have little use in life. According to the view of constructivists, knowledge is dynamic that varies from society to society and hence varies from culture to culture. **Walklin (1989)** stated that the world is not seen as being made up of fixed facts; rather it is viewed as unstable depending upon the interpretation of communicators in a wider sense and learner in or out of classrooms. The students and teachers have different tasks to accomplish in English language classrooms. According to this view, students are expected to interact with the language, understand and respond meanings. They also involve themselves in interpretation, making conclusions using the language rather than simply memorized, repeat idea separately and correctly while teacher's task is to encourage the pupils to be active in analyzing and interpreting knowledge with active learning such as problem solving strategy and enhance students' communicative competence.

In this approach, the task of the students is to interact with the world around him/her to understanding think critically, make linkage, interpret, analyze, draw conclusions and communicate about what he/she is learning, not just to absorb and accurately repeat information Woolfolk (1993). 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 (Leu, 2000). **Copley (1992)** also stated that 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.

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 classroom practitioners. Hence, these perspectives influence the theories or concepts of instructional material developers and the methods used by teachers.

2.2 Instructional Methods

In the history of education, classroom teachers in general and English teachers in particular have passed through different approaches of teaching. The most common approaches include the teacher-centered (traditional) and Student Centered, the recent. The former makes the teacher the center of the instruction while the latter gives due attention to the students. Both of these instructional approaches can be discussed as follows.

2.2.1 Teacher- centered Approach

This approach is one of relatively recent ways of teaching and learning English as a foreign language. Scholars in the field of education have revealed facts about it. For example, Horis (1997) as cited in Nardos (2006) in this approach educational experts, at the center, are regarded to produce the teaching experience without the involvement of teachers' and students' needs. Similarly, classroom teachers are/were limited to transmit language skills and knowledge, and students to memorize the facts. It tends to be true that no expert knows every skills and knowledge of the language and in a similar manner no teacher can perfectly transmit the language aspects. It tends to be unnatural memorizing language aspects and apply into life interaction. . Even if he/she memorize them, it may be difficult to use in the real social communication contexts. Clark, (1989) also supports this way of practice in TEFL classes.

In a traditional classroom, a teacher uses a designed course material such as text book 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 talk of the teacher, whereas 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 teachers lecture decreases students' attention every lesson. 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. Having said this much about teacher- Centered approach, student-centered approach will be discussed next.

2.2.2 Student-Centered Approach

In Student Centered Approach, a teacher has a considerable contribution in TEFL classroom. Psychologists in the field of education such as **Dandapani (2001)** states that teachers need to make learning easier and comfortable by facilitating to motivate learners rather than merely presenting information to students. This does not mean that presentation from the teacher is valueless, but a brief and clear presentation along with meaningful guide towards autonomous learning helps learners to be active in language classroom. He also adds that Instead of presenting information directly to students, teachers had better teach ‘the way’ the learners go through the process of learning so as to find out information by their own effort.

A course module Under St. Mary’s U.C (2006) states that English Teachers are expected to prepare themselves before, during and after the lesson in order to make learners’ active and interactive. Some of these preparations include choosing texts, checking activities, measure difficulty level, consider time available, adapting valuable procedures and think about teaching aids: visual or audio.

This course document also emphasizes the better way to encourage students would be another role of a teacher in implementing modern student centered approach in TEFL classroom. Some of them would be providing help when needed, encouraging students to help each other, avoiding the habit of considering activities as tests, allowing students to ask and answer, making lessons enjoyable, and giving and taking immediate feedback.

According to **Ernest R. Hilgard (1981)** in effective language class, some factors such as active participation, information feedback, and individualization tends to be factors that affect teachers’ classroom practice. This work explores that student’s response, practice, and being tested are considered as active interaction with the curriculum materials. The common say “learning by doing” may be practiced in class instead of the passive learning by lecturing. As Hilard (1981 indicates ‘Immediate feedback’ has been found to be important in a range of tasks in the process of learning in human subjects. This reveals English teachers are needed to give feedback to

students as soon as possible so that students can see themselves through it. On the other hand, they should take feedbacks about their own experiences in the process of teaching.

In whatever instructional method, language skills have to be considered because learning language itself is mainly the matter of skills. In student centered style of teaching, language skills takes the lion share of the game of teaching and learning process.

2.3 English Language Skills

“Learning, remembering, and thinking is concerned with the process by which we acquire skills and knowledge, remember, and use them for purposes of communication, problem solving, and thinking” (Hilgard, 1981). It is clear to say, Language serves for nothing, but for communication purpose based on daily routine of users.

Language learning will be meaningless unless it is studied in its natural way. The nature of language includes all its macro skills such as listening, speaking, reading and writing plus the sub-skills along with the language knowledge. These skills, therefore, will be reviewed in relation to the focus of this study.

2.3.1 Listening

According to a course module under St. Mary's University College (2006) states listening as the activity of paying attention to and trying to extract meaning, from what we hear. ‘The narrow perspective’ of listening states a student as a passive receiver of information. The proponent of this view fails to address that listening is active process because a competent listening requires both attention and interaction between the speaker and the listener.

Effective listener can do four things: understanding the speaker’s accent, grammar, vocabulary and meaning simultaneously. Willis(1981:134) cited in St. Mary’s U.C(2006) mentions some micro skills such as prediction, guessing, knowledge, select relevant from irrelevant points, discourse markers, recognizing cohesive device, intonation patterns and inferred information such as attitude and attention.

Some of the factors in learning listening include like speed of the speaker, access of repetition, level of vocabulary, recognizing speech signal, inability to intemperate and concentration, and learning or/and teaching habit.

Teachers need to provide opportunities for students to learn how to determine a conversations about who is talking to whom; the mood and the attitude of the speaker; the place of

conversation; awareness of lexical device; interpret stress and intonation; recognition of transition words; making vocabulary.

A number of factors can be considered in designing listening lessons in TEFL class listening. The primary one is planning which is based on aspects of listening and the role of a teacher in class. A teacher should provide a systematic opportunities' for students to learn: recognize the speaker and listener, the mood and attitude of the speaker; the place of the speech; awareness of lexical devices, interprets the stress, intonation and loudness. He/she also recognizes the function of transition words, predict, guess, listen between the lines and distinguish between facts and opinion. Teachers need to support students to expose students to experience such as stories, conversation and descriptive talk, make them purposeful readers, provide realistic task, use and build a better approach.

In teaching listening, scholars could divide activities into stages: pre listening, pre listening and post listening. Atkins et al (1996) and St. U.C (2006) show this as:

- Pre-listening aims at providing warm up and motivate learners to arouse curiosity and establish expectation.
- While-listening activities are what students are asked to do during the process of reading. The main aim of this stage is to understand content and message and to manage students to be successful in listening task.
- Post listening stage focuses on “All work done related to a particular listening task which are done after listening is completed.

2.3.2 *Speaking*

St. Mary's U.C (2006) states that the objective of teaching speaking moves from imitating a model or responding to cues in expressing their ideas freely. Therefore, practicing and manipulating fixed language accuracy and creating opportunities for expressing personal meaning: fluency focused activities. According to this module, the most common techniques in teaching speaking English includes drills, dialogues, games(both fluency and accuracy focused), drama, mime, role-plays and songs. In teaching speaking skill, a teacher is responsible in organizing and guiding students what and how to do the classroom activities while students receive, think, search and create oral communication activities.

2.3.3 Reading Skills

Reading is the most important activity in any language class, as source of information and a pleasurable activity, and as a means of consolidating and extending one's knowledge of the language (Rivers, 1981). Efficient reading involves understanding how language operates in communication and learners should have a purpose for reading the written text. Ronald (1978) in Johnson and Morrow (1981), and Atkinson (1996) state reading is out for a purpose other than reading the language itself. Just students read message in order to be able to do something else, than concerning with the language. Getachew (1996) cited in Atkinson et al (1996) also reveals reading is the most important skill in EFL learning in academic context where English is the medium of instruction. Atkinson (1996) also suggests the success or failure in academic depends on the extent of reading ability and comprehending texts in the language. Hence, it is an indispensable skill in studying and doing activities such as tests and projects.

According to Atkins (1996), "an efficient reader always has a specific purpose for reading." This purpose can be: for pleasure, to know how to do things (recipe, instruction, to find out ideas, for specific or main ideas, to compare opinions.

Based on the above concept, Atkins added that teaching reading has the following approaches: Learning reading by reading, reading individually and silently and applies different skills and strategies; speed for different purpose, understanding levels of meaning such as referential, propositional, functional and pragmatic.

It is true that an effective reader should do this approach for different purposes. First, learning reading is hard unless involved in the act of reading itself. Through reading one can learn reading itself. Second, reading is personal and silent activity except in some contexts. Third, a good reader needs to have sub skills of reading such as skimming, scanning and intensive. Forth, the speed of a reader varies based on the purpose of reading- it can be fast or slow. The last, a reader should aware the different levels of meaning.

The way efficient reader extract meaning can be seen in different levels as:

- Referential meaning refers to the meaning of a word without context and collocation.
- Propositional meaning refers to the meaning of a sentence by its own.
- Functional (discourse) meaning refers to contextual meaning of words.
- Pragmatic meaning also shows the meaning outside of the text.

Atkinson (1996) listed a good listening lesson can have its own stages: pre reading, while reading and post reading like learning listening skills. The first stage magnifies the reasons for reading based on learners' experience along with expectation. Here, the teacher is expected to make clear the key words that may hamper comprehension.

The second one will be gist which needs to answer some questions using fast reading strategy. A teacher takes and gives feedback during this second stage. During the last stage, readers try to answer questions to check over all comprehension, evaluating the text critically by relating with learners' experience.

2.3.4 Writing Skills

Writing for the purpose of communication is a better way to develop one's writing ability. In a communicative writing practice the focus is on the information or the content to be transferred. Hence, this practical writing has both a clear purpose and a specific audience. According to Raimes (1983) the types of writing activities that involve any one in real-life communication include: messages, forms, invitations, letters and instructions. Johnson and Morrow (1981) also suggest two principles of teaching writing. These principles are information-gap and jigsaw principles.

2.4 LANGUAGE AWARENESS

Language awareness refers to the grammar and vocabulary of the language.

2.4.1 Grammar

In student centered approach, grammar is still meaningfully helpful in language development. The matter, however, would be how it is taught: implicitly or explicitly. The implied way of teaching grammar leads to communication while the explicit one results in rule formation which may affect the genuine language function. According to Cook (2001) most of the early days of grammar teaching was prescriptive. The grammarian's duty was to prescribe what people should say. Later, grammar teaching shifted to analyzing of sentences part by part. This is often called the traditional grammar teaching. In traditional grammar teaching, the rules of the language were taught explicitly. However, a number of applied linguists such as Prabhu (1987) and Krashen (1988) have been arguing that grammar should not be taught explicitly. Their arguments were:

first, grammar rules are too complex to be taught explicitly. Second, language is acquired unconsciously not by learning the language rules explicitly. The effects of these ideas have been clearly visible in the early days of student centered approach.

Alemayehu Negash (2002) described two different views of grammar teaching: the static and the dynamic views. The proponents of former view suggest language is just like a machine and the teacher like an operator. A machine has different parts and the operator should know the functions of each part. Likewise, language teachers need to know language structures along with their functions. According to them language is only structure than meaning and communication. This implies that language is something cannot grow or change in the course of time. The opponents of this view, on the other hand, argue that language is rather like an organism. It has structure and function in one side and grows and changes in the course of time. In brief, the first view is traditional while the second one is relatively modern view of language and grammar. This view enables the students use the grammar rules as a tool of discourse or communication. As a result, language teacher teach grammar contextually and authentically.

In language teaching, three approaches have been described by Alemayehu (2002): product, process and skill based:

- Product approach emphasizes on teaching the grammar rules by memorization and explanation from the teacher. Knowing about the language is the focus than the use of it.
- The process approach targets the regulation of tasks for language use to encourage the use of structures through self expression- the grammatical rules would be hidden in the activities so that learners can gradually master the rules in doing the tasks while communicating, negotiating and sharing meaning.
- Skill based approach is based on learning language by listening, speaking, reading and writing daily life related issues doing like learning driving by driving and typing by typing. Atkison et al (1998:84) state grammar can be taught both deductively (product oriented) and inductively (skill oriented) for meaning and purpose.

Many language methodologists advise that no single approach is ideal by its nature, so using all the approaches together in the right time and level. As Atkinson shows there is no 'hard and fast' rule in language classes and hence instead of focusing on the rule, it is also advisable to include other approaches as well.

2.4.2 Vocabulary Teaching

Like grammar, teaching vocabulary involves its own procedures. Both single words and /or groups of words in foreign language are taken as vocabulary. Alemayehu Negash (2002) lists and describes some aspects of teaching and learning vocabulary as follows:

- a. The word forms(spelling and pronunciation)
- b. The words grammar(form change)
- c. The word families
- d. The word's collocation
- e. Meaning aspects (denotation, connotation, appropriateness)
- f. Meaning relationships (synonyms, antonyms, hyponyms, co
- g. hyponyms, supper ordinate and translation)
- h. Word's morphology(stem, suffixes, and affixes)
- i. Part of Speech (noun, verb, adjective ...)

In Student centered approach these all aspects of vocabulary should be taught in the integrative fashion for communicative purpose both for the classroom and out of class purposes. The traditional way of teaching vocabulary, however, only focused on forms. Contextual meaning, however, was neglected.

In brief, teaching language skills as well as grammar and vocabulary needs general methods to be suggested and these methods can be reviewed bellow.

2.5 Instructional Methods

In order to teach language skills and knowledge, instructional methods are essential. Without a method, teaching and learning a language would be difficult. The classifications and terminologies of instructional methods vary from time to time and from view to view. Here, teacher- centered and student-centered instructional approaches are the focus of this study.

2.5.1 Teacher-centered methods of Instruction

The most common feature of this model is to put the teacher at the center of classroom activity. ICDR (1999) in Teacher Education hand book shows that the teacher is considered to be the only knowledgeable; whereas, students are as knowledge less receivers. This document named the methods as 'chalk and talk'.

Teaching methods such as lecture, demonstration and question and answer are/ were used in this approach of teaching. A teacher is the only responsible person in designing contents, presenting, and evaluate. Peer teaching, evaluation, and other interactive activities were/are neglected.

The assumptions in teacher centered instruction include the body knowledge students need and the learner's knowledge before they enter into the learning situation (Womack, 1989, as cited in Teacher Education Hand out (1999). What the learners know and do not know may be challenging task unless the teacher assesses it prior to the class. Practice is one of the critical aspects of SCA that help to transfer: the initial practice to see if students understand specific topic and independent practice is assigned. Both practices promote transfer of learning (Arends, 1991). The intention of learning is to promote transfer to non-school environment. This means learners can interpret the skills and knowledge they get from class uses to the real life activities.

2.5.2 Student- Centered Methods of Instruction

The other method of instruction is Student Centered Approach. It is based on the student's ability and needs. According to **Silberman (1996)** Student Centered approach is a set of instructional strategies that make students independent workers, use their own brain, study ideas, solve problems and apply what they have learnt. In addition, grouping and collaboration enhances language learning. Learning language can be effective when a learner initiates learning process. Everybody thinks of active learning in terms of students being intellectually active. This means teachers do not purely expect students to memorize and repeat facts. They, however, use information critically.

According to **Temechegn (2001)**, learning in a student centered method setting is not purely individualistic rather students learn through cooperation, active involvement and participation. This means students are not only learners but also teachers, because they help classmates learn better.

Many Educational scholars argue that learning in any form has to be active because a student learns better when involves in the learning process. Aaronson (1996), for example, states that teachers need to center their planning, their teaching and assessment on the needs and abilities of students in classes of Student Centered Approach. The main idea behind the practice is that learning is most meaningful when topics are relevant to the student's lives, needs and interests and when a student engages in the teaching and learning process. Having discussed the nature of the two instructional methods, it is indispensable to review the reason behind using SCA.

2.5.2.1 The Rationale for Using Student Centered Approach

Scholars such as Atkison et al (1998) indicate that “All individuals learn in different ways.” As individuals vary in appearance and thinking, they also differ in their styles of learning. This may be resulted from the obvious diversity they have. This would be true that there is no single approach of teaching English that can centralize all learners. The role of student centered approach is, therefore, solving the loss of attention and in responding to different learning styles of learners. According to them, the importance of student centered approach depends on two basic assumptions: the natural way of learning a language actively and the natural and social difference learning styles.

According to the first assumption, a student can learn better when using the language in daily life interaction, whereas, the second one any single approach may not fit the multiple learning styles of students. Eventually, this leads to failure and dissatisfaction in the teaching and learning activities.

Moreover, as Silverman (1996) stated, 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’ 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. Only few students are exclusively one style of learner, rather they share more than one. Thus, different active learning methods create the best match for students with different learning styles.

As a result, 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. This hand book, further elaborates why student centered approach methods and activities are useful to promote effective learning in the following ways. Once we reviewed the rationale for using the Student-Centered Approach, it is essential to see teachers’ and students’ roles in the approach.

2. 5.2.2 Students' Role in Student Centered Approach

In this approach, students are reasonably needed to devote their knowledge and skills in order to develop their own learning. **Nunan (1996)** states negotiation and active participation are the hearts of students' in the process of learning language. Every student should involve in classroom interaction and thereby apply it in out of class life interactions in this approach. Nonetheless, it seems to be hard to think that learners will merely be involved in a fixed role in classroom. In task based language teaching, **Richards and Rodgers (2001)** list three general roles which match with the assumed roles of students in this approach. Namely, the role of group participation, the role of risk taking and innovativeness are the roles. Thus, learners should take and carry out major responsibilities in their learning than the teacher work for them. These roles rely on some basic principle of student centered approach which is the focus of the coming part.

2.5.2.3 Teachers' Role in Student Centered Approach

Student centered Approach, by its nature, requires much of the work to be done by the learners themselves. However, this does not mean that the teacher does not have any significant role to play in the language teaching and learning process. There are various roles to be played by the teachers in order to facilitate the language learning process. According to **Hedge (2000)**, student centered classroom involves the teacher in "setting up activities, organizing material resources, guiding students in group works, engaging contributions, monitoring activities, and diagnosing the further needs of students". Richards and Rodgers (2001) also describe the roles of the teacher as: needs analyst, counselor and group process manager. Similarly, **Harmer (1991) as cited in Nunan and Lamb (1996)** describes the roles of the teacher as: controller, assessor, promoter, participant, resource, tutor, and investigation.

2.5.2.4 Principles of Student Centered Approach

In order to improve higher learning, there are some general research based principles of student centered teaching.. The main emphasis includes: communicative language, confront teaching; greater emphasis is given to helping students to use the target language in a variety of contexts which the students will use in real situations. Although it is broader approach to language teaching, student centered Approach can be described as a list of general features. One of the most recognized of these lists is given by **Nunan (1991:279)** as:

- An emphasis on learning to communicate through interaction in the target language.

- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

2.5.2.5 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 involve actively in learning strategies. To this end, there are a wide range of methods and techniques for active learning. The major SC methods include: problem solving, role play, brain storming, discovery learning, panel discussion, peer teaching, discussion and project work.

CHAPTER THREE: METHODOLOGY OF THE RESEARCH

This part of this study focused on the methodology of assessing the implementation of student-centered approach in the school. It included the design of the study, samples and sampling techniques, data collection instruments: questionnaire, interview and observation, Data Collection Procedures, analysis and interpretation, and summary and recommendation.

3.1 Research Design

The main purpose of this study was to assess teacher's implementation of student-centered approach in EFL classes at Jara Secondary school. To show teachers' current practice, descriptive research design was required. Descriptive research approach enables the researcher to describe in detail complex social phenomena according to participants' views (Seliger & Shohamy, 1989). Moreover, the descriptive design enables the researcher to describe the degree and nature of implementation in the classroom situation. Following the description mode, the researcher has classified, justified and interpreted what was going on in the classroom in line with related review of literature.

3.2 Sample and Sampling Technique

The total population of the study was all English teachers who currently working in the school. The number of teachers was seven during proposal design. During the course of this study, however, the number of teachers increased by one and became eight. Hence, it was necessary to include the one and the total subjects of the study became all eight English teachers in the school. All the teachers were included due to the small size population could be easily manageable in the study. The information could be more reliable since 100% of the population taken as subjects.

These eight teachers were assigned to teach about 1,300 students both grade nine and ten in two shifts. For the convenience of the researcher and the purpose of the study grade ten students selected purposively. This was because they had better experience and skills to provide ample of information while grade nine students did not have such enough information about English teachers in the school. In the second shift, there were five sections of grade ten students and they were about 320 in number which could have been unmanageable to include as a subject. Hence, the researcher was obliged to select ten-top students from each of the five sections. The total subjects selected in such a mode were 50 students who were expected to represent the voice of all

students in the school. The researcher believed that this group was much more informative about classroom situation than the rest of the students, because they regularly attend classes better than others.

In brief the eight English teachers who were the target of this study and 50 students who knew better their teachers selected as a subject purposefully. In total, the representative population was 58.

Hence, it was believed that these subjects could be good sources of information about the implementation of student-centered approach in English language classrooms.

3.3 Data Collecting Instruments

The preference of data collection instruments depended on the research objectives and research questions. Accordingly, in order to achieve the intended objectives this research tried to use questionnaire for both English teachers and for the selected students. Classroom observation was held to collect some tangible information on the study. It was supported by predesigned check list focused on teachers' and students practices under the classroom setting. If convenient, video camera may be used to assess the classroom organization and practices. Furthermore, all the eight teachers have been interviewed using voice recorder.

3.3.1 Questionnaire

In order to assess information, questionnaire was designed in advance so that the 50 selected students and eight students filled it and showed facts about the daily practice of teachers in TEFL classes. These tools helped the students and the teacher to supply their ideas freely. It also helped the researcher to gather a great deal of information in such a short time.

3.3.2 Semi-structured interview

Interview is a direct interaction between the participants and the researcher. Semi-structured interview was used as it enables to manipulate in-depth information, free response, and flexibility that cannot be obtained by other procedure Slinger and Shamy, (1989). Moreover, it is a very personal way of gathering information because it allows for adaptability in questioning and helps to get most in-depth information. Therefore, the researcher conducted interviews to the eight English teachers in order to assess their concepts, practices and situations in classroom in implementing student-centered approach. So, questions about the perception, methods and extent

of implementation on one hand and opportunities/challenges during teachers' implementation of student centered approach were answered.

3.3.3 Observation

Observation was one of data gathering instrument, which was used to identify teachers' implementation under classroom practice. The researcher conducted classroom observation in order to get more complete picture about the extent of teachers' implementation of student-centered approach. In this case, Lewy (1977) noted that observation is useful to indicate how the lesson is divided into variety of activities such as individual work, group / pair work, whole class activity and others. The observation checklist was designed to examine the students and instructors activities during the lesson and to identify the success or the failure of implementation of student centered approach in EFL classes.

The checklist was intended to have two parts: The first part was designed to examine some background information about subjects. The second part was focused on the activities that teachers perform while using student- centered techniques in EFL classrooms. All the selected teachers had been observed two times each with a co-observer. The two observations were merged and got ready for analysis and interpretation of data. Here, Learning and teaching process were observed for their engagement in practicing Student-centered Approach in EFL classroom. In fact, as it is one of the tools for the study, it was used for answering and triangulating other research tools. This helped the researcher to assess and cross validate with results of data gathering tools. The researcher made arrangement for observation with the teachers openly, because it is ethical to inform the teachers before observation.

3.4 Data Collecting Procedures

In order to collect data for the study, questionnaire, interview and classroom observation used according to the following procedures.

Firstly, students filled the questionnaires about teacher's implementation of SCA in TEFL class: This could help the researcher to have first hand information on the issue under investigation.

Secondly, the interview was conducted to the teachers selected: the purpose of the interview was told in advance. Then, the researcher tried to ask about teachers' perceptions, the degree of implementation, the way to implement the approach under study and the challenge/success of teachers' implementation. The subjects were asked face-to-face about their actual practices in

TEFL classrooms. These enabled the researcher to explore and note their views on classroom factors affecting the implementation of student centered approach in Jara Secondary School.

On the set of the interview session, each participant were informed clearly the purpose of the study and encouraged the interviewees in order to forward their ideas freely. Accordingly, some starting questions were predesigned which was directly be related with major of implementation of student centered approach was forwarded for the interview. Then the interview was directed and brief note was made on teachers' implementation of student centered approach in TEFL class. Finally, all teachers were observed twice each with a co-observer. Students were also observed for their engagement in practicing SCA based on teacher's instruction in EFL classroom. Observation time and place was negotiated in advance. During observation the actual classroom condition, teaching methods and opportunities/ challenges in the process teaching was assessed. As observation was one means of data gathering, it has been used to cross validate the data to other data gathering instruments used.

3.5 Data Analysis

Once data gathered and organized in a note form, the data from each tool was analyzed qualitatively and quantitatively. This helped the researcher to analyze data from each tool and then synchronize data in order to give conclusion on the issue under study.

3.6 Data Analysis Procedures

In order to achieve the intended objectives, data was gathered through different data gathering tools and it has been analyzed qualitatively and qualitatively. Firstly, data gathered through questionnaire from students and teachers was organized and presented in word argumentation. Secondly, all English teachers were observed twice critically. Finally, face-to-face interviews were held to the teacher- subjects. Then results were justified, triangulated and integrated qualitatively with results of data gathering tools to address the research questions. The researcher systematically went through each transcription.

In analyzing the data which was collected through interview, the scheme of categories were created to suit the collected data and the concerns of the study. As analysis in qualitative study basically involves word argumentations than numerical expression, findings from interview were categorized according to similarities of the topics, then interpreted and narrated qualitatively. To

analyze the interview results, the participants were given code as T-1 interviewed teacher, T-2, interviewed teacher, T-3 interviewed teacher.....T-8, interviewed teacher. Thus, by reading through interview transcript which obtained from EFL teachers, the results have integrated and triangulated with results from Students' and teachers' questionnaires and classroom observation to understand the holistic picture of the problem under investigation.

To analyze data gathered through different data gathering tools, the following procedures have been employed. Firstly, questionnaires were administered to students selected and all teachers. Then, responses could be organized, analyzed and interpreted systematically. Secondly, the teacher subjects were asked about their implementation of SCA in JSS. Finally, classroom observations were done in company with the co- observer and video camera used to make note taking easier. Reading critically, the researcher was able to make thematic frame so as to categorize the data. Finally, each response was analyzed thoroughly through triangulating the data from each data gathering tool.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

Data gathered from questionnaires, interview and observation has been analyzed and interpreted in terms of Teacher's Implementation of Student- Centered Approach in Jara Secondary School. The analysis and interpretation have been described qualitatively and quantitatively as in the various sections of this document.

4.1 Data from Questionnaire

This data gathering tool has been administered to the eight English teachers and 50 selected students in JSS. The questionnaires for each groups of participants held 15 items to assess teacher's implementation of Student-Centered Approach in the school. The responses of teachers and students have been tabulated as it is indicated in the following 15 tables,

Table 1: Warming up students mind

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
Never	1	12.5	19	38.0
sometime	1	12.5	25	50.0
Usually	4	50.0	3	6.0
Always	2	25.5	3	6.0
Total	8	100.0	50	100.0

As Table 1 shows, frequency and percentage of response on the extent of teachers use of warming up activities in English classes of Jara Secondary School. It can be described as follows. Only 2 (25%) of the teachers responded that they always tended to warm students' mind before they move to the intended lesson, but only 2 (25%) of them had low or no level of applying brain storming activities. On the other hand, 19 (38%) of students witnessed that most of their teachers did not have such a custom of doing warming activities while only 3(6.0%) of their teachers always warms up the minds of students in their classes. In this case, the responses of students tend

to be different from that of teachers. Thus, there is a big gap among teachers in giving attention in warming up activities.

Table 2: Aspects of language features

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
Never	-	-	7	14.0
sometime	-	-	3	6.0
usually	5	62.5	16	32.0
always	3	37.5	24	48.0
Total	8	100.0	50	100.0

Table 2 shows, the frequency and percentage of subjects on the extent teachers 'classroom focus on language features in TEFL classes of Jara Secondary School. Teachers' responded that 37.5% of them were always and the majority 62.5% of them usually focused on teaching specific language features in a lesson. Similarly, 48% of the students responded that teachers have focused on language features and forms rather than skills of the language. This indicates that teachers try to teach non-integrative aspects of language as the nature of language is integrative.

Table 3: Using Language Skills Outside Classroom

	Frequency	Percent	frequency	Percent
Never	1	12.5	16	32.0
sometime	1	12.5	22	44.0
Usually	4	50.5	8	16.0
Always	2	25.0	4	8.0
Total	8	100.0	50	100.0

As Table 3 shows, the extent teachers integrated classroom language with real life communication of students in JSS is practiced in different degrees. In this case, 4 (50.5%) of teachers said 'usually' and 2 (25%) of them 'always'. As a whole, about 75% of the teachers tended to relate language and life. On the other hand, 16 (32%) of students witnessed that teachers never help

them to integrate classroom language with life while only 6 (%) of the sample students indicated that there was such an act of integration of classroom language and life outside the class. This implies that there is low practice of teachers in teaching language for life outside of the class.

Table 4: Making the Process of Learning Comfortable

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
Never	_____	_____	13	26.0
sometime	_____	_____	14	28.0
Usually	1	12.5	9	18.5
Always	7	87.5	14	28.0
Total	8	100.0	50	100.0

Table 4 shows the frequency and percentage of responses of subjects on how teachers make students active participant in their classes. As it is clearly indicated, almost all of the teachers dared to say that teachers were making the process of learning comfortable to students, because the methods they used matched the needs of the students. The majority of sample students, however, responded that teachers lacked using comfortable methods that invite them to do activities by themselves. Hence, one can say that there might be some dissatisfaction on behalf of students even though the teachers thought they made the class comfortable. Since students are the primary beneficiaries out of the classroom practice, the feeling of the students has to be more trustworthy than the teachers.

Table 5: Form Mixed Ability Groups in class Activities

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
Never	1	12.5	11	22.0
sometime	2	25.0	19	38.0
usually	3	37.5	7	14.0
always	2	25.0	13	26.0
Total	8	100.0	50	100.0

Table 5, responded on how teachers group students in English language class of JSS. Only 1 (12.3%) of thought that they ‘**usually**’ and only 2 (25%) of them said that they ‘**always**’ use mixed ability groups in their classrooms. The students, however, responded differently: 11(22%) of students witnessed that teachers never care for grouping while 19 (38%) indicated they use mixed ability groups ‘sometimes’. Only 26% of the sample students asserted that teachers form mixed ability groups in their classes. Therefore, it seems to be less focused by teachers in organizing students in different learning abilities.

Table 6: Students Involvement in sharing information

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
never	-	-	12	24.5
sometime	1	12.0	16	32.5
usually	3	37.5	19	38.0
always	4	50.0	3	6.0
Total	8	100.0	5	100.0

Table 6 shows the frequency and percentages of teachers and students response on the extent of sharing information in English language classes in the school. Half of the teachers (50%) had high practice of negotiation in the process of teaching and learning while very few had low level practice of negotiation. Similarly, less than half of the students shared the practice of negotiation in learning process. Whereas, only 12 (24 %) of the students responded that they have seldom been given a chance in self expressive activities. As a whole, although there is a tendency of teachers in using negotiation in TEFL class, the majority of the students suggested the problem of negotiating in class. This indicates there was gap among teachers in managing students in information sharing activities.

Table 7: Facilitating Problem Solving Activities in Classroom

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
never	-	-	11	22
sometime	1	12.5	14	38
usually	5	62.5	16	14
always	2	24.0	10	26
Total	8	100.0	50	100.0

Table 7 shows the frequency and percentages of teacher s' responses about the use of problem solving method in English language classes. The majority 5 (62%) said that they do this method 'usually', but not always, and 2 (24%) of teachers suggested that they had high rate of using this technique in their classes. Whereas, the majority (60%) of students had inclined to say that teachers had low tendency in using problem solving method in their classes. Most of the sample students felt dissatisfaction in teachers' use of problem solving method. Hence, problem solving method should not be neglected even sometimes.

Table 8: Managing students in thinking and doing activities

	Teachers' Response		Students' Response	
	Frequency	Percent	frequenc	Percent
never	—	—	9	18.5
sometime	1	12.5	19	38.5
usually	2	25.0	11	22.0
always	5	62.5	11	22.0
Total	8	100.0	50	100.0

Table 8 shows the frequency and percentages in the way teachers manage students in thinking and doing activities in Language classes of JSS. According to the teachers' responses, 62.5% of teachers suggested that they always used this method in class. This show there may be high

practice of using problem solving method by them. On the other hand, a little more than half (57%) of the students expressed their disagreement of teachers' management of students in thinking and doing activities in TEFL classes of JSS. To conclude, although teachers think that they have involved students in thinking and doing activities, the majority of their students expressed their disagreement.

Table 9: Integrating language aspects

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
Never	_____	_____	14	28
sometime	1	12.5	13	26
Usually	2	25.0	16	32
Always	5	62.5	7	14
Total	8	100.0	50	100.0

Table 9 shows the frequency and percentages of responses about the way teachers teach language skills and structures in JSS. The majority 5 (62.5%) of the teachers responded that they teach language aspects with integrative fashion. Similarly, only 7 (14%) of sample students shared the same idea with teachers and nearly half of the responders disagreed to the idea of integration of language skills. Therefore, some teachers tended to use integrate language aspects, but others found to teach separately. This implies that there is still the practice of isolating some language aspects from the others in classroom.

Table 10: Introduction of clear objectives

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
Never	1	12.5	16	32.0
sometime	3	37.5	19	39.0
Usually	2	25.0	8	16.0
Always	2	25.0	7	14.0
Total	8	100.0	50	100.0

Table 10 above shows the frequency and percentage of responses of subjects about how teachers' introduce objectives of the lesson. A quarter of teachers (25%) witnessed that they always introduce objectives of the lesson and the other quarter responded usually. One of the responders 12% had no idea of introducing objectives. Only (14 %) of students, on the other hand, witnessed that teachers always introduce objectives while 39% of the students responded that their teachers sometimes introduce objective based teaching. Teaching without objective makes students passive in the class rooms. Thus, there may be high gap in introducing objectives on behalf of the teachers in JSS.

Table 11: Students as sources of information

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
Never	-	-	14	28
sometime	-	-	12	24
usually	4	50	17	34
Always	4	50	7	14
Total	8	100.0	50	100.0

Table 11 shows how much teachers used students as a source of information in the school. All the teachers showed that they were, more or less, using students as a source of information while 14 (28%) of students witnessed that teachers seldom appreciate students' ideas while 12(24%) of students were saying that teachers sometimes use students idea for classroom consumption. Hence, even though teachers suggested that they respect student's ideas, the response of the majority of students and the observation result reveal that most teachers had a tendency of neglecting students' ideas in classroom.

Table 12: Empowering students in making decision

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
never	1	12.5	14	28
sometime	2	25	12	24
usually	4	50	17	34
always	1	12.5	7	14
Total	8	100.0	50	100.0

Table 12 above shows extent to which teachers empower students in making decision in JSS. Only 1 (12.5%) of the teachers responded that he/she had a good practice of empowering students in making decision on their learning while 1 (12.5%) of the teachers admitted that they barely involve students in decision making activities. Only 7(14%) of the students witnessed that teachers need feedback about the need of students there was low level of empowering students decisions for their own learning. These reveal that some teachers had low practice of empowering students' in decision making activities for learning purposes.

Table 13: Taking Responsibility in Learning

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
never	1	12.5	20	40.5
sometime	2	25.0	17	34.5
usually	4	50.0	7	14.0
always	1	12.5	6	12.0
Total	8	100.0	50	100.0

Table 13 shows about the frequency and percentage of responses on helping students about responsible learning in TEFL classes in the school. Only 1 (12%) of the teachers were always helping students to take responsibility in learning while 1 (37%) of them had no help to make students responsible learners. On the other hand, only 6(12%) of students witnessed teachers always tries to make learners responsible to their learning. A little less than half of

students dissatisfied with the assistance teachers made to be responsible learners. Thus, some teachers seemed not to help students to be involved in risk - taking activities.

Table 14: Consult students in planning lessons

	Teachers' Response		Students' Response	
	Frequency	Percent	frequency	Percent
Never	1	12.5	20	40.0
sometime	1	12.5	17	34.0
Usually	3	37.5	7	14.0
Always	3	37.5	6	12.0
Total	8	100.0	50	100.0

Table 14 indicates the frequency and percentages of responses of teachers and students about the extent of teachers' inclusion of students in decision-making activities in JSS. 3 (37.5%) of teachers said that they 'always' and 3(37.5%) 'Usually' consult students in planning stage of lessons whereas 2(25%) of the teachers admitted that they had low practice of consulting students in designing yearly plans. The 20(40 %) of Students, on the other hand, have not been consulted to provide decision about what/ how to learn. Only 12% of participants share the idea of including students in decision making activities. The responses of students tended to be contrary to most of their teachers. Therefore, according to the responses of some teachers and the majority of students, most of the teachers do not consult students in planning stage of the lesson.

Table 15. The practices of self and peer evaluation

	Teachers' Response		Students' Response	
	Frequency	Percent	Frequency	Percent
never	2	25.0	11	22.0
sometime	2	25.0	18	36.0
usually	3	37.5	12	24.0
always	1	12.5	9	18.0
Total	8	100.0	50	100.0

As Table 15 shows, (25%) of teachers tended to have little practice of empowering students in self and peer evaluation activities while the other 25% of teachers do it sometimes. The total of 50% of the teachers said that they had low practice of self and peer evaluation. They reasoned out that students should be evaluated by the teachers. Students do not have relevant training to do so. Similarly, 22 % of students do not agree that their teachers allow them to evaluate themselves and their partners while 36% of them use it sometimes. This implies that there seems to be a certain gap of implementing self and peer- evaluation in English classes of the school.

4.2 DATA ANALYSIS AND INTERPRETATION FROM TEACHERS'S INTERVIEW

This part of this research was intended to assess “Teacher’s Implementation of Students-centered Approach in Jara Secondary School. The interview was basically made up of t items and each item has its own extension for more details and justifications. All the eight English teachers in the school were asked and the data gathered in the form of note has been described item by item as follows. To enhance anonymity, the teachers were coded as T-1, T-2, T-3 ...

4.2.1 Data Analysis and Interpretation from T-1 Interview

Teacher one was interviewed about teachers’ Implementation of Student-centered approach in Jara Secondary school. His response on the ten items has been analyzed as follows:

- Item one was about teachers roles in TEFL classes. T-1 that his roles as a teacher in class were revising the previous lesson, introducing, presenting and concluding the daily lesson. He also told that in rare cases he uses whole class discussion and narrates stories and fictions to motivate the students. This implies that he had a dominant role in “telling” and “explaining” facts about the language whereas students seems to have no room to participate in their own learning.
- Item two was about the students’ roles in class. T-1 responded saying “most of my students are not flexible in following my instruction. If I ask them to move to a new seat or share ideas, they ignore my instruction.” He also added that he dared to say that they either lost confidence or lack skill and knowledge in the language. According to him, they preferred to be silent learners and note copiers from the blackboard. Hence, it is possible to say that students in T-1 class were still accustomed to the traditional teacher centered roles.

- Item three was about the extent of student-student interaction in his class. He responded that he wanted to have interactive classrooms such as discussion and presentation, debating and role playing. The teacher, however, could not make this true because of the resistance and rigidity of students towards interaction. According to his experience, students considered such approaches as teacher's poor preparation and waste of students' time. He asserted as "I am seriously commented when I tried to apply interactive approach." In short, this teacher could not make his class as interactive as possible.
- Item four was about evaluation (assessment) practices in English classroom. In his class the teacher himself was responsible to assess and evaluate students. "I am the primary evaluator, but I rarely use peer and self evaluation." According to him, students may lack skills of evaluation and when they give comments; they could be not trusted by the class mates Thus, the teacher tends to monopolize the work of evaluation.
- Item five was about how students learn better and which approach was being implemented in his classroom. T-1 tended to say "Student centered wastes time and I teach based on my intense preparation and explain grammar and vocabulary parts quickly." This shows T-1 has inclined to TCA in order to cover the vast course in time so that students could take final or national examinations.
- Item six was about the perception of T-1 towards TCA and SCA. In principle, he agreed that student centered approach is preferable nowadays. In the context of our students, it was advisable to use both of the approaches one after the other. This teacher underlined that TCA should still be applicable in case of preparing students for the national examination. Hence, T-1 preferred to use TCA to SCA.
- Item seven was about the extent of challenges and opportunities available in English classrooms of JSS. T-1 listed some opportunities and challenges as follows:

Some Opportunities:

- Teachers had autonomy in their class
- Having high commitment on teachers side

- Teachers had relevant qualification and experience

Some Challenges:

- Students misbehaved in SCA of teaching
- Students resistance in using text books in class
- Students' poor background skills and knowledge

This, therefore, implies that there are more basic opportunities than the challenges. The latter can be alleviated by the power of the opportunities available.

Interview item eight was about power of students in their own learning. T-1 ascertained that in some cases such as content preference and time and date of test could be discussed and negotiated with the teacher. Otherwise, in many cases the teacher decides things based on the syllabus. Therefore, T-1 had a great power on giving decision about teaching and learning.

Item nine deals about the extent of using class-time. According to T-1, he used the TCA because he feared the criticism of wasting students' time and administrative comments. In brief, it is possible to say that T-1 was using time dominantly while little time to students.

Item ten was about the relevance of the activities in the newly revised text book. T-1 responded that the activities in the text are really beyond the level of the students. He said that the text book contents are vast and challenging and as a result students cannot use it without the teacher. Therefore, T-1 is of the pinion that the activities designed are not as natural as expected.

4.2.2 Data Analysis and Interpretation from T-2 Interview

Teacher Two (T-2) was also interviewed about teachers' Implementation of Student-centered approach in Jara Secondary school. Analysis of his responses has also been presented as follows:

Interview item two was about how teachers manage their students during instruction. What role do they want the students to play in classroom? How the teacher encourages students' flexibility during instruction from the teacher side. T-2 answered that some students were actually flexible while others are rigid to do things accordingly. He dared to say that students in his class seemed to be careless and less responsive to learning itself. Thus, since students lack willingness to do things in class, the teacher's methods may fit their learning styles. T-2 needs to adjust his methods to fit different groups and individuals.

Interview item three was about the availability of interactive teaching environment in T-2 classes. With regard to this, he shared the common sense that student-student interaction is a natural way of learning a language. But at implementation level, he seldom made his class interactive. For example, he said, “some topics are not suitable for interaction and my students are also poor in expressing their idea in English.” He added that interaction would be in students’ mother tongue instead of the target the language. This implies T-2 was not sure about the extent and relevance of classroom interaction. This teacher may either undermine the available interaction or expect a perfect interaction from his students.

Interview item four targeted on the teachers’ assessment and evaluation strategies. The question was whether subjects were primarily responsible in the work of evaluation. T-2 showed that he as a teacher had a primary responsibility in evaluation and he also agreed that both self and peer evaluation were practiced rarely because the students were less familiar with these evaluations. The teacher, in this case, was not comfortable with these evaluation mechanisms.

Interview item five was about the kind of approach applied in JSS. T-2 answered that he had been using the integrative approach: teacher-centered at the onset of and at the concluding stage. T-2 suggested “I assist my students in doing activities and it is impossible to exclude Teacher centered instruction from language class.” Thus, T-2 has been using both TCA and SCA in his class.

Interview item six was about whether teachers actually differentiate the two approaches- teacher-centered and student-centered approaches. In addition, this question was targeted on the possibility of excluding either of the approach from the process of teaching.

According to T-2, pedagogically, the two are different in many ways- the former gives a due attention to students’ individual and group interest where the students spent their time doing and discovering information. On the other hand, the former approach considers the teacher as the only source of knowledge. T-2 disagreed with the exclusion of Teacher Centered methods. This shows that T-2 had good perception about the two approaches.

Interview seven was about the classroom opportunities and challenges available in TEFL classes of JSS. In this case, T-2 mentioned each side as:

Opportunities:

- Good text book (texts and design)
- Teachers qualification and experience
- Good library and internet services

Challenges:

- Fixed desks
- Students resistance to instruction
- Lack of devices such as sound recorder
- Low level of students language skills

In T-2 can easily overcome the challenges available if he is qualified and experienced. As a teacher he could have a good power of convincing students' towards learning activities.

Interview item nine was regarding the extent of time used by the teachers in English classes. In this case, T-2 witnessed that he himself was using much more class time while students listen to him or copy from the board silently. He reasoned out that he had to cover the text book in the academic year. This showed that T-2 uses pure student-centered approach.

Interview item ten was about the quality of the newly designed text book with respect to implementing SCA in T-2 classes. According to T-2, the newly designed text book is well designed in general sense, but words used in the text looked difficult for students. The students may not have good skills of vocabulary.

4.2.3 Data Analysis and Interpretation from T-3 Interview

Teacher three (T-3) was one of the subjects in this study. His answers have discussed as follows: For T3, the major roles of a teacher is getting well prepared and delivering the lesson to students. With regard to negotiating with the students and warm up their mind, he confirmed that he had no time to such activity. Thus, negotiation and discussion may be good if more time was allotted to the subject. This shows that the role of the teacher was more of teacher-centered than student-centered.

Concerning the roles and responsibility of students in his class, T-3 said that the students would remain attentive if he wrote notes on the blackboard for his students to copy. According to T3,

students do not want to play new instructional roles than the common lecture. Furthermore, T-3 witnessed that students in his class preferred to be silent learners, because they students had poor academic background such as short of vocabulary, skills of languages and sometimes negative feeling towards learning this foreign language. This indicates that the teacher could not help students to be interactive and creative role in his class.

Regarding the value of interactive learning T-3 responded saying "... to speak frankly, there is very low interaction between and among students." The teacher ascertained that 'if available' the interaction is limited to teacher-student than student-student one. The latter may be true in mother tongue than the target foreign language. This shows that Students were not active in the teacher's class. Therefore, he was teaching in the teacher centered style.

Similarly, for T-3, evaluation is the responsibility of the teachers. He tended to say no student can evaluate him/herself nor one student can evaluate the other, because it can be a source of conflict. In addition, most students trust teachers more than their partners in the role of evaluation. T-3, therefore, was using teacher- centered style of evaluating students' learning.

When asked about the way students learn and the kind of approach he uses, T-3 said teacher centered because students had poor language skills and the textbook is bulky. The possible way he preferred was preparation and explanation by him while students remain passive listeners in class. This response indicates that T-3 did not make students to think, speak and write creatively through individual, pair, and group and whole class interaction. Therefore, T-3 uses teacher-centered approach in his class.

In the views of T3, SCA would be preferable nowadays if and only if students are able to carry out their role in this approach. For this reason, if they thought, spoke and shared ideas in English, it would be student-centered. Since students in his class were unable to do these things, it tended to be difficult to think implementation of SCA in T-3's classes. Thus, although the teacher had good understanding of the two approaches, he could not practice it because of student and text book factors.

The opportunities and challenges available in the implementation of SCA for T3 are as follows:

Opportunities:

- Suitability of the newly revised text book;
- Classroom setting: size, lay out;
- Fair number of students per class (40 to 50)
- Availability of well qualified teachers.

Challenges:

- Students' low language ability for the level;
- Negative attitude of students towards learning in general and learning English in particular;
- Powerlessness of the teacher in managing his classes.

Hence, there were more opportunities than challenges in T-3's classrooms. The teacher was pedagogically oriented and the text book is also suitably designed. However, he thought that he was powerless and the students were not skillful for the level. Thus, these powerful opportunities can minimize the challenges if the teacher had commitment in class management.

- Regarding giving due attention to and respecting students' decision for their benefit, T-3 replied saying "No, students do not know how to be helpful to their own learning, so I usually decide for them." In some cases, however, the teacher reported that he had negotiation with the students regarding matters related to programs such as test schedule, tutorial and make up sessions. Thus, it seems that teacher three had superior feelings towards his students.
- Interview number nine was about the extent of the use of time by the teacher in English language classes. According to the response of T-3, he used much of the time allocated for himself; whereas, most of students remained passive. This shows teacher three frequented used explanation in presenting his lesson.
- In the view of T-3, the textbook is suitable for implementing SCA for it consists of individual, pair, group and whole class activities. But the level of activities and the

volume of the textbook and the time allotted for it seem not to go with the level of the students.

4.2.4 Data Analysis and Interpretation of T-4 Interview

Unlike others, T-4's understanding of his roles seems different. He perceives himself as a facilitator. According to him his facilitative roles are manifested through his explanation of lesson objectives, letting students do individual activities, telling answers to students from the teacher's manual, and correcting students' exercise books. Although T-4 used the word 'facilitator', his practice indicated that he still has a dominant TC style of teaching.

Concerning students roles, T- 4 replied saying, "If I ask them to interact, create, do and report; most of them will not be volunteers." For this reason, T-4 usually refrains from such instructions. The majority of the students were found to be passive listeners and they were waiting for the mouth of the teacher. In short, according to T-4, students' roles were just passive listeners to the teacher.

With respect to the practical advantage of students' interaction in TEFL classrooms in the target T- 4 agreed that interaction has an indispensable advantage if students play their role in his class. However, T-4 said "Frankly speaking, student- student interaction in my class looks very low." He added that most of his students were silent or do some unrelated activities. Although the teacher knows the benefits of interaction, he could not make it practical in his class because of his (T-4's) inability to manage his students.

Regarding, evaluation, T-4 evaluated groups but not individuals. According to him individual evaluation could be true in tests at the end of instruction. He added that self and peer evaluation could not be practiced because of lack of skills and or confidence on behalf of his students. T-4's evaluation system was teacher oriented and students were not able to evaluate their work.

In response to a question related to kind of teaching approach T4 uses, he replied saying, "I mostly explain because students tend to be silent and non-responsive even if I need them do things by themselves." As a result, T-4 preferred to explain language such as vocabulary and grammar but ignored speaking and writing activities. Although he wanted to use SCA, T-4 inclined to use TCA most of the time because of students' limitation towards using the language.

Item number six focuses on if it is possible to use either of the approaches or integrative approaches T-4 told that integrative approach is valuable for better learning. He added “student-centered approach may take much more time than teacher centered.” In order to cover the course it was better using TCA. T-4, therefore, seems to be accustomed in teacher-centered teaching style.

The focus of interview item seven was about the extent of opportunities and challenges available in T-4’s classrooms. He tried to mention some of them as:

Opportunities:

- The distribution of text book for each student;
- The design and contents of the book;
- Teachers are qualified and experienced;
- Classroom environment is comfortable;

Challenges:

- Customs and in TCA;
- Students misunderstanding in SCA;
- Students’ low language skills and knowledge;

This implies that all the challenges are related to custom, knowledge and skill related while the opportunities are more basic so that teachers can clear the road using the opportunities. When asked if he negotiated with students in decision making activities. T-4 witnessed saying “I decide most classroom issues but students can negotiate with me concerning schedules.” This shows that the teacher was dominant over the students in decision making tasks in English classes.

With regard to time distribution between the teacher and the students, T-4 assured saying “I use much of the time because most of my students were not volunteer in extended activities by themselves.” This implies that the teacher could not encourage his students in discovery learning.

As far as T4’s understanding is concerned, the text book fits to SCA. He witnessed that the text is designed with student-centered style. He said, “The newly revised textbook contains activities for individual, pair, and group works. Activities have been designed so as to involve students in

‘learning by doing’ mode.’’ This indicates that the text fosters Student Centered Learning (SCL) than Teacher Centered Learning (TCL).

4.2.5 Data Analysis and Interpretation from T-5 Interview

In the words of T-5, she usually played a role of facilitation. She confirmed this saying:

I usually invite my students to revise, introduce and compare their own work individually, in pair or in small and large groups. Then individuals and group representatives reflect on the larger group or whole class. In some cases, I also used to explain. Finally, I give a brief summary out of class activity and conclude the lesson. In short, I make the environment and the mind of the students comfortable.

T-5, therefore, was using the method that can move students to participate actively – think, do and discover information. T-5 was also asked about item number three to mention the actual roles of her class. She listed the roles of students like revisers, introducers, presenters, questioners, negotiators instead of being mere listeners and receivers of knowledge. T-5 tends to make students think, interact and discover information in the process of learning.

As T-5 reported, evaluation mechanisms vary from lesson to lesson. She said, “Of course, I am one person to evaluate and students can also evaluate each other and one another.” She mean that self and peer evaluations were also practical in her classrooms. Therefore, it implies that the teacher had the democratic approach that she has been giving due respect to students.

Item number five targeted the way students learn in English classroom and the kind of approach implemented. T-5 answered that she has been using both TC and SC teaching approaches. For example, in different stages, she used different methods such as explanation, questioning, and problem solving and debating. The teacher agreed that no single method serves all students equally.

T5 understands of TCA and SCA in English classes is also unique. According to her, “Student-centered teaching provide opportunity to learners to interact while teacher- centered makes students to be receivers of knowledge. It also encourages students to memorize what the teachers says the teacher.”

This implies that the teacher had good understanding about the difference between the two approaches.

Item number seven was about the extent of challenges and opportunities. T-5 mentioned the two as follows:

- Opportunities:
- Classroom setting
- Text book designed
- Cooperative learning
- Library service

Challenges

- Resistance to use text book in classroom
- Rigidity in group formation stage

The opportunities such as cooperative learning and good design of text book help the teacher to ease matters of resistance and rigidity of students in class. The teacher can persuade students so as to use text book and be flexible to classroom management.

When asked about her students’ power in deciding what is important for their learning, she responded saying, “My students are confident to ask and answer in class freely no matter what mistakes they make.” In her case, making mistake seems to be taken as normal in the process of learning. The teacher also assured that she usually takes and uses comments from students. It is possible to say that T-5 has been giving a due respect to her students. Thus, T-5 was trying to apply student centered teaching.

Concerning time distribution during lessons, T5 is of the opinion that both the teacher and students need to be busy in playing their own roles. T5 saying that she was busy in organizing students in the way they do activities; assisting students who need help; following up activities and taking feedback, summarizing and concluding was also additional roles of the teacher. Her

students were also equally busy doing activities such as listening and writing and reading and speaking. Hence, in T-5's class time was being given to activities based on roles to play.

The last question T5 was asked was about the suitability of activities in the newly revised textbook for the implementation of SCA. T- 5 expressed that most of the activities in the textbook are designed from the realities of life. For this reason, students show interest in learning language skills such as reading and writing. "I think the activities are so workable even without the help of a teacher if they know the nature of the activity. Although it is wide and deep to cover in the time allotted, the book is well designed. To conclude, although some teachers complain some aspects of the text book, T5 has positive feelings towards activities in the textbook.

4. 2.6 Data Analysis and Interpretation from T-6 Interview

Teacher T6 was one of the subjects this study. He had first degree and seven- year experience in teaching English in different schools answers could be analyzed and interpreted as follows:

In his response to item one, T6 witnessed that he usually played a role in teaching language skills in class. He explained his role saying, "Most of the time I manage the class and facilitate learning." When asked how he facilitated, he mentioned that he usually makes students do activities and he assists them how to do it. His response shows that he had good concept the practice of the role of facilitation in his class.

T-6 mentioned about the roles and responsibilities of students in his class. He said, my students participate in asking and answering, doing and reflecting in writing and speaking activities based on the instructions and clues given." He also added as students involved in producing and reflecting meaningful information. This indicates that T-6 could involve students in their natural role.

Item three was about the extent of students' interaction in T-6's class. He responded as "some students interact and do activities cooperatively but others learn by merely listening to others." According to T-6, although there was interaction among students, some students kept silent and even tried to divert the normal process. Thus, it is obvious that the teacher could not engage the diverted students towards interactive learning.

Item four was about who evaluate students in T-6 class and whether the teacher used to be dominant in evaluation. According to T-6, students themselves compare their answers and assess their work each other even though he also participant in groups round the desks. T-6 assured as, “I also have the responsibility to give the final decision by collecting peer and self evaluation result.” Thus, this may be a good experience that can be practiced by English teachers in the school.

Item five was about how students learn and which approach has been applying in English classes. T-6 answered “ I most of the time prefer to use SCA, but some pressure from school managers to cover the course and the vastness of the textbook together with time available I obliged to prepare and present grammar and vocabulary.” This teacher agrees that using interactive and participatory learning assists learning although it needs much more time. Hence, the teacher showed misconception that SCA takes much more time than TCA. In addition, the teacher seems to be vulnerable to administrative pressure to cover the course regardless of the objectives of the lesson.

Item six was designed to assess whether it is possible to use teacher-centered instruction together with student-centered one. T-6 tried to answer that the use of approaches depends on the lesson: If the lesson is grammar and vocabulary, it is possible to lecture quickly. If it is reading, for example, it should be done by students themselves and the teacher can assist the one who need help. He was asked whether he use the two approaches simultaneously in a single lesson and answered as “Yes, my explanation can be followed individual, pair and group works based on the kind of skills or language item focused.” T6, therefore, implement an eclectic approach of using approaches. Hence, there is a tendency of using both of the approaches based on the kind of lesson on hand

Concerning the available challenges and opportunities, T-6 mentioned some of them as follows:

Opportunities:

- Classroom setting
- Text book designed
- Cooperative learning
- Library service
- Teachers qualification

Challenges:

- Resistance to use text book
- Rigidity in group formation stage
- Low attitude towards learning English

Here, the challenges are more of emotions such as resistance while opportunities available were more basic. Therefore, teachers can use these opportunities in order to minimize the challenges easily.

Similarly, T-6 witnessed that he was encouraging students to negotiate what to learn and how to learn – asking, disagreeing ideas in class. He, however, tended to say, “Most of my students feel shame and discomfort in oral or written presentation in classroom. They prefer to be abstained from such interactions.” Even if T-6 tries to encourage students’ to think and discover meaning, many of them still found to be less active and participant. T6, of course, tried to apply participatory methods although the majority of his students found to be reluctant in responsive styles of learning language. Hence, T6 could not use various methods to reach the individual and group needs of students.

The researcher asked item nine as “Who do you think use much of the class time in doing activities?” In this case, T-6 tried answer that he uses much of the class time and students also had opportunity unless they hesitate. T-6 continued to say “My work is just introducing, explaining, instructing and following up while students do activities designed in the textbook though discussion in pairs or groups” This informs that both the teacher and students share the time allotted for their own roles.

The last item was referring to activities in the newly revised English text book helps students to think, interact, discover and reflect facts. T-6 answered that the book is designed in student – centered styles in that it demands students’ involvement in learning. He added that students can do activities with little support from the teachers. It invites students than the teacher much of the activities.

4. 2.7 Data Analysis and Interpretation from T-7 Interview

Teacher six (T-7) was one of the teacher in JSS. He had first degree in teaching English and he has served in this school for the last five years. As a subject of this study, his responses can be analyzed item by item as follows:

The focus of item one was to assess the actual role of English teachers in JSS. In this case, T-7 answered that acts as a facilitator. He told the researcher that he encourages individual, pair, and group work in class. “My role, of course, determined by the text book ... the guide tells me what to do and I do accordingly. This implies that T-7 had text based roles, text-centered.

Similarly, T-7 was also asked what role do students have in his class. The role of students in his class varies from lesson to lesson. The lesson invites them what to do. For example, asking and answering; reading and doing, and discussing and reporting. This also shows the teacher’s instructional style was text-centered.

Interview item three was focused on the benefits of students’ interaction in language classes of JSS. T-7 mentioned some benefits of interaction among students: increase students’ confidence; develop creativity and ownership of information, and increase competition among students. T-7, however, noted that many of his students sit idle in class because they need teacher’s talk than discuss with partners. Thus T-7 had awareness about the benefit of interaction in language learning although he could not convince his students towards interactive learning.

T-7 answered about evaluation as “I evaluate my students; it cannot be anyone else. He was asked about the practice of self and peer evaluation. He underlined that self and peer evaluation could be applied in the higher education where learners are matured enough to do so. Otherwise, it may cause disturbance and revenge among students. In case of evaluation, students may trust the teacher’s decision than their own or peer decisions. This indicates that the teacher was dominant evaluator in his class.

Interview item five was about the kind of approach teachers apply in JSS. T-7 answered by saying “... because of the vastness of the text book I preferred to use TCA. The SCA needs much more time than TCA.” According to the experience of T-7, ones he was complained because of using interactive teaching methods such as role play, storytelling and discussions.

Hence, the teacher is actually exposed to external influences such as routine although he had the idea of using SCA.

Interview item six was about the possibility of using integrative approach or not in TEFL classes of JSS. According to the interview to T-7, it was difficult for me excluding teacher-centered instruction from the class. Using both SC and TC instructions alternatively based on the nature of the lesson and interests of students. Thus, thinks that mixed approaches seems to be helpful in language classes.

Interview item seven was asking about opportunities and challenges avails in TEFL classes of JSS. T-7, therefore, listed as follows:

Opportunities:

- Availability of enough text book in the hands of the students;
- Student-teacher ratio looked to be like the standard of Ministry of Education;
- Class rooms size and ventilation.

Challenges:

- Some students were unable to read and write;
- Very few students use the text book in class;
- Low attitude of students towards learning.

Unlike others, T7 mentioned a serious problem that some students could not read and write English at the same time they have low attitude for learning in general. Although effort is needed from the teacher, the value given for learning and for educated should be maximized.

Interview item eight was dealing about the decision power of students in learning activity in the school. The interview with T-7 indicates that only a few students negotiate about their own learning. Most of his students looked careless if whatever lesson was given. “Many of my students are not volunteered to suggest openly.” This hinders the teacher to get feedback about the interest of students. The teacher, therefore, could not persuade his students to be competent learners.

Interview item nine was time share between the teacher and student. In this case, T-7 witnessed that it was more natural if students learn by doing. This, however, may not prepare students for

national examination and students think that teacher centered teaching would be a short cut towards knowledge while student centering could be an indirect learning. Therefore, T-7 was admitted using more class time because of the vastness of the text book and the pressure from school officials. This implies that the wash back effect of national or final examinations affects the way teachers teach and the way students learn.

Interview item ten was about the quality of the newly designed text book to implement SCA in T-7 classes. According to T-2, activities in the newly designed text book invites students to think critically, discover new facts and reflect what they found out. Generally, the text can serve the students if students have relevant language skills for the level.

4. 2.8 Data Analysis and Interpretation from T-8 Interview

Teacher seven (T-8) was one of the teacher in JSS. He had first degree in teaching English and he has served in this school for the last five years. As a subject of this study, his responses can be analyzed item by item as follows:

Interview item one was about the role of teachers. Accordingly, T-8 told the researcher that he has been playing a role of facilitation: introducing, initiating, following up, managing, taking feedback and giving summary. This shows that T-8 had a good practice of student centered approach.

Similarly, item two was the roles students have in class. T-8 said that the major roles of students would be ‘classroom practitioner’, doers, thinkers and reporters. This implies this teacher was trying to make students learn the language through using and doing in class.

T-8 witnessed that he sensed interaction as natural way of learning language and it was also being used by the teacher in his class. “Students become active and participants if I give them a span of time to think, read, talk and write in class.” This shows that T-8 had positive feeling about teaching through interaction.

Item four was to assess English teachers the way they evaluate students in class. T-8 assured that he himself was used to evaluating students’ work and dared to say “Students preferred to be evaluated by their teachers; not by somebody else.” This indicates that this teacher has not been applying self or peer evaluation.

Item five was about the way students learn in their classes. T-8 said that he had been trying to use student-centered approach, however, a number of factors limit me from implementation. The most common ones were the influence of customs of teaching, students' intention towards exam-based learning, low language skills of students and time limit. This shows that the teacher was trying to use teachers focused because of the factors mentioned.

Item six was about the kind of approach being implemented in TEFL classes of JSS.T-8 preferred to apply the eclectic approach instead of excluding one or the other. This indicates the teacher had positive and logical feeling towards approaches.

Item seven was designed to assess classroom opportunities and challenges available in English teaching classes. During the interview the teacher(T-8) mentioned some of the common factors in his classrooms as follows:

Opportunities:

- The good design of text book activities
- Teachers' qualification and experience
- Distribution of text books for each of the students

Challenges:

- Large number of students per class in grade 9 classes;
- Limited contact time assigned for the text book;
- Fixed design of desks.

The challenges mentioned can be solved by the help of opportunities available, because they are more basic than the challenges.

Item eight was about the practice of empowering students' in decision making activities. T-8 said, "Yes, I believe that students have the right to give decision about how and what to learn." T-8 added that students were able to negotiate actively about their learning. Therefore, the teacher was more flexible than being rigid.

Item nine was about extent of time teachers were using in English language classes. T-8 responded that he tried to make students use much of the class time although they have been 'dormant' in class. This implies the teacher was used to use much of the time regardless of facilitating much time to his students. How the teacher sees his students is very low because he

thinks they are dormant. Naturally, no human being is dormant if the teacher touches his/ her life.

Item ten was designed to assess whether activities in the newly text book are helpful to be used by students with little help from teachers side. T-8 responded that activities in the text book are designed to be suitable for pairs and groups work. “Activities make students’ construct words, sentences and paragraphs. This indicates activities in the text book foster constructive and creative learning.

4.3 DATA FROM OBSERVATION CHECKLIST

The purpose of this observation was to assess the classroom practice in implementing student centered approach in English as a foreign language in Jara Secondary. The observation targeted Eight English teachers in the school based on the predesigned checklist.

4.3.1 Analyzing the Background of the Subjects

All of the teachers were native to the local area and had first degree in teaching English. Two of them were prospective graduates for their second degree in teaching English as a foreign language. All, except one, had been teaching English for more than fifteen years. The one, however, had eight-year experience in teaching English. The work load of the majority of the teachers ranged from 18 to 24 periods a week.

4.3.2 Analyzes Data from Observation

Observation item one was designed to assess whether teachers were still using lecturing in teaching English or not as it is indicated in the appendix A. According to the observation made 5(62%) of the subjects tended to use lecturing and teacher-centered. They had been seen explaining forms such as verb patterns and Formats of writing. Some of them were trying to explain reading materials and an ample of words from the passage. The meanings seemed to be dictionary meanings although they had relations to the context. In constructive approach of learning, however, learners need to guess meanings out of texts instead of a mere focus in formal dictionary meanings. On the other hand, 3(37%) of the observed subjects inclined to use student-centered approach: they were found asking students to find out meanings, write their own life story, discuss on local issues and made sentences of their own. In addition, there was a hot discussion followed by note taking and oral presentation. Thus, the observation on this item

indicates that teacher centered approach of teaching still had a lion share in JSS although there is a good beginning of using student-centered instructions in the school.

Observation item two was designed to assess the suitability of classroom setting for students' mutual interaction. As facilitator teachers need to adjust the classroom for the approach he planned to apply (fragment). It was observed that 7(87.5%) of the teachers were found using a teacher-centered style. This indicated that students needed the teacher as the dominant source of knowledge. In other words, the sitting style looked to be more of the traditional teacher-centered approach of teaching and learning. On the other hand, only 1 (12.5%) of the subjects were found to use interactive mode of arrangement so that students had possibility to share ideas from one another.

To conclude, the data implies that there is little practice of making the class suitable for students interactions in most classrooms in Jara Secondary School.

Observation item three was to assess whether the subjects invite students to ask and answer questions to questions raised from different corners of the class. According to the observation 3 (37.5%) of the subjects invited the students to ask and answer questions. The students, however, tended to be silent. In some classes, for example, the lesson was reading three short poems from the text. The teacher introduced the reading text and made them read silently and individually. Almost all students were sitting without a text book or a copy of the text. They did not have the access of reading and understanding the text. During the discussion, only a group of students were responding to teacher's questions. On the other hand, 5 (62.5%) of the subjects did not invited the students ~~in~~ to asking and answering. This majority group had neglected the feelings of the students. In other words, it was difficult to see the subjects in providing enough time to students in asking and answering activities. Hence, the majority of teacher subjects used a closed door policy for students' questions. Even if question were-raised, teachers tried to answer by themselves.

Observation item four was formulated if there was an opportunity to encourage students in activities such as discussion, role playing and debating. In this case, it was observed 3 (37.5%) of the teachers were not encouraging students in interactive classroom activities. or the techniques the teachers used was not a kind that created meaningful interactions among the students.

Whereas, 5(62.5%) of the teachers were trying to involve the students in activities such as discussions. Most of the students, however, refrained from implementing teachers' instruction accordingly. This implies that students are probably unfamiliar to such activities in class.

Observation item five was to assess teachers the extent of using chalk- board in English classes. According to the observations, 4 (50%) of the teachers were using board excessively while students copy forms and word meanings. Hence, half of the subjects were still using a more traditional method of teaching language in classrooms while the other half had better practice in using interactive SCA in their classes.

Observation item six was to assess whether the English teachers encourage students in using the target language throughout the class or not. The observation revealed 6 (75%) of the teachers had little inclination in encouraging students in using English language in class. Something obvious from the observation was the techniques teachers use lack the power in initiating students to use the language with confidence. This majority group was limiting the time and opportunity of using the language in class. On the contrary, only 2 (25%) of the teachers were trying to initiate students in using English language during the observation. According to this observation, Very few students were heard or seen in expressing their idea in the target language. The big question was how language can be learned or taught with little or no reflection with the language under focus. To conclude, there was low experience of immersing of students in use of the target Foreign Language. Thus, teachers seem to be less powerful in encouraging students to use the language in free interaction confidently in the classrooms.

Observation item seven was to assess the extent of implementation of cooperative learning in TEFL class. The observation showed that 5 (65.2%) of the teachers lack a sense of encouraging students in sharing ideas and learn from one another. They were waiting for the teacher as a source of information and revealed a sign of negligence towards their own partners. Whereas, 3 (34.8 %) of the teachers were making the students to help one another in doing class activities. The students, however, tended to be rigid to such cooperation in class. This implied that there was a tendency to be unfamiliar to the act of cooperative learning.

Observation item number eight was designed to assess if teachers use any native language instead of the target foreign language in TEFL classes. The observation revealed that 8 (100%) of the teachers were heard in using completely the English language as the medium of

instruction. Some of them were, of course, used Afan Oromo or Amharic when the thought reasonable. The students, however, were silent and abstained in using English or any other language. A few were breaking the silence in speaking their own mother tongue. This showed that teachers might be well trained and skillful in using English in English language classrooms whereas they could not involve their students in using the language in their classrooms.

Item nine was designed to assess if teachers really provide enough time for activities they provide to students. The observation revealed that only 2 (25%) of the teachers had fair time allotment for classroom activities. Whereas, 6 (75 %) of English teachers did not provide relatively enough time for each of the activities to be done. This implied that the great majority of the teachers snatched time from students and used for their own.

Item ten focused on the extent of question- answer interaction between students and teachers. The intention of the observation was to assess if teachers were tolerant enough until students expressed their questions and answers fully. According to the observation one half 4(50%) of the subjects were found to consume students' ideas and used as a resource information for the class.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter is composed of summary, conclusion and recommendations of the study. Each sections of the chapter have been described in the following procedure. First, the process of the study is summarized and the major findings are made. Second, the major findings are concluded. Eventually, some possible recommendations are forwarded based on the results of the study.

5.1 Summary

The purpose of this study was to assess teacher's implementation of student-centered approach in English classes of Jara secondary school. In order to achieve this objective, the following specific questions were raised in the study.

1. How do teachers in the school perceive student-centered approach?
2. To what extent and ways do teachers implement student-centered approach in their classrooms?
3. What opportunities and challenges are there in English classes?

The data were gathered mainly through questionnaire, observation and interview from all the respondents. The data obtained were analyzed in frequencies and percentages. Based on the analysis of the data, the following summary can be stated.

1. The data gathered about the manner of teachers' perceptions about student-centered approach using the three instruments. As far as the practice of warming up activities, only 25% of teachers tend implement every lessons. Likewise, 38% of students responded that there were little custom of warming up activities from the teachers. In this case, the researcher also practically observed that most teachers did not care for warming up students' mind before moving to the daily lessons. Similarly, interview results indicated that there was little intention of practicing this technique in classrooms. This shows the practice of treating students seemed to be doomed.
2. Concerning the focus of language aspect, 62% of teachers were teaching forms and vocabulary. Similarly 48% of their students approved that teachers were really teaching language structures and meanings rather than skills of the language. Results from interview also showed that their students forced them to focus to the language aspects

that could be asked in examination. This implies that teachers focused on about the language rather than the uses.

3. Only 25% of teachers tried to integrate class room language to life communication and interaction. Similarly, only 8% of their students responded that teachers were showing their effort in linking classroom activities to the actual life of students. In classroom, the researcher observed no sign of localizing activities. Moreover, interviewees were also hesitated the idea of integrating language for life. Teachers did not tend to integrate classroom language to the life of students outside the class.
4. Naturally, language can be acquired though doing and constructing ideas and concepts. The majority (87%) of teachers responded that they made students participant and creative in class and home works; nevertheless, only 28% of students support this idea. The researcher observation results denied this practice.
5. Language skills can be taught better if students interact in pairs and groups. In this case, only 25% of teachers said that they organize students in mixed ability grouping and 26% of students approved this practice. During observation sessions, the researcher did not see any act of trying to organize students based on different ability/need groups. The interview results also assured this reality.
6. Teacher and students negotiation in learning activities while facilitating and doing tasks in language classes. Only half of the teachers informed the researcher that they discuss and negotiate how to teach and how to learn with their students. In fact, only 24% of students assured that they had the right to agree or disagree on teachers' decision. Only few of the teachers were observed that allowing students to express what to learn and how to learn.
7. Experience tells that language helps to solve problem and problem solving helps to learning language. Results of questionnaire showed that only 24% of teachers witnessed that they use problem solving method of teaching. 60% of the students asked responded that their teachers did not often use this method in class. Interview results ascertained that only 24.5% of teachers were familiar to this method.

8. Although 62.5% of teachers dared to say that they allow enough time for students to think, produce and reflect activities by themselves, but 60% of students disagreed this. The researcher could observe when many of the teachers were snatching students' time, chance and ideas and run to the next point. Interview results also indicated that teachers undermined students' ideas and language skills and knowledge.
9. Concerning teaching integrated language skills and sub skills, 62.5% of teachers responded that they teach integrative language aspects in TEFL classes while half(50%) of the students disagreed. Of course, it was observed that most of the teachers tried to teach one skill along with the other. Nonetheless, teachers were still complaining the low background of their students to cope up a number of skills one after the other. For example, reading and then speaking or speaking and then writing.
10. Regarding the introduction of clear objective to students, only 25% of teachers witnessed that they always introduce lesson objectives at the onset of the class. Similarly, only 14% of students shared a common idea. During observation, many of the teachers were heard informing to students in advance.
11. In TEFL classes of the school, only 28% of teachers witnessed that they did not appreciate the opinion of their students. Similarly, 24% of the students responded that teachers sometimes use students' idea. Observation results showed that students were found to be less motivated in giving their opinion even if teachers invite them. The interview result showed students low level of language skills affect them not to be resourceful.
12. As far as the decision power of students is concerned, only 12.5% of teachers always empower students in decision giving activities about their own learning. Only 14% of the students were responded that teachers always involve students in decision making activities.
13. Concerning the idea of students in taking responsibility in learning, only 12.5% of the teachers admit that they were always made students responsible learners.. Similarly, only 12% of the students responded that they always take responsibility for their own learning.

Observation results showed that there seemed to be very low commitment in taking responsibility from students. Teachers were heard that students were careless in doing activities such as homework and class work.

14. Subjects were asked about the practice of self and peer evaluations. In this case, 25% of teachers did not use in method while only 18% of students responded that teachers were always using these methods of evaluations. Interview results indicated that teachers take a lion share of evaluating students work at the same time the students said that they trust teachers, not classmates in the work of evaluation.

15. In TEFL classes, some challenges and opportunities were available. The challenges were related to students' resistance in using textbooks and language skill problems on behalf of students while the opportunities listed were such as teachers' qualification and experience, and classroom setting.

5.2 Major Findings

In this section, the major findings for each of the research questions have been presented in terms of teacher's perceptions, the extent and ways of implementation, and the available opportunities and challenges of Student Centered Approach in TEFL classes of Jara secondary School.

5.2.1 Teacher's Perceptions to SCA

The analysis of the data signifies that most of the subjects of the study have perceived student-centered teaching negatively, because they sensed that SCA needs longer time than teachers' direct presentation. According to them, TCA is a 'shortcut' to cover the course. Others were found to be positive to SCA even though they could not implement on account of classroom factors. In both cases, the implementation of student-centered approach of teaching English in the school appears to be very low.

- Some teacher-participants pointed out that most of their students had been dormant in activities such as discussion.
- Teachers viewed SCA as a means to develop misconceptions among students in addition to the time and energy it demands.
- Some respondents had a tendency to say that students could be benefitted from a well prepared teacher than their classmates. Similarly, students indicated that teachers who

had little preparation would use SCA rather than TCA. Some teachers ascertained that their students have been complaining them for wastage of time as they tried to implement SCA.

- Most respondents had low level of perception in teaching language skills interactively; The majority of the teachers shared a common idea that students low language skill in thinking and discovering information

5.2.2 The Extent and ways of Implementation of SCA

The analysis of the data disclosed that the extent of implementation of SCA was found to be low. During the class observation, most teachers were talking while students were ‘listening’ or copying from the board. The data from teachers’ questionnaire indicated that they use SCA most of the time while results from interview and students’ questionnaire revealed that the extent of implementation of this approach seems to be low. Therefore, Teacher-centered teaching is still dominant over Student-centered one.

This data showed that the practice of student-centering varied as indicated in the analysis of the data as:

- Most teachers were unable to manage students in student-centered approach. This means the majority of the teachers tended to have low level implementation of Student-Centered Method while the teacher-centered approach has still a lion share.
- Most of the teachers found to be less powerful in encouraging students in doing and learning the language in classes.

There was high gap among teachers in using brain storming activities and introduction of objective of the daily lesson.

- Most teachers seemed to be careless in organizing students into different groups based on their ability and special needs. The only sitting arrangement was traditional teacher fronted style.
- The great majority of teachers found snatching time and chance from students. Similarly, half of the teachers have not been using students’ ideas as a resource for the class.

- More than half of the teachers provided students little time to think, do and discover information. This means students were mere receivers of facts from the teacher without being involved in activities by themselves.

5.2.3 Opportunities and challenges in Classroom

The fourth question was about opportunities and challenges available in English classes of JSS. The analysis approved that there were both opportunities and challenges peculiar to classes in the school.

Some common opportunities suggested by teachers and students could be listed as follows:

- The classrooms were well furnished and appealing;
- All English teachers were well-qualified and experienced;
- The ratio of student-textbook was one to one
- the ratio of teacher-student was fair (like the standard)
- Desks were movable;
- Plasma programs were functioning.

Some common challenges in classrooms as suggested by most subjects were:

- Most students' was found to resist the rule of using text books in classrooms;
- Low background skills of students in individual, pair, group and whole class activities;
- The volume of the text to cover in the time allotted;
- Some students lacked interest in learning in general.

5.3 Conclusions

The findings from teacher and student participants revealed that there is attitude gap among English teachers towards student-centered approach. The majority of the teachers have negative attitude towards the approach while the minority of the teachers think that SCA is much more advantageous than SCA in Jara Secondary School. Teachers who are negative and positive have had various reasons:

A. The negative viewers suggestion

The negative viewers suggest that using Student- centered approach wastes the time allotted for students' opinion instead of learning tangible information. In addition, students may be troubled in identifying the opinion from the facts.

- Most of English teachers in the school think that students develop misconception from interactive learning.
- Student-centered could be practical in teaching non-foreign language where students get a chance to contact with native speakers.
- Some teachers still see their students as receivers of knowledge.

Positive viewers towards SCA and Students in class suggested that SCA make students participant and responsible learners. They believe that it saves time and provide more responsibility to students themselves. Mistake is considered as part of learning; students considered to be sources of knowledge.

The tendency of teachers in using teaching methods must be limited to teachers' talk regardless of consulting students' actual needs. Teachers also think that an individual need is endless so that it is difficult to design as many methods as possible to fit individuals and groups interest.

In the school, the opportunities available can foster student-centered teaching while the challenges mentioned can easily be controlled if the teachers have a willingness to practice SCA in his class.

5.4 Recommendation

Based on the conclusions stated above, the following recommendation can be given:

- Experience sharing programs should be developed in JSS;
- Training must be given to teachers based on the newly revised textbooks. More emphasis should be given for the pedagogy of teaching English as a second language;
- Students must be oriented and form classroom/school regulations to use teaching materials in classrooms;
- Quality training (pedagogical and psychological) should be given to teachers by teacher-training institutions so as to minimize professional gap among teachers.
- Primary school English language teachers should be supervised the way they teach this second language.

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Appendix A

Adama science and Technology University

School of Humanities and Law

Department of English

1. Classroom Observation Checklist

The Main objective of this observation is to assess Teacher's Implementation of Student-Centered Approach (SCA) in English classrooms at Jara Secondary school. It focuses on teachers' perception of implementing student-centered approach, kinds of methods they use, and extent of using this approach. Furthermore, the challenges and opportunities they face is also observed.

A. General Information

Direction 1: Write the correct response in the space provided bellow.

- Name of the School _____
- Grade _____ Section _____
- Number of students in the class _____
- Topic _____
- Date _____
- Time _____

B. Main Body of the Observation

Direction 2: the researcher reads each item as he observes and responds carefully by checking statements. The researcher (observer) needs to put ‘√’ mark honestly under “yes” or “no” columns. If comment is needed, it will be given under the provided space.

No	Indicators	yes	no	Comment
1	The teacher lectures most of the class time			
2	The teacher arranges the classroom in a way that it is easy interaction.			
3	The teacher invites students to ask questions, provide answers.			
4	The teacher encourages discussion in classroom.			
5	The teacher uses chalk and board to the maximum			
6	The teacher encourages students to use English in classroom.			
7	The teacher makes students work in cooperative learning style.			
8	The teacher uses the native tongue excessively as he/she teaches English.			
9	The teacher allocates more time for student's practice			
10	The teacher tries to answer questions before students try first			

Source: Nadeen.,M.(2013)

Appendix B

Adama Science and Technology University

School of Humanities and law

Department of English

2. Questionnaire for Students

The purpose of this questionnaire is to assess students' judgment on English teachers' activities with respect to their implementation of Student-Centered Approach in classrooms at Jara Secondary school. Thus, as one of the main role players in your classroom, you are politely requested to respond to the questions in all the three sections: the general instruction, the background information and the body of this questionnaire. Your response only serves for the purpose of the study and confidentiality will be kept.

Thank you in advance!

A. General Information

- Please do not write your name on any part of this questionnaire.
- You are requested to read carefully and individually and do accordingly.
- Thank you for returning back this paper soon as you completed it.

B. Background Information

- Please write the correct information about yourself.

Name of the School _____

Grade and Section _____

Rank in class; _____

Date: _____

C. Main Body of the Questionnaire

You are politely requested to read each statement about your teacher carefully and quickly, and rate it by putting a “√” in one of the columns indicated.

Note:

1= not the characteristic of my teachers

2 = sometimes practiced by the teacher in class

3= Common in classroom

4= always practiced in classroom

No	Teachers Activities	1	2	3	4
1	Warms up the students' mind before moving into the main lesson.				
2	Helps students to manipulate and practice specific language features.				
3	Assists students in how to use language skills they need in the real world.				
4	Make the process of learning active and enjoyable to students.				
5	Forms mixed ability groups in class activities.				
6	Involves learners in sharing information.				
7	Involves learners in problem solving and coming to solution.				
8	Allow students to think and use the language in class.				
9	Treat one language skill along with the other ones(integrated)				
10	Introduces clear objectives that learners will be able to do as they learn.				
11	Utilizes the students as a source of information.				
12	Allows the students to choose in what or how to do their work in class.				
13	Tries to make students risk-takers in their learning.				
14	Consults students to share their ideas in planning a lesson.				
15	Facilitates students to self and peer evaluations systems.				

Adapted from C

APPENDIX C

Adama Science and Technology University

School of Humanities and law

Department of English

3. Interviews for Teacher

Dear responder:

The purpose of this interview is to assess Teacher's Implementation of Student- Center Approach in Jara Secondary School. You are requested to provide your genuine response based on your experience in teaching English in this school. The information you provide will be used for the objectives of this study.

Thank you for your punctuality!

Personal Information

Direction 1: Fill up the following blank spaces based on your personal information.

Qualification _____

Teaching/work experience _____

Grade level: _____

Teacher's Name: _____

Direction 2: Please, try to respond and justify the following questions based on your experience in implementing of Student- Centered Approach in your English classroom.

1. What do you usually consider in the planning stage of SCA your lesson? What about at the beginning, middle and ending stage?
2. As a professional English Language Teacher, what are you major roles in teaching English in your classrooms?
3. What roles do students have in your classes? Are they flexible or rigid to your facilitation?

4. Do you feel that students' interaction and discussion benefits your lesson in class? Why or why not?
5. Are you primarily responsible for evaluating students' work? Do you feel that this is the best way?
5. How do students learn in your class? Which approach do you usually apply? Why and how?
6. How do you differentiate teacher-centered approach from student-centered ones? Is it possible to apply the two approaches interactively?
7. What opportunities and challenges are there in implementing student-centered approach? How does the challenge affect SCA? How the opportunities foster SCT?
8. Do you believe that students are capable of making decisions about what to do with their class time? Can you mention some of the examples that students make decisions?
9. Who do you think use much of the class time in doing activities? You or your students?
10. Do activities in the newly revised text book help you in implementing Student-Centered Approach?

Adapted from Susan Pederson (2002)

Appendix C

Adama Science and Technology University

School of Humanities and law

Department of English

4. Questionnaire Filled by Teachers

Dear Respondent:

The purpose of this questionnaire is to assess teachers' implementation of Student-Centered Approach in English classrooms in Jara Secondary school. The focus would be teachers' perception, kinds of methods and extents of implementation. In addition, challenge or opportunity is the focus of the study. This questionnaire has four parts: the general information and the background information, and teachers' characteristics in teaching English in your classrooms. Some open ended questions are also available at the end. The information provided will only be used for the purpose of the study. Thus, as one of the main role players in your classroom, you are politely requested to respond genuinely to issues indicated below.

Thank you in advance!

A. General Instructions

Direction1. Read the following instruction before trying to respond items.

- Please do not write your name on any part of this questionnaire.
- You are requested to read carefully and individually and do accordingly.
- Thank you for returning back this paper soon as you completed it.

B. Background Information

Direction 2: Fill up the following blank spaces based on your background information.

Name of the School _____

Grade and Section: _____

Number of periods per a week:

Direction 3: In one of the columns against each statement, put a “√” mark to show the extent of your classroom practice in implementation of teaching English

Note: How often do you do activities indicated in the table based on the following scale?

1 = never

2 = sometimes

3 = usually

4 = always

No	Teachers Activities	1	2	3	4
1	I warm up the students' mind before moving into the main lesson.				
2	I help students to manipulate and practice specific language features.				
3	I assist students in how to use language skills they need in the real world.				
4	I try to make the process of learning as active and enjoyable as possible.				
5	I form mixed ability groups in class activities.				
6	I try to Involve learners in sharing information one another.				
7	I facilitate and involve learners in problem solving activities in class.				
8	I allow students to think and talk about the language in class.				
9	I treat one language skill along with the other ones (integrated).				
10	I introduce clear objectives that learners will be able to do as they learn.				
11	I see my students as a source of information.				
12	I allow my students to choose in what or how to do their work in class.				
13	I try to make students risk-takers in their learning.				
14	I consult students to share their ideas in planning a lesson.				
15	I help my students to self and peer evaluation systems				

Adapted from CPD (2004)

Direction 4: Respond to the following questions based on your implementation of student centered approach in your class briefly.

1. Please list down some classroom challenges that hamper the implementation of student-centered approach in English classrooms.

2. Please mention some of the opportunities in implementation of student centered approach in your classes of Jara secondary school. What good things can help you in implementing Student Centered approach in English class?
