



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROIGRAM

**ASSESSING THE IMPLEMENTATION OF STUDENT CENTERED
METHOD IN TEFL: THE CASE OF GRADE 10 STUDENTS OF DENG
HIGH SCHOOL**

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**ASSESSING THE IMPLEMENTATION OF STUDENT CENTERED
METHOD OF TEFL: THE CASE OF GRADE 10 STUDENTS OF DENG
HIGH SCHOOL**

A Thesis submitted to the School of Graduate Studies

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Acronyms

CLT: Community Language Learning

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

USAID: United Nations“ Agency for International Development

ABSTRACT

The main objective of the study was to assess the implementation of student centered method of teaching EFL by English teachers of Denge high school in case of grade ten (10) students. In order to achieve this objective, eighty-four (84) students from the total of five hundred sixty (560) students were randomly selected and the existing six (6) English teachers of the school were taken as they were as sample of the study. As far as the issue of getting sufficient and reliable data for the study is concerned the researcher used class observation, questionnaire, and interview as major tools of data gathering. The data obtained from these tools were analyzed both quantitatively and qualitatively as descriptive research design was used. Therefore, quantitative and qualitative research methods were used for this study.

Accordingly, the results of the data indicate that student centered method of teaching EFL in the school is poorly implemented. This is because, the effective techniques of learning suggested by different scholars for implementing or promoting this method of teaching during different stages of English lessons are not sufficiently and frequently practiced by the school teachers and students. The findings also show that large class size, unsuitable classroom arrangement, inappropriate organization of materials, students' unwillingness and level of competence as well as teachers' and students' perception on using student centered method of teaching are some of the major impeding factors for properly implementing student centered method of TEFL.

Finally, based on these findings, the possible recommendations on how to alleviate the factors were drawn and presented by the researcher.

CHAPTER ONE: INTRODUCTION

This chapter contains main components such as background of the study, statement of the problem, research questions, and objective of the study, significance, and delimitation of the study. Each of the components is presented with their brief and clear descriptions as follows.

1.1 Background of the Study

The implementation of active learning method in teaching and learning process plays a central role in maintaining the desired quality of education demanded for once nation for the producing active citizens. However, each method of teaching is governed by different learning theories. Accordingly, active learning method, also known as student centered method of teaching is a method which is influenced by different theories of active learning. Thus, Constructivism is one of the theories behind active learning method. This theory was developed by Jean Piaget around 1996. According to Piaget's social constructivism theory learning is a mechanism by which knowledge is internalized by learners. Furthermore, the main idea of constructivism is stated by SED Letter (1996, online) as follows:

Constructivist's central idea is that human learning is constructed, that learners build new knowledge up on the foundation of previous learning, this view of learning basically opposes with other view in which reception, not construction, is key. Learners construct new understandings using what already know. There is no tabula rasa on which knowledge is etched. Rather learners come to learning situations with knowledge gained from previous experiences: [Http://www.sedl.org/pubs/sedletter/vogno3.practice.ml](http://www.sedl.org/pubs/sedletter/vogno3.practice.ml).

The implication of the above discussion is that learners no passive receiver of information presented to them by their teacher. Rather, they have their own determinant roles in the process of learning as constructivism supports the active participation of students. (Brown, et al. ,1989; Ackerman, 1996 cited in Wikipedia) also confirms this idea viewing learning as active process where learners should learn to discover principles, concepts, facts by themselves for themselves.

Accordingly, individual learners make meaning from active interactions with each other and their environment. The main concept of this theory, therefore, is knowledge is a product of humans and is socially and culturally constructed. According to this view, students are supposed to be able to value their learning and make learning meaningful through their active participation.

McCaskey et al. (2001) and Yulew (2004:19) also supports this view as follows:

... an individual learner better and gets the most out of the total process of education, when education is meaningful to him/her and he /she values learning, as well as when he/she actively participates in the process of learning. Learning does not take-place when the learner is passive recipient of information presented by the teacher.

The demand for active learning which intends learners to be active participants in the course of learning and decision-making process emerged since 1960's being influenced by constructivist view of learning. Moreover, as (Tudor, 1960), the desire for a means of language teaching more responsive to learners' needs, and thus, more learner centered has been a consistent feature to both writing and practical experimentation in language teaching since the aforementioned year/period. Then, an active participatory learning as a method lied its foundation on different language teaching trends such as communicative language teaching, learning strategy research, humanistic language teaching, etc. during this period.

Communicate Language Teaching (CLT) is, therefore, one of the active learning methods which was originated in the mid-1960s for the realization of the development of student centered approach method of teaching. This method could come to exist as it got a preference over the traditional methods of teaching as audio lingual method, grammar translation method, etc. According to Tudor, (1996), this method was preferred by the people and academicians of the time due to its more flexibility and responsiveness in students' real-world communication needs.

In this way, CLT plays its own role in the development of active learning method.

As already discussed above, learning strategy research is another type of active learning method /student centered method of teaching. As (Tudor, 1996:11), "...Learning strategy research is another active method of learning which attempts to listen to learners and to use learners' own

insights and preference to shape language teaching practice.” This means, teachers regularly assess what and how learners need to learn in the class and modifies his/her contents and ways of teaching. Thus, teacher is always in search of an individual learner’s needs in the course of teaching and learning process.

Humanistic language teaching is also the other mode of active learning or student-centered method of teaching which includes community language learning, Total Physical Response, Suggestopedia, and Silent way that have played significant roles in the development of active learning method /student centered approach of teaching (Tudor, 1996).

According to scholars of constructivist theory of learning, the development of active learning method to language teaching is not a product of single school of thought. Thus, the desire for realizing quality of education in Ethiopia started since 1990s (Deneke ,2009). This intention was with the objective of making students active participants in their academic performances and decision-making process. To confirm this idea is further confirmed by New Education and Training Policy (1994) and the Education Training Policy and its Implication (2002). Furthermore, the Ethiopian government has aimed at employing active learning methodologies to bring quality education parallel to the rapid expansion of education system with the believe that adapting interactive teaching methodology can be effective for improving the students’ learning (USAID 2007:1 cited in Deneke;2009).

1.2 Statement of the Problem

Implementation of student centered method of teaching or active learning method requires more of the involvement of both teachers and learners in the process of learning than traditional method of teaching which assumes teachers as the only responsible bodies for learning to happen. In line with this, (McCombs and Whistler, 1997; Tudor, 1993) have stated that in a learner centered method of teaching, students are able to be more active and participant than in the usual traditional, teacher centered method. According to the aforementioned scholars, the main role of the teacher in student centered method of teaching is to facilitate the process of teaching –learning process through considering an individual learner's needs by being in charge of implementing the curriculum and influencing students’ learning. This means, active learning involves learners in doing things and thinking about the things they are doing. On other hand, the role of the teacher

here is only to monitor the process of teaching and learning to achieve the desired behavioral changes of learners rather than teaching them dominantly.

Accordingly, the current Education Policy Statement of Ethiopia, (1997) aims to employ learner centered method of teaching, also named as active learning and problem-solving approaches in all of the schools in every part of the nation by replacing centering learning on teacher with centering learning on learners. Thus, the new curriculum requires teachers to implement active teaching-learning methods in the classroom. However, researches conducted by some local researchers indicated that the actual practice of this new instructional method (student-centered approach) is not practically prevailing in many primary, secondary, and tertiary schools of the country. For instance, research conducted by Amare and Temechehn (2002) on how studentcentered method of teaching is implemented at Ethiopian schools reveals the improper implementation of the method due to teachers' reluctance to accept the method, students' academic background problems, inappropriate organization of instructional materials, large class size, students' and some teachers' low awareness on the benefits of using the method. Similarly, the findings of the study by (Yalew, 2004) confirm the above findings stating that the traditional method of teaching is highly practiced in many Ethiopian schools. This indicates that most of teachers are still dominating the overall learning process in the secondary level of Ethiopian education and students are passive recipients of the information presented to them by their teacher. Thus, they wait until they are told to do something, expecting a lot from their teachers.

In line with this idea, (Ornstein, A.C, and Hankins, 2004 cited in Demeke, 2009) pointed teachers and students related factors that students may resist a particular innovation in instructional strategy if it fails to meet their ability, attitude, interest, aptitudes, values, and their life experiences. These are some of the impeding factors related to learners according to Ornstein. These researchers also investigated factors related to teachers. Accordingly, some teachers disregard or resist the innovative pedagogical practice if it challenges their current understanding and outlook. Similarly, they added that lack of teachers' knowledge on the latest innovative technology can be another factor for teachers' resistance towards using it. In addition, the aforementioned researchers also state factors related to instructional materials such inadequacy of authentic and encouraging materials, inconsistency of text book, and other related instructional materials can have negative influence on the implementation of active learning method the result of which can bring low quality

education or poor students" academic achievement. The findings of the local researchers stated in the above paragraphs less or more confirms this fact.

In the same way, the researcher of this study identified that most of grade 10 students of Denge high school students are extremely passive in their English classes. Majority of them even including some of the top students fail to express their idea freely in English. Many of the students" family on other hand bitterly talk that their children are highly poor in English. Even, some of the students sometimes feel sorrow that their English skill is worst. All of the school teachers in the same way always warmly speak and discuss about this problem among themselves and with other concerned bodies like the school director, supervisor, and other academic experts working in the education office of the district. Not only to the school teachers, the problem also become the daily question to many of the students" family. Thus, the researcher as EFL teacher thought this problem may be related to the instructional methodology employed by English teachers and students of the school and inspired to conduct this study to assess what method of teaching is usually used in EFL Classes in the school.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of the study is to assess the implementation of student centered method of teaching EFL to grade 10 students of Denge high school.

1.3.2 Specific objectives of the study

In line with the above general objective, the specific objectives of the study are:

1. To determine the degree to which the student-centered method of teaching EFL is implemented in grade 10 students of Denge high school.
2. To point out the techniques that are frequently used by teachers and students in grade 10 EFL classes.
3. To investigate if there are impeding factors for the proper implementation of the student Centered method of teaching EFL in the aforementioned class.

1.4 Research Questions

In order to successfully meet the objectives of the study the researcher will ask the following questions:

1. To what extent student-centered method of teaching EFL is implemented by the English teachers of the school in teaching grade 10 students?
2. What are the techniques of promoting student-centered method of teaching EFL frequently used by the teachers?
3. What are the factors that affect the proper implementation of this method at the school?

1.5 Significance of the Study

As the main objective of the study is to assess the implementation of student centered method of teaching English as a Foreign Language to grade 10 students of the school, the result of the study is belied to have the following benefits:

First, it may help the school teachers recognize the current status of implementation of student centered method of teaching in their school. Second, it may address the potential factors that may impede the implementation of student centered method of teaching in EFL classes of the school. Third, it may help the concerned educational experts in the district and other levels as input for doing their best to alleviate the problem. Fourth, it can improve the students' motivation in EFL classes in addressing the problems related to the students' low participation to the concerned bodies so that can work on solving the problems. Finally, it may be used as a reference material by other researchers who will make further study in the area.

1.6 Delimitation of the Study

In order to successfully complete it, the researcher confined the study to grade 10 students of Denge high school even though there are other secondary schools in the district. There are 560 students of grade ten in the school. Among them, the researcher took only eighty-four (84) students as a sample of this study. Moreover, the researcher had chosen this school for this study for the reason that he knows about the problems in the school in depth. This is because of his proximity to the school and his close relationship with most of the school teachers. As a result of this, the researcher

could understand that most of the students are inefficient in English as a subject and in using it as medium of instruction. Thus, the researcher believed that this problem may be related to the kind of the instructional methodology frequently employed by the teachers and confined his study to assess the implementation of student-centered method of TEFL in the school.

1.7 Limitations of the Study

As the problem of student centered method of teaching concerns not only teachers and students, but also other bodies such as the school directors, supervisors, and other educational experts in the district, it would have been better if they had been involved giving data regarding the problem. The researcher used only teachers and students of the school as the respondents of the study to be able to manage the study on time scheduled. Therefore, there could be other important and relevant data left with these bodies. This may be the limitation of this study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter is a review of related literature about the topic. It provides a theoretical background on the concept of the implementation of student centered approach method of teaching EFL. Accordingly, this chapter contains the following headings: the definition of student centered/learner centered method of teaching, theories of student centered method of teaching, teachers-related factors, students-related factors, the role of the teacher to help the students, the role of the students to help themselves, the learning environment related-factors, and the teaching-learning materials related factors are presented in this chapter.

2.1. Student Centered Method of Teaching

The term student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. To accomplish this goal, schools, teachers, guidance counselors, and other educational specialists may employ a wide variety of educational methods, from modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught in a school.

Because “student-centered learning” has broad implications, and the term may encompass a wide variety of potential instructional strategies and academic programs, it may be difficult to determine precisely what the term is referring to when it is used without qualification, specific examples, or additional explanation. In some cases, the term may have a very specific, technical meaning, but in others it may be vague, undecipherable jargon. For example, some educators use the term synonymously with “personalized learning” (and related terms), while others see personalized learning as one aspect of student-centered learning, but not a synonymous term or concept. For these reasons, it is important to investigate precisely how the term is being used, and what it is referring to, in a specific educational context.

The term student-centered learning most likely arose in response to educational decisions that did not fully consider what students needed to know or what methods would be most effective in facilitating learning for individual students or groups of students. For example, many traditional

approaches to schooling could be considered “school-centered,” rather than student-centered, because schools are often organized and managed in ways that work well for organizational operations, but that might not reflect the most effective ways to educate students. For example, it’s far more manageable - from an institutional, administrative, or logistical perspective - if all students are being taught in classrooms under the supervision of teachers, if they are given a fixed set of course options to choose from, if they all use the same textbooks and learning resources, or if their education unfolds according to a predetermined schedule.

Advocates of student-centered learning want to challenge or overturn many common organizational or instructional tendencies in schools by making student learning the primary objective i.e., all considerations that do not in some way improve or facilitate student learning would become secondary (or lower) in importance. The basic rationale is that schools should be designed to enhance student learning, not improve organizational efficiency.

Dating back to the 1930s, if not earlier, American educators have used the terms “teacher centered” and “student-centered” to describe two distinct approaches to instruction. Teacher centered typically refers to learning situations in which the teacher asserts control over the material that students study and the ways in which they study it i.e., when, where, how, and at what pace they learn it. In classes that would be considered teacher-centered, the teacher tends to be the most active person in the room and do most of the talking (e.g., by lecturing, demonstrating concepts, reading aloud, or issuing instructions), while students spend most of their time sitting in desks, listening, taking notes, giving brief answers to questions that the teacher asks, or completing assignments and tests (for a related discussion, see direct instruction). In addition, in teacher-centered classrooms, teachers may also decide to teach students in ways that are easy, familiar, or personally preferred, but that might not work well for some students or use instructional techniques shown to be most effective for improving learning.

In contrast, student-centered typically refers to forms of instruction that, for example, give students opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, explore topics that interest them, and generally contribute to the design of their own course of study. Additionally, student-centered instruction is often associated with classrooms that feature desks arranged in circles or small groups (rather than rows of desks that face the teacher), with “self-guided” or “self-paced” learning, or with learning experiences that occur

outside of traditional classroom settings or school buildings, such as internships, apprenticeships, independent research projects, online classes, travel experiences, community service projects, or dual-enrollment courses, for example (for a related discussion, see learning pathway).

Education researchers and historians have found that teacher-centered instruction has been the dominant mode in American public schools for more than a century, and evidence suggests that only a small fraction of instructional settings in American public schools could be considered authentically “student-centered” (though a greater proportion of teachers might describe their approach to instruction as “student-centered”). They said some aspects of student-centered instruction - such as the arrangement of desks into circles or small groups, or assignments that allow students to choose their own reading materials - have been widely adopted by teachers. In many cases, the typical instructional setting in public schools likely features a blend of teacher centered and student-centered approaches. While student-centered learning has sometimes been criticized as a fuzzy concept that refers to a vague assortment of teaching strategies, or that means different things to different educators, in recent years some education reformers and researchers have sought to define the term with greater precision. While the definition of the term is still evolving, advocates of student-centered learning tend to emphasize a few fundamental characteristics: Teaching and learning is “personalized,” meaning that it addresses the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Students advance in their education when they demonstrate they have learned the knowledge and skills they are expected to learn (for a more detailed discussion, see proficiency-based learning).

Students have the flexibility to learn “anytime and anywhere,” meaning that student learning can take place outside of traditional classroom and school-based settings, such as through work-study programs or online courses, or during nontraditional times, such as on nights and weekends. Students are given opportunities to make choices about their own learning and contribute to the design of learning experiences.

2.2. Theories of Learning

Learning theories have great thing to do with the type of teaching we employ in our day to day teaching learning process, because, different method of teaching is influenced by different learning theories. The issue of learning theory raises the important questions as: How learning occurs? And how learners can understand something new? These questions were being raised by different

ancient philosophers before the emergence of experimental psychology at the end of 19th Plato (ancient Greek Philosopher) and Lock (British Philosopher) are among these philosophers whose views attempt to answer these questions differently. Thus, Plato views knowledge as innate, it exists in mind at birth and learning is simply a passive process in which impressions are made upon mind whereas Lock views learning in opposite way Plato views. According to Lock, learning is somehow more active process and human infant is born with certain biologically performed abilities. Based up on these ground the following basic learning theories could be formulated.

2.2.1. Behaviorism

This is one types of psychological theory of learning which inspires to study changes in the manifestation of behavior. This learning theory has been developed by B.F. Skinner (1957) in order to alleviate the limitations of classical learning theory which fails to describe the important aspects of learning such as critical thinking and problem solving (Philips D.C.1991 cited in Deneke (2009). According to this view, learning occurs when elective reinforcement of individual's response to the events which occur in the environment and learners repeatedly gives specific observable desired responses to questions. The central idea of this theory is that learning is habit formation that is obtained from repetitive practice, drilling, and memorization of something. Thus, learning is a passive process of receiving something through applying the aforementioned activities. Behaviorism has application in teaching and learning of second language. Accordingly, this is a theory behind the development of traditional method of teaching such as audio-lingual and grammar translation method (Jonassen, 1991). But, it also laid foundation for the introduction of active learning method in such a way that at least it developed the idea of critical thinking and problem solving.

2.2.3Cognitive

Cognitive is another theory of learning which came to exist due to the drawbacks of behaviorism. According to (Eggen et al; 2001 and Sands, 1997), cognitive is a theory that views learning as active interaction of learners with the environment to construct their own development. Dewey, (1859-1952) and Philips (1991) are also the popular proponents of this approach. According to them, thinking in nature and problem learning are stimulated by problems that the learners are interested in solving in the real world. Piaget, (1896-1980) suggested that learner learn better when

they can actively invent knowledge through inquiry and experimentation rather than passively acquiring facts thought to them by teacher. Thus, learning is a purposeful and active process by which learners process and manipulates the information obtained as a result of interaction he/she made with the environment, but sharply not a simplistic and observable change of behavior that heavily dependents on the control as well as guidance of teacher.

According to the above description, cognitive view of learning is classified in to two: One is innatist perspective. It is a cognitive view of learning which sees learning as all in the mind. This means, individual learn from all what exist in his/her mind rather than interacting with the environment. Naom Chomsky is one the popular proponent of innatist perspective. As to him, human language is fundamentally innate and that the same universal principle underlies all of them. He argued children are biologically programmed for language and the language develops just in the same way other biological functions develop. The second, sub view of cognitive is interactionist. According to this view, learning is both from inside and outside. Which means, learning occurs when learners make interaction with the environment by connecting what they have in their mind to what they observe from the existing environment.

2.2.3. Constructivism

Much about this theory was discussed in the first chapter of this paper. However, let us again see only main points about under this chapter. Thus, Constructivist theory of learning is theory which views learning as an active process whereby learners invent new knowledge by making social interactions (John Dewy and Vygotsky (1952). According to Vygotsky, constructivist has applications in the acquisition of second language. That is, language learners acquire language when they collaborate and interact with other speakers. He also added that learning by talking is another application of social constructivist theory in the learning of second language. In confirming this idea, (Collins, G., 1995; USAID, 2007) states the social constructivists' conception of learning as follows:

Communication among students (discussion, argumentations, inquiry teaching, brainstorming), information transmission (reading, lecture, new media), problem solving (a step by step approach to reaching solutions, apparent ship, projects), training (drill, rehearses, practice, programmed instructions, homework), evaluative performance and recitation and testing.

2.3. Factors That Affect the Implementation of Student Centered Method of TEFL

Since active learning method is innovative in its nature there are various factors which enhance or impede the practice of the method in the realm of teaching- learning. These factors may be of human and non-human.

2.3.1. Human Factors

In the course of educational process, it is likely for various stakeholders to take part. These may include teachers, students, administrators, parents, etc. Duly these participants may have an impact in the classroom instruction. More importantly, as the immediate participants both teachers and students are likely to affect the implementation of active learning methods in the classroom.

2.3.1.1. Teachers

As (Ornstein, A.C. and Hankins, P.F. 2004) asserted, teachers usually have not been able or willing to keep up with scholarly developments. They have not stayed abreast of the knowledge explosion, which would allow them to feel committed to curriculum change and the implementation of new programs. For instance, teachers often view change as simply signaling more work- something else to add on to an already overloaded schedule for which little time is allotted. Similarly, many teachers tend to disregard available evidence regarding no curricular or pedagogical practice if it challenges their current understanding and outlook. Moreover, lack of knowledge on the latest innovative instructional strategies can be another reason for teachers „resistance towards it. Sometimes they know about the innovation, but they may refuse to use of in guiding their actions. In confirming the above discussion further, Tudor, I. (1996) identifies some factors which are likely to influence the practice of learner centered method in language teaching as follows:

The degree of mismatch between the teachers' own beliefs (or‘ theory') about the language learning and those implicit in the method he/ she is dealing with. The other factor derives from the teacher's affective reactions to the method, which may be either positive or negative. For instance, a given method may activate negative feelings linked to the teachers own language learning experience, or possibly to unpleasant experiences in his/her training period or early in his/her career. Here the opposite is equally possible, and the teacher may feel loyalty and affection towards a mode of

learning which he/ she enjoyed and which has served her well and/ or has generated good results in the teacher's career.

Interaction between the teacher's own psychosocial and cognitive traits and those which are implicitly favored by the method is also the most complex of all the factors mentioned. Those practices of the method that require the teacher to react to learner needs and demands in an unprepared, ad hoc manner can place strains on teachers who have a strong orientation to closure or low tolerance of the ambiguity as a personality trait. In other words, teachers should have the opportunity or be empowered to exercise their pedagogical skills and knowledge. It is important to recognize that empowering teachers in making decision on choosing the contents, and employing the proper type of teaching approach they feel effective is one major condition for practicing the approach in classrooms. In general, if the teachers are forfeited to play main roles in implementing active learning techniques, institutionalizing it in the classroom may be unlikely.

2.3.1.2 Students

As various research studies indicate students are considered as only „clients' of change in educational system though they need to take part in the process. Students need to have share in 'what' of their education and 'how' to experience it. In this regard, as (Ornstein, A.C, 2004 and Hankins, 2004) pointed, students may resist a particular innovation in instructional strategy if it fails to meet their attitudes, interests, abilities, aptitude, values, life experiences and defined educational needs. Moreover, if students see little relevance in the new instructional activities, they may not tend to be motivated to participate or learn. There may be some resistance to active learning by students who are accustomed to lectures; students prefer passive learning, or students in large classes (who don't expect it) (McKinney, K., 2008). Thus, teachers need to prepare students by explaining the objectives and benefits of active learning techniques explicitly to students.

In general, the ultimate goal of a learner centered (active learning) approach to teaching is learner empowerment, which is realized by means of language education (Tudor, I. 1996). Here Tudor believes that language education being comprises of learner empowerment, which refers to learners' ability to assume an active and informed role in their language study; and learner training, which involves the initiation of the learners into the process of language study. Besides, more

importantly as language education comprises learner- involvement, which refers to the direct participation of learners in the shaping of their study program at

2.3.2 Non- Human Factors

Human factors are not the only challenges which affect the implementation of active learning techniques. There are also some nonhuman factors which may enhance or impede the course of its practice. Organization of instructional materials, contents of instruction, time allocated for lessons and the size of the class are among the non-human factors.

2.3.2.1. Classroom Organization of Instructional Materials

The adequacy of equipment and of teaching learning resources is insignificant variable in the classroom learning. The pedagogical options open to a teacher whose only aid is the blackboard, and whose students can rely only on the notes they make during class time and possibly a course book, are clearly different from those enjoyable environments by teachers and students who have access to video and audio equipment in every classroom, good recording facilities, well- resourced self- access center or computer laboratory (Tudor, I., 1996). Thus, the organization of curricular materials such as syllabus, textbooks, teacher's guide, and other authentic materials may have an impact on the institutionalizing of active learning. Because, in this regard Heimlich, et al. 1996, and Brown; 994, cited in Mengistu, 2007) points the following roles of instructional materials. They improve the balance between concrete and abstract learning experience; help students to integrate prior experience with the present varying from abstract to concrete; ensure longer retention of the information gained. Motivate the students to pay attention to the lesson; and give opportunity to learn through engagement and immediate action use of all senses and muscles. Therefore, the above roles of instruction in which materials have implication in implementing active learning are worth noting. That means in adequate provision of instructional materials may impede its practice.

2.3.2.2. Contents of Teaching

The content being taught is one of the factors, which can influence a teacher's choice of teaching strategy (Eggen, D.P. 2001). As stated further by Eggen, a particular content to be taught may have different goals. Since the goals are different, the instructional strategies needed to achieve the goals

are also different. For example, the teacher doesn't teach factual information in the same way he / she teaches analytical skills. Even there is possibility for teachers' goals to have within a class period. For example, in teaching reading, the teacher will want students to be able to pronounce words correctly, identify the major theme of a story, explain cause and effect relationships, and predict the consequences of certain events in the story. Here there are different goals, and trying to reach at each goal in the same way may be impossible. Therefore, a teaching content with multiple goals may be challenging for a teacher to practice active learning method. In these kinds of instances what helps teachers is, having knowledge of various active learning methods.

2.3.2.3. Time

Time in learning is classified into two: allocated and engaged time. Here the allocated time refers to the time during which students have the opportunity to learn. Engaged time is the part of allocated time when students are exhibiting a task (McCartney, 1994). Employing active learning techniques reduces the amount of available time that is devoted to content coverage. Time constraint is one of the issues that teachers commonly raise in implementing active learning techniques. In this regard, what is suggested by different researchers is: avoiding interruption, handling routine procedures smoothly and quickly, and minimizing time spent on description.

2.3.2.4 Class size

Class Size, including the overall classroom situation affects the implementation of active learning in some way. In this aspect (Tudor, I., 1994: 137) have the following to say: Teaching procedures which are perfectly feasible with 10-12 students may need some creative adaptation with a group of 30, but become problematic with groups of 80, 150 or more. This does not necessarily mean that the educational goals which are being pursued with groups of 10-12 need to be dropped or even revised with large classes: In confirming further, Tudor also points that class Size will inevitably have an influence on the form of interaction between teacher and learners upon which learner-centered teaching is based. In class of 10-12, the teacher can interact directly with each learner to get to know them specify background and learning preferences. This is hardly feasible with a class of 120 or more. In the same regard, the physical environment of the class (classroom arrangement, furniture arrangement, classroom appearance and layout), may affect the practice of active learning.

2.4. Major Types of Active Learning (Learning Centered Teaching Strategies)

To be effective, in the teaching-learning process, teachers should use different active learning methods. Because current thinking and practice in education highly advocates the need to actively involve the learner in their learning. There are lots of strategies that help to implement active learning in the classrooms. However, only some of the commonly used in EFL classes will be discussed in this section.

2.4.1 Group Work

Group work is part of collaborative strategies of teaching learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (Kyriacou, 1998:39).

2.4.2 Role- playing

Role- playing is a deliberate acting of a social role in a class room. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity, to experience and analyze the specific situation being studied (Frazee, et 1995:115). Role- playing fosters small group interactions. It allows students the opportunity to act out selected text.

2.4.3 Group Discussion

Discussion in the classroom is an important kind of active learning strategy (ICDR, 1999:92). This strategy gives room for the students to exchange, explore and air their views (Nardos, 2000:196). However, they need to be managed and organized well to be effective. The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful. In line with this idea, Frazee, et al (1995:79) argued that, through discussion there is an opportunity for higher order thinking and increased interaction among all students.

2.4.4 Brainstorming

This is when the students generate as many ideas as possible about a topic-an ideal storm! It can be a great way to start a class on any given topic. It may be done in a number of different ways: in groups –recording their ideas on chart paper, in pairs, or as a whole class, with the teacher (or a student) writing the ideas on the board or chart paper. It is a great way of finding out of the students what they already know on a subject as well as an excellent review activity. (Bonwell and Eason, 2003:132)

2.4.5 Problem Solving

Problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution (Aggarwal 1996:91). Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners’ life. According to Lue, (2000:22) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion. Project method A project is a natural, life like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR, 1999:84). Ideally, project work should consist of a task to achieve some definite goal of real personal value. The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of real life situations in the students’ immediate environment individually or in group (Dary and Terry, 2000:17). In general, this approach produces a close contact with real life situations, encourages co-operations in between learners; offers opportunities to play a leadership role.

2.5. Importance of Active Learning/Learner Centered Method of Teaching

Researchers, for example, Bonwell and Earison (2003:66) explained that active learning is vital in the classroom because of its powerful impact up on students learning. Furthermore, several studies have shown that students prefer strategies that promote active learning to traditional teaching approaches. Active learning is a strategy that can increase participation as noted down in: <http://www.honolulu.hawaii.edu/intrant/teachtiphtm>, many researches show that there will be improvements in student- faculty interaction, student- student interaction, academic achievement, communication skills, higher level thinking skills, team work, attitude towards the subject and motivation to learn. Active learning therefore, plays important role to move students from passive recipient to participants who have their own role in their learning processes. This is due to the fact that “active learning is not only a set of activities, but an attitude on the part of the teacher and the learner that makes learning effective.” More specifically “the purpose of active learning is to stimulate life time habits of thinking, to stimulate students to think about how as well as what they are learning and increasingly to take responsibility for their own learning.” Silverman (1997:32) Learner focused methods and activities are useful to promote effective learning. This is because ICDR (1999:66) states:

- We all remember much more when we are active and when we participate.
- We all become more enthusiastic learners when we are active.
- Active learning is particularly important for younger learners.
- The young learners learn best when they can connect what is being learned with their own life; this makes it meaningful.
- Activities help to make meaningful connections.
- Learning how to learn or thinking is more important than memorizing facts
- Active learning leads to long lasting knowledge
- Active learning encourages participation, analysis and critique, which are higher order thinking skills.
- Active learning prepares students for participation in a democratic society.

- What is discussed so far is summarized by Chet. et.al (1993:17-81) real learning is not memorizing. Most of what we memorize is lost easily. Learning cannot be swallowed whole; to retain what has been taught, students must chew on it.
- Learning comes from exposure to different kinds of stimulation through the senses.

When learning is active, the learner is seeking something to answer a question, information, to solve a problem, or a way to do a job. What a student discusses with others enables him/her to understand and master the learning. In line with this Silverman (1996:180) states that active learning strategy clearly addresses the different learning styles of the students. He further illustrates the different learning styles: Principles of learning styles reveal that some students are visual, they like carefully sequenced presentation of information. They prefer to write down what a teacher tells them and they are quiet in the classroom and are seldom distracted by noise. But the auditory learners do not bother to look at what a teacher does or they do not bother to take notes. They rely on their ability to hear and remember. Whereas: kinesthetic learners learn mainly, by direct involvement in activity. They tend to be impulsive, with little patience. They want to move about and do. Only few students are exclusively one style of learners; they share more than one. Thus, different active learning methods create the best match for students with different learning styles (Silverman, 1996:180-81).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter briefly presents the discussions of research method and design that were employed, research setting and participants that will be involved, instruments and procedures of data collection and method of data analysis which will be used for data analysis of the study.

3.1 Research Method

The purpose of this study is to assess the implementation of student-centered approach method of teaching EFL in case of grade 10 students of Denge high school. So, in order to attain this objective, the researcher used both quantitative and qualitative research methods, because he believes that mixed method provides better and sufficient data to understand particular phenomena under this investigation rather than using a single method.

3.2 Research Design

As the researcher used quantitative and qualitative research methods to conduct the study, descriptive study research design was used since the researcher believes it enables him to successfully describe the existing situation of the problem under the study.

3.3 Research Setting

This research was conducted at Denge high school which is found in Oromia Regional State, East wollega zone, Haro Limu Woreda, Denge town.

3.4. Participants, Sample Size, and Sampling Technique of the Study

3.4.1 Participants of the Study

The participants of this study were grade ten (10) students and English teachers of Denge secondary school. There are 560 grade ten students who are attending their lessons in 10 different sections of grade ten and 6 English teachers who are teaching them at the school.

3.4.2 Sample Size

In order to successfully manage and effectively complete the study the researcher selected 15% of the students, which means eighty-four (84) students from the total population of 560 students of the school. Accordingly, the researcher took only eight (8) students from each class and all of the English teachers for responding to the questionnaire and interview respectively.

3.4.3 Sampling Technique

In order to give equal opportunity for the respondents and get the desired data from them, the researcher selected the sample students of this study by using simple random sampling technique and took all the existing English teachers.

3.5. Instruments and procedures of Data Collection

3.5.1 Instruments of Data Collection

Since mixed research approach was used as an appropriate research method to conduct the study, the researcher employed three data gathering instruments that are believed to obtain reliable data. These are: Questionnaires, interviews, and observation. The usage of these tools also helps the researcher for triangulating the data.

3.5.1.1 Classroom observations

According to Hancock, (2000, P.12), observation helps to obtain rich and credible information and it is the most desirable type of data gathering instrument which provides the researcher with opportunity to exhibit authentic behaviors of the participants in their natural setting and could verify his/her predispositions. Therefore, a total of five (5) period classroom observations were made to only five (5) sections by using structured observation checklists prepared by the researcher. These observations were made once for each class consecutively.

3.5.1.2 Questionnaire

According to Ramakrishna, (2008) questionnaire is one of the important tools used for measuring the level of students' involvement in learning EFL. Therefore, the researcher employed this tool for this considerable benefit. Moreover, the researcher randomly selected a total of eighty-four (84) students from ten (10) sections of grade ten (10) in the school and then administered the questionnaire containing closed and open-ended questions to them. The questionnaire was prepared in English as it is a language of the study.

3.5.1.3 Interview

Interview is the other significant instrument used to gather data related to people's opinions, beliefs, perspectives and deep feelings in their own words and how people experience and interpret the world around them (Ary, Jacobs & Sorenson, 2010). So, the researcher prepared twelve (12) different structure and semi structure interview questions for all the six (6) English teachers of the school to successfully obtain the required data for the study. The purpose of this interview, therefore, is to obtain the relevant data concerning the implementation of student centered approach method of teaching EFL in grade 10 students of Denge high school.

3.6. Procedures of Data collection

First, each of the classroom observations was conducted by asking the subject teachers permissions. Then, sampled students were brought together in one class. Then, the questionnaires were distributed and collected at the end of the class. This was done with the collaboration of the teachers in the study. Finally, interviews with selected school English teachers were undertaken in order to crosscheck participants' responses and practices which might not be obtained through questionnaires and classroom observations.

3.7. Methods of Data Analysis

In order to attain the intended objectives of the study, the researcher used both qualitative and quantitative methods of data analysis. Accordingly, the data obtained through classroom observations, questionnaire and interviews were analyzed and interpreted both quantitatively and qualitatively.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSIONS

This chapter presents discussions and interpretation of data obtained from classroom observation, students' questionnaire, and teacher's interview. In order to present the discussion clearly and briefly the researcher grouped the items of the questions under the same themes. Accordingly, the researcher classified these items/questions under different themes for making analysis of data obtained from the respondents.

4.1 Presentation and Discussions of Data Obtained from Class room

Observations during Different Stages of English Lessons

Class room observation is one of the data gathering tools used in this study. Accordingly, the researcher made five class room observations for English teachers who were teaching grade 10 students in the school in order to obtain the desired data on the implementation of active learning in different stages of EFL classes in the school. Therefore, the researcher presented the data obtained from the class room observations in the different stages of the lessons as follow.

Table 4.1 Teachers' Activities during Introduction of the Lesson

No	Items	Alternatives					
		Yes		No		Total	
		F	%	F	%	F	%
1	Ask students about their previous lessons every period.	1	20%	4	80%	5	100%
2	Makes introduction on the lesson of the day every time	3	60%	2	40%	5	100%
3	Classify the objectives of the lesson in to general and specific by writing on the board.	2	40%	3	60%	5	100%
4	Ask students questions to judge their prior knowledge.	1	20%	4	83.33 %	5	100%
5	Create conducive atmosphere for learners to reflect their view on the questions.	1	20%	4	80%	5	100%
6	Direct learners to activate their prior knowledge on the topic	2	40%	3	60%	5	100%
7	Encourage learners to warmly participate on different group activities.	1	20%	4	80%	5	100%
8	Motivate learners to reflect on questions and make their reviews.	2	40 %	3	60%	5	100%
9	Let students to actively participate on questions in small groups	2	40%	3	60%	5	100%
10	Giving learners equal chances to answer questions	2	40%	3	60%	5	100%

Table 4.1 above shows that four (80%) of the classroom observations made by the researcher during EFL class at the school shows that EFL teachers do not ask their students about their previous lessons every time. Only 20% Of the observations reveal that the teachers do it.

Differently, three observation classes (60%) show teachers always introduce a lesson of a day to their students. Regarding item number 3 in the table above, 40% of the observation classes indicate EFL teachers classify the objective of a daily lesson in to general and specific by writing on the black board. This implies that only few number of teachers present the general and specific objectives of a daily lesson to their students. In the same way, one observation class of the five classroom observations indicate EFL teachers ask their students questions so that they judge their prior knowledge. The same number of classroom observation reveals that the teachers create conducive atmosphere for students to reflect their view on the given questions. This means, 80% of the class observations indicate that EFL teachers create conducive atmosphere for their learners even though this activity is one of the techniques for promoting student centered method of teaching EFL.

In other hand, encouraging learners to warmly participate on different group activities is another alternative way of active teaching and learning technique. However, higher number of the observations (80 %) reveals that English teachers of the school do not use this technique.

Regarding item number six (6), which says, “Directing learners to activate their prior knowledge on the topic” larger number of class observations shows that most English teachers of the school do not use this activity as technique of helping students to develop their further critical thinking on the topic. Thus, this on its own way can affect the proper implementation of student centered method of teaching English to the students. This can be seen from item 7 of table 4.1 above.

Similarly, active teaching and learning of EFL can also be enhanced by motivating learners to reflect on questions and make their reviews. But 60% of the class observations indicate that the teachers do not exercise it in their teaching. Only 40 % of the observations indicate the teachers sometimes undertake it. Regarding item number 9 and 10 less number of the class observation, that is 40% of it shows that EFL teachers of the school do not let students to actively participate on questions in small groups and give their learners equal chances to answer questions. From this above discussion, it is possible to say that the implementation of student centered method of teaching English to grade 10 students of the school is insufficient. This is because of the fact that majority of active ways of teaching are less practiced by the teachers.

Table 4.2 Teachers' Activities during Presentation of the Lesson

As this table indicates, four of the observation classes underwent by the researcher reveals that

No	Items	Alternatives				Total	
		Yes		No		F	%
		F	%	F	%	5	100%
1	Employ chalk and talk method.	4	80%	1	20%	5	100%
2	Initiate learners to be involved in peer teaching.	2	40%	3	60%	5	100%
3	Form learners in appropriate groups and providing them with activities to involve in problem solving and discovery learning.	2	40%	3	60%	5	100%
4	Use brainstorming activities in teaching.	2	40%	3	60%	5	100%
5	Get learners to engage in active listening, speaking, reading, and writing by giving group activities.	1	20%	4	80%	5	100%
6	Let students to work independently.	2	40%	3	60%	5	100%
7	Allow learners to discuss or debate in large group.	2	40%	3	60%	5	100%
8	Ask learners to work in pairs.	1	20%	4	80%	5	100%
9	Use games and puzzles in presenting lesson.	1	20%	4	80%	5	100%
10	Ask activating questions while presenting.	2	40%	3	60%	5	100%
11	Tell stories to present contents of a lesson.	2	40%	3	60%	5	100%
12	Give much time for learners to learn by themselves and monitoring them.	1	20%	4	80%	5	100%
13	Give class work regularly after presentation.	2	40%	3	60%	5	100%

English teacher uses chalk and talk method of teaching to teach their students. This means, the teacher employs teacher centered method of teaching for teaching English to his grade 10 students at Denge high school. On the other hand, only two (40%) of the EFL observation classes tell that

English teacher initiates his students to be in peer teaching, the activity of which is learner centered method. Three (60%) of the observed classes in other hand depicts that the teacher does not make this activity. In the same way, the teacher was also observed on whether he forms his students in appropriate groups and give them activities to involve in problem solving and discovery learning. Thus, two (40%) of the observations shows the teacher does not undergo this activity in his teaching EFL to his students. The same table shows that less number of the observed English classes (40%) indicate teacher assigns his students in appropriate group and give them activity to let them involve in problem solving and discovery learning. While large number of the observation classes ensures EFL teacher of Denge high school does not use this activity to for teaching EFL to their students. Regarding using brain storming activities for students, only two (40%) of the observed classes shows the teacher uses it in English class teaching. Moreover, getting students to engage inactive language skills learning is another student-centered method teacher'' activities while teaching his/her students. However, only one (20%) of the class observations tells English teacher of the school encourage their students to engage in active listening, speaking, reading, and writing. This is not to mean the teacher is not willing his students to be active in learning. Rather, he only concentrates on delivering the lesson of the day by dominating the class himself as he intends to cover the lesson he planned for the day. Similarly, 40% of the observed class reveals that English teacher of the school let his grade 10 students to work independently and discuss or debate in large group on the given topic. This means EFL teachers of the school work poorly on making their students independent learners. They simply teach the lessons to the students without considering their participation on the topic. This activity is of teacher centered method of teaching.

Though using games and puzzles as well as asking students activating questions when presenting English lessons are one of active learning or student-centered techniques of teaching, 60% of the researcher's class observations indicate that the observed teacher does not use it in his teaching. From this observation, the researcher could understand that the majority of the school EFL teachers follow teacher centered method of teaching in English classes. Likewise, 60% and 80% of the observations show EFL teachers of the school do not use storytelling and give their students much times to learn things by themselves. This is possibly an indication of teacher centered method of teaching because, student centered teacher usually teaches students using storytelling as good technique of presenting authentic lessons which motivates students to learn things from the presented lessons themselves. Giving class work regularly as daily part of student centered method

of teaching EFL to students is also not practiced by the EFL teachers as indicated by 60% of the class observations undertaken by the researcher from the table 4.2 above.

Table 4.3 Teachers' Activities during Stabilization of the Lesson

No	Items	Alternatives					
		Yes		No		Total	
		F	%	F	%	F	%
1	Points out students' mistake.	1	20%	4	80%	5	100%
2	Give opportunity for students to share their work across groups.	1	20%	4	80%	5	100%
3	Go around the groups, and motivates students.	1	20%	4	80%	5	100%
4	Control students' disciplines when learners' work in groups.	0	0%	5	100%	5	100%
5	Ask students to do class work and exercises.	1	20%	4	80%	5	100%
6	Ask to take summarized notes.	0	0%	5	100%	5	100%

This table presents teachers activities during stabilization of an English lesson. However, these activities were observed for five different lessons. Thus, 80% of the observations reveal that teachers do not point out students' mistakes and give opportunity for students to share their work across groups. But, these activities should be performed by teachers in active learning. In the same way, less number of class observation shows that, 20% shows that the teachers do not work on motivating and monitoring their students by going around. None the observations show when teachers control their students' disciplines while they are working in groups. Lastly, 80% and 100% of the class observations respectively show the teachers do not ask students to do class work and take summarized notes. Thus, the student-centered method of teaching is likely poorly implemented both by the teachers and students of the school. Because, the above indicated activities are of student centered method of teaching during stabilization session of a lesson.

Table 4.4 Teachers' Activities during evaluation of the Lesson

No	Items	Alternatives					
		Yes		No		Total	
		F	%	F	%	F	%
1	Give learners activities and eliciting correct answers.	2	40%	3	60%	5	100%
2	Evaluate students' cooperative work.	1	20%	4	80%	5	100%
3	Encourage learners to ask questions freely.	0	0%	5	100%	5	100%
4	Follow learners' participation and giving constructive feedback.	2	40%	3	60%	5	100%
5	Motivate students to be committed self-learners and giving them feedback on what they did.	2	40%	3	60%	5	100%
6	Assign students in groups and making them to discuss on the given questions.	2	40%	3	60%	5	100%
7	Give regular class activities and homework.	2	40%	3	60%	5	100%
8	Encourage learners to ask questions on what they did not understand.	2	40%	3	60%	5	100%

Table 4.3 above consist different teacher's activities during evaluation stage of a lesson which are practiced by the school teachers differently. Accordingly, majority of English teachers of Denge high school rarely show the correct answer of the questions they give to their students. This is confirmed from 60% of the EFL class observations made by the researcher at the school as easily can be seen from the above table. On the other hand, 80% of the observations show that less number of the EFL teachers of the school evaluate their students' cooperative work. This indicates that majority of the teachers teach their students traditionally and students passively receive the delivered lessons from the teacher passively rather than being given different cooperative activities and evaluated up on the activities. In the same way, none of the total of five English class observations shows that English teachers of Denge high school encourage their students to ask questions freely. This is a feature of teacher centered method of teaching as it is unidirectional.

Likewise, less number of teachers follows the students' participations and give them constructive feedback as part of student centered method of TEF. Only 40% of the class observations reveal that the teachers do the above activities in their teaching English to their students.

Regarding item number five on the above table 60% of the observations indicates EFL teachers give special time on motivating their students to be committed self-learners and give them feedback on what they did as one technique of learner centered method of TEFL. The same number of the class observations also tells that English teachers assign their students in groups and make them discuss on the given questions in English class. This means that majority of the teachers do not use students' group discussions as technique of TEFL at the school. On the other hand, giving regular class activities and homework were also observed to be practiced irregularly. This is confirmed from 60% of the class observations undertaken by the researcher. **Table**

4.5 Students' Activities during Introduction of the Lesson

No	Items	Alternatives					
		Yes		Yes		Total	
		F	%	F	%	F	%
1	Reflect to questions and making reviews eagerly.	2	40%	3	60%	5	100%
2	Make active participations in different class activities.	1	20%	4	80%	5	100%
3	Set purposes of the lesson to be learned.	2	40%	3	60%	5	100%
4	Respond to questions about previous lessons.	2	40%	3	60%	5	100%
5	Discuss in small group.	2	40%	3	60%	5	100%

The above table presents verities of students' activities during introduction of a lesson. These activities were observed by the researcher for six (6) consecutive English classes. Accordingly, the researcher found from 60% of the EFL class observation that grade ten students of Denge high school do not eagerly reflect their views on the given questions in the class. Only 40% of the observations show the students make their reflections on the given questions though they are not

this much eager to do it. Apart from this, 80% of the observations from the same table shows the students make active participations in the English class. As to the researchers „critical observation there is not only the absence of students’ willingness to make active participation but also the absence of the desired activities for active learning in the class. In the same way, students rarely set the purposes of their daily lessons as seen from 60% of the English class observations undertaken by the researcher. If the method of teaching implemented by the teacher was active, the students would be able to set purposes of their lessons in each class. Accordingly, it is likely to say the type of teaching method employed by English teachers of Denge high school is traditional, teacher centered method. Group discussion is another method of student centered method of teaching EFL. But, 60% of the class observations made by the researcher indicate that this method is not used as preferable technique of teaching in English class at the school.

Table 4.6 Students’ Activities during Presentation of the Lesson

No	Items	Alternatives					
		Yes		No		Total	
		F	%	F	%	F	%
1	React to teacher’s instructions actively.	2	40%	3	60%		100%
2	Fear to give answers to questions actively.	3	60%	2	40%		100%
3	Take notes actively.	5	100%	0	0%		100%
4	Involve in discovery learning actively.	0	0%	5	10%		100%
5	Take corrections and feedback eagerly.	2	40%	3	60%		100%
6	Willing to Participate in games, puzzles, and role playing actively.	0	0%	5	10%		100%
7	Willing in exercising peer Teaching.	0	0%	5	10%		100%
8	Willing in taking part in group work actively.	1	20%	4	80%		100%

This table contains different activities of students during presentation of English lesson to grade 10 students of Denge high school. These activities are actively largely practiced in student centered, active learning method of teaching. However, the class observations taken place for

different English teachers at different classes shows these activities are poorly implemented both by teachers and students. Accordingly, 60% of the class observations reveal that the students do not actively react to their EFL teacher's instructions. Similarly, the same percent of the class observations indicate that majority of the students fear to give answers to questions actively during English class. As the observations, all of the students at all class observations take notes actively. In contrast, none the students were seen actively involving in discovery learning, which means, learning by them without waiting their teacher for teaching them. On the other hand, only two of the five English class observations show the students take corrections and feedback from their teachers. None of the class observation shows students are willing to participate in games, role playing actively. Similarly, none of the class observations also shows the students are unwilling in exercising peer teaching and taking part in group work actively.

From the above discussion, students' activities during presentation of EFL lesson approaches teacher centered method of teaching. Because, majority of the students are not active participants of the activities suggested to be performed during student centered method of teaching. So, it is likely to say that student centered method TEFL to grade 10 students of Denge high school is poorly implemented. Teachers and students of the school rather follow the traditional method of teaching, student centered method.

Table 4. 7 Students' Activities during Stabilization of the lesson

No	Items	Alternatives					
		Yes		No		Total	
		F	%	F	%	F	%
1	Ask questions.	2	40%	3	60%	5	100%
2	Comment the lesson.	2	40%	3	60%		100%
3	Do class work and home work actively.	2	40%	3	60%		100%
4	Take the summery.	1	20%	4	80%		100%
5	Make brainstorming.	2	40%	3	60%		100%
6	Share their work across groups.	1	20%	4	80%		100%

This table contains different students' activities during the stabilization of a lesson. As to the researcher's observations undertaken for five EF classes, these activities were observed differently. Accordingly, 60% of the class observations show that grade ten students of Denge high school rarely ask their teacher questions. Only two class observations indicate students less confidently ask questions during English class. In the same way, only 40% of the observations also show that the students comment their lesson during the stabilization. This implies that students are not active enough in engaging in their English lesson. In the other hand, 60% of the class observations reveals the students do not do their class work and previous homework actively. According the observations, no class work was given to the students by teacher in two class observations. However, the teacher simply gives homework habitually and does not check it next period. In contrast, four class observations (80%) of the observations show that the students take summery notes during the stabilization of a lesson. But, the critical observation made the teacher show that the students are not motivated enough when they take the note. Rather, they simply take it as habitual action in their learning. Brain storming is another active technique in student centered method of teaching. However, 60% of the class observations indicate this technique is not used both by teacher and students during stabilization. Thus, it probably influences the proper implementation of learner centered method of teaching in English class at the school. Similarly, students are supposed to share their works across group in active learning method, but, five (80%) of the class observations reveal that this activity is not performed by the students. Rather, they passively listen to their teacher and take notes from what they listened to.

Table 4. 8 Students’ Activities during Evaluation of the Lesson

No	Items	Alternatives					
		Yes		No		Total	
		F	%	F	%	F	%
1	Take corrections actively.	2	40%	3	60%	5	100%
2	Report and practicing.	1	20%	4	80%	5	100%
3	Discuss in group on the given activities.	1	20%	4	80%	5	100%
4	Respond to the questions.	2	40%	3	60%	5	100%
5	Do class work actively.	2	40%	3	60%	5	100%
6	Ask and answering questions in the form of group.	1	20%	4	80%	5	100%
7	Make Role playing.	0	0%	5	100%	5	100%

This table displays students’ activities during evaluation of an English lesson. Thus, 60% and 80% of the observations indicate that students do not take corrections and report and practice what is thought in their daily respectively similarly, 80% and 60% of this observation confirms the students do not discuss in group and respond to questions during EFL respectively. Moreover, the observation of three (60%) classes shows the students do not actively perform class work. In other hand, role playing and asking and answering questions in the form of group are the better techniques in student centered method of teaching. However, 80% of the observations displays that the students do not ask and answer questions in the form of group, because teacher occupies much times of teaching and learning processes. Students are not given enough time for discussing in group to ask and answer questions among themselves. Though role playing is one of the central activities in student centered approach, none of the class observations show students practice role playing during English class.

From this discussion, it is possibly concluded that since majority of the active learning activities are not sufficiently practiced by the students the student-centered method of teaching EFL is rarely used in grade 10 students of the school.

Table 4.9 Class room Organization Management

No	Items	Alternatives				Total	
		Yes		No			
		F	%	F	%	F	100%
1	Is the number of students appropriate in the classroom?	0	0%	5	100%	5	100%
2	Are there easily moveable chairs and desks in the class?	5	100%	0%	0%	5	100%
3	Is the classroom arrangement suitable for facilitating active learning?	0	0%	5	100%	5	100%
4	Is the blackboard the only writing material used in the class?	5	100%	0%	0%	5	100%
6	Is there adequate space for movement among Chairs and desks	0	0%	5	100%	5	100%

From the above table, the number of students existing in one class was observed by the researcher. Accordingly, 100% of the observations confirm that number of students in the observed classes is not appropriate to. There are 56 students in each class. So, it is large to assign students in different groups and facilitate them in one class. Student centered method of teaching is best practiced in class consisting of 10-12 /25 students as most of active learning method academicians agree up on (Tudor, 1996).

The followings are sets of active learning techniques teachers are supposed to use in active teaching method or student-centered method of teaching. Thus, the researcher tried to present and discuss the results of the class observations as follows.

Table 4.10 Practice of Different Active Learning Techniques

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	The teachers use discovery learning.	0	0%	5	100
2	The teachers use group work.	2	40%	3	60%
3	The teachers use pairs –check.	0	0%	5	100%
4	The teachers use think –pair share.	0	0%	5	100%
7	The teachers use games.	0	0%	5	100%
8	The teachers use debates.	0	0%	5	100%
9	The teachers use telling story.	2	40%	3	60%
10	The teachers use active listening, speaking, reading, and writing activities.	0	0%	5	100%
11	The teachers use role play and simulation.	0	0%	5	100%
12	The teachers give their students independent work.	0	0%	5	100%
13	The teachers instruct their students to demonstrate peer teaching and correction in the class.	0	0%	5	100%

This table contains the prominent techniques of student centered method of teaching EFL. Even though these techniques take central part in student centered method of teaching, the degree to which they are practiced by English teachers of the school is very low or poor.

To confirm this fact, the discussions about the practice of these techniques are presented as follows. Thus, 100% of the class observations indicate that discovery learning, pairs-check, think pair share, games, debates, active listening, speaking, reading, and writing, role play and simulation, independent work, and peer teaching and correction are not practiced by English of the school. In other hand, about 60% of the observations also depict that these teachers do not use group work as way of active teaching and learning. This means, less than half percent (40 %) of

the observations reveal teachers use this technique. Another 60% of the observation classes show that story telling was not used in EFL class at the school.

Based on the above discussion, the researcher could infer that student-centered method of teaching EFL to grade 10 students of Denge high school is poorly implemented as the teachers did not use the strategies /techniques of active learning in most of the EFL classes. This implies the dominant teaching method employed by the school English teachers is the traditional, teacher centered method of teaching.

4.2 Presentation and Discussions of Data Obtained from Students’

Questionnaire

Questionnaire is another data gathering instrument the researcher used to collect the desired data regarding the implementation of student centered method of TEFL from grade 10 students of Denge high school. This questionnaire was designed to obtain data on the students’ perceptions, experience, and knowledge of the importance of an implementation of active learning method as well as factors it. The presentation and discussions of this data on these themes are provided below.

4.2.1 The Students' Perception and Experience on the Implementation of Active Learning

Table 4.11 Students' Responses on the Implementation of Active Learning

No	Items	Responses	
		F	%
1	Which of the following activities does your teacher usually use your English classes?		
	A. Debating in groups	0	0%
	B. Making group discussions	4	4.76%
	C. Teachers' lecture	78	92.86%
	D. Games	0	0%
	E. Telling story	2	2.380%
	F. All of the above activities	0	0%
	G. None of the above activities	0	0%
	H. Other activities	0	0%
2	Do you think that learning from teachers' teaching is better than learning through your own ways such as learning by doing individual and group work?		
	A. Yes	72	85.71%
	B. No	15	17.86%
3	If your response to question number 1 is „Yes“, why? Because,		
	A. Teacher knows much about the contents of the subject to be thought.	11	13.10%
	B. Learning through your own ways is more challenging.	7	8.33%
	C. Learning from teacher is more time saving.		
	D. Learning from teacher benefits better than learning through your own ways.	22	26.19%
	E. All	44	52.38%
	F. None	0	0%
	G. Others	0	0%
4	Does your English teacher usually give you class work on the daily lessons?		
	A. Yes	11	13%
	B. No	73	87%

5	How often does your English teacher let you make presentation to your class mates on the given lessons?		
	A. Never	0	%
	B. Rarely	67	79.76%
	C. Sometimes	4	4.76%
	D. Usually	6	7.14%
	E. Uncertain	7	8.33%
6	Does your English teacher encourage you to make group discussions with your partners in the class?		
	A. Yes	9	25%
	B. No	63	75%
7	If your response to question number 3 above is Yes, how often?		
	A. Never	29	34.52%
	B. Rarely	34	40.48%
	C. Sometimes	15	17.86%
	D. Usually	0	0%
	E. Uncertain	6	7.14%
8	Are there easily moveable chairs in your class to come together and make group discussions?		
	A. Yes	0	0%
	B. No	84	84%
9	How often does your English teacher give you topic to debate in groups during English class?	19	22.61%
	A. Never	20	23.80%

	B. Rarely	54	64.29%
	C. Sometimes	6	7.14%
	D. Usually	0	0%
	E. Uncertain	4	4.76%
10	Does your English teacher usually instruct you to tell oral story in the classroom?	12	14.29%
	A. Yes	84	100%
	B. No	0	0%
11	Which of the following ways of learning do you prefer in English class?		
	A. Learning from teachers	63	75%
	B. Learning through group discussion	9	10.71%
	C. Learning individually	12	14.29%
	D. All	0	0%
	E. None	0	0%
	Others	0	0%
12	Have you ever taken orientation on active learning strategies?		
	A. Yes	84	100%
	B. No	0	0%

According to table 4.1 above, most of the students accounted for 92.86% said that they prefer learning their lessons from teacher's lecture than learning through student centered activities. Accordingly, none of the students preferred debating in groups and playing games as ways of the active learning activities. On other hand, only 4.76% and 2.38% of them respectively stated as they prefer making group discussions and telling story in English classes. However, none of them said

they prefer other different activities from the ones indicated in the above table. From this, discussion, it is likely to say that the student-centered method of teaching EFL is not preferred by most of the students.

Similarly, the students were also asked to decide which method of teaching is better in English class. Thus, 85.71% of them said that learning from teacher's teaching is better than learning through their own ways. They forwarded different reasons for confirming this idea. To mention some, 13.10% of them said that leaning from teacher's teaching is better than learning through own ways since teacher knows much about the contents of a lesson to be taught. Likewise, 8.33% of said that the aforementioned way of learning is better since learning through one's own way is more challenging. In addition, another 8.33% and 26.19% of them respectively said that teacher's lecture is better way of learning for its more time saving and benefits. Furthermore, largest portion of the students (52.38%) replied that learning from teacher's lecture is better to them due to all of the reasons indicated above. None of the students have different ideas suggested any other reasons.

Student centered EFL teachers is expected to usually give class work to his/her students on the daily lessons to make the students active learners. However, 87% of the students said that their English teacher does not make so. In the same way, English teachers of student centered method of teaching are also supposed to let their students make presentation to their class mates in order to develop their self confidence in their course of learning. But, most of the students (79.76%) said the teachers rarely make it. 7.14% of them, in the other hand, replied saying the teachers never make this activity. While 8.33% of them failed to decide and said it is uncertain that the teachers let the students make presentation to their class mates on the given topics.

As students take central place in student centered method of teaching, they are expected to be encouraged by their teachers to make group discussions their partners in the class. But, a total of 75% of the students, 34.52% and 40.48% respectively said that their teachers never and rarely encourage them to do so.

Class room situation also has its own impact on using student centered method of teaching. The type of chairs used in the class room is one type of classroom situations. If their chairs are moveable, the students can easily bring their chairs together and make discussions. This way they can be self- learners by doing and discussing on the given points with their partners. Thus, the students were asked if there are such chairs in the class room. Accordingly, all of them (84%)

replied saying there are easily moveable chairs in their class room. Because of this, it likely difficult for them to form group and make discussions with their partners.

In the other hand, debate is another technique of promoting student centered method of teaching in EFL classes. However, about 23.80% and 54 % of them respectively said that their English teachers never and rarely give them topic to debate in groups during English. Therefore, this on its own way might lead to the poor implementation of learner centered method of teaching.

Using oral story in English class room is another technique of implementing learner centered method of teaching. But, 84 (100%) of them said their English teacher do not usually instruct them to tell oral story in the classroom. Students' interest is also another factor for poor implementation of learner centered method. This means, if students have interest to learn their lessons through much of their engagement or effort, the active learning method of teaching is likely implemented. In contrast, if the students have less desire to learn through this way, student centered method is poorly implemented. Therefore, the largest portion of the students, which are accounted for 63% prefer learning from their teachers to learning through their own ways. This means, they prefer the traditional method of teaching. Therefore, it can directly lead to poor implementation of the active learning method.

Students' awareness on the advantages of the student-centered method of teaching EFL also has its own role on using it. Thus, students are expected to be oriented on this issue by the concerned personals. However, 84 of the students or 100% of them said that they haven't ever taken any orientation on the advantages of student centered method of teaching. Having no orientation on the method on the other hand, can result in students' resistance to use the method.

4.2.2 The Students' knowledge of the importance of Active Learning

Table 4.12. The Students' Responses on the knowledge of the importance of Active Learning

No	Items	Strongly agree		Agree		Strongly disagree		Disagree		Undecided	
		F	%	F	%	F	%	F	%	F	%
1	Active learning promotes students' level of understanding and involves them in problem solving.	27	32.14%	38	45.24%	0	0%	7	8.33%	12	14.29%
2	Active learning creates the opportunities to share experiences and encourages friendship among students.	36	42.86%	41	48.81%	0	0%	3	3.57%	4	4.76%
3	Active learning decreases students' and teachers' work load and save times.	2	2.38%	3	3.57%	39	46.43%	27	32.14%	13	15.48%
4	Active learning decreases students' frustration in making discussions.	6	7.14%	7	8.33%	43	51.19%	26	30.95%	2	2.38%
5	Active learning promotes active involvement of students in learning.	37	44.10%	40	4.76%	0	0%	4	4.76%	3	3.57%
6	Active learning promotes self-confidence and independent learning of students.	34	40.48%	44	52.38%	0	0%	2	2.38%	4	4.76%

This table is about the students' knowledge on the importance of active learning method in English as Foreign Language classes. The reason for why the items were set regarding the uses of active learning is that the researcher believed the knowledge the students have on the importance of using the method may affect the implementation of it. This means, if the students may think this method has less contribution in their lessons, they ignore using it. However, as seen from the result of study, majority of the students have enough knowledge on the importance of the method. To confirm this idea, 27 (32.14%) and 38 (45.24%) of the students strongly and normally agree active learning promotes students' level of understanding and involves them in problem solving. None of them of strongly disagree with this point. Similarly, most of the students, about 36 (42.86%)

and 41 (48.81%) respectively strongly and normally agree that active learning creates the opportunities to share experiences and encourages friendship among students. None of them also strongly disagree with idea. In other hand, 39 (46.43%) and 27 (32.14%) strongly and normally disagree agree that active learning decreases students' and teachers' work load and save times. 37 (44.10%) of the students also strongly agree that active learning promotes active involvement of students in learning. In the same way, about 40 (4.76%) of them again agree in the same way. Lastly, most of the students similarly again strongly and normally agree that active learning promotes self-confidence and independent learning of students.

Therefore, from the above discussion, it is likely deduced that the students' knowledge on the importance of active learning did not affect the implementation of active learning method in the school. Because, the result of the data obtained from the above discussion show that most of the students have enough knowledge on the importance of active learning method.

4. 2. 3 Factors Affecting the Implementation of Student Centered Method of Teaching EFL

Table 4.13 Factors Affecting the Implementation of Active Learning

No	Items	Responses			
		Yes		No	
		F	%	F	%
1	Are you interested to learn English through student centered method of teaching?	16	19.04%	68	80.95%
2	Do you think teachers' lack of interest to use student centered method of TEFL affect the implementation of student centered method of teaching English in your school?	70	83.33%	14	16.67%
3	Are there adequate activities and exercises in the text books to practice?	20	23.81%	64	76.190%
4	Does your English teacher give you enough time for exercising varieties of students' activities in English classes?	29	34.52%	55	65.48%
5	Are most of the contents of English text book complex and difficult to you to understand?	68	80.95%	16	19.05%
6	Do you think that implementing active learning takes too much time compared with lectures and thus it is not better method to cover the portion of the subjects.?	74	88.10%	10	11.90%
7	Do you think the number of students in your class is large to use active learning strategies such as group discussion, debate, across group discussion, and etc.?	77	91.67%	7	8.33%

8	Are the arrangements of chairs and tables in your classroom suitable to work in different groups?	63	75%	21	25%
9	Can you move in your classroom freely for making discussions across different groups?	31	36.90%	53	63.10%

This table contains items related to factors that may affect the implementation of active learning in Denge high school students of grade 10. Thus, different number of the students responded to these items differently. Accordingly, most of them (80.95%) responded to item number 1, which says “Are you interested to learn English through student centered method of teaching?” by saying “Yes”. However, students’ having interest plays central role for implementing learner centered method of teaching in English class. Likewise, 70 (83.33%) of the students said that teachers’ lack of interest to use student centered method of TEFL might affect the implementation of student centered method of teaching English in their school. Furthermore, the extent to which active learning activities and exercises exist in students’ text book is another considerable thing for implementation of active learning. But 64 (76.190%) of the students said that there are no adequate activities and exercises in their text books to practice. 55 (65%) of them in other hand, replied saying their English teachers do not give them enough time for exercising varieties of students’ activities in English classes. Similarly, 68 (80.95%) of the students said that most of the contents of their English text book are complex and difficult to them to understand.

Students’ perception on the type of instructional method also can affect implementation of the method. Duly, 74 (88.10%) of the students thought as implementing active learning takes too much time compared with lectures and thus it is not better method to cover the portion of the subject. Thus, this is likely to be one of factors to effectively implement active learning at the school. Because, when students think in this way, they hate to use the method.

In addition, the number of students in the classroom also influences implementation of active learning strategies in the class. Thus, 77 (91.67%) of the students said the number of students in their class is large to use active learning strategies such as group discussion, debate, across group discussion, and etc. This is another possible factor for implementing the method to the class. Are the arrangements of chairs and tables in classroom also can directly affect the implementation of the active learning method in the aforementioned class of the school. Accordingly, 63 (75%) of the students said the arrangement of these materials in the class room is not suitable to work in

different groups. In confirming this idea, another 53 (63.10%) of the students said they can't move freely in their class room for making discussions across different groups.

From the above discussion, it is possible to deduce that teachers' and students' lack of interest to use the active learning method, inadequacy of activities and exercises in the English text book, difficulty and complexity of most of the contents of English lessons, teachers' not giving enough time for the students for practice, the perception that active learning takes too much time, large class size ,and unsuitable arrangement of tables and chairs in the class room are among the major factors that affected the implementation of student centered method of teaching English to grade 10 students of Denge high school.

4.3 Presentation and Discussions of Data from Teachers' Interview

The purpose of the study is to assess Student centered method of TEFL in grade ten (10) students of the school. To meet this objective, the researcher used teachers' interview as one of the tools of data gathering. Accordingly, the researcher prepared the following structured and semi structured questions for the existing six (6) English teachers who were teaching grade 10 students and presented the result of the data as follows.

1. Which method of teaching do you usually use to teach English to your students? Why?
2. What major techniques of teaching do you usually use in teaching English to promote student centered method of teaching?
3. Do you think there are factors that hinder the proper implementation of student centered method of teaching? If you say "Yes", would you mention the factors and their sources?
4. Do you think the classroom arrangement, text book preparation, and the school environment in your school are conducive to implement active learning?
5. How do you express the feelings of your students towards active learning?
6. What is your general comment on the using student centered method of teaching in English class in your school?

4.3.1 The Teachers' Perception and Experiences on Using TEFL

Regarding question number one (1) above, all of the interviewed teachers similarly replied that they usually use teacher centered method of teaching English to their grade 10 students.

Regarding this issue, teacher 1, further expressed his idea on 26/08/2009 as follows:

I usually use student centered method of teaching in English classes due to different reasons. One of the reasons is students' lack of interest. The students are not willing to learn through student centered method of teaching since they do not want be challenged as student centered method of teaching requires students to be challenged. The other reason is time saving. As to me, teacher centered method of teaching more time saving. Because, I allocate a time I have for one period for different activities in the way I can successfully manage. Thus, I can cover the portion of the subject in the time scheduled. The third reason is its applicability to every student. As obviously known there are three types of students in a class. From the three types, student centered method (active learning) is more applicable to top learners. While, the remaining ones: slow and medium learners are not effectively able to learn through this method.

Similarly, all of the teachers selected for the interview were interviewed on what major techniques of teaching they usually use in teaching English to promote student centered method of teaching in English classes. Majority of them replied to question almost in similar ways.

Accordingly, all of the teachers expressed their ideas saying they usually use explanation or lecture technique. This means, they usually employ teacher centered method of teaching in EFL classes of the school.

4.3.2. Factors that Affect the Implementation of student centered Method of TEFL

In order to obtain the desired data on the factors that may affect the implementation of active learning method in the school, the researcher made also made interview with the existing six English teachers of the school who were teaching the students under the study. According, from the six interviewed teachers, teacher 1 forwarded his suggestion as follow:

Despite the fact that student centered method of teaching is better in bringing determinant change up on the learners in enabling them be self-learners in their long- term learning, there are factors that hinder me not to implement it. As to me, students' lack of interest, low level of academic performance, large class size, and my fear of portion coverage are some of the factors. It is obvious that student

centered method of teaching is well implemented if most of students in a class have good interest towards using the method and are able to learn through it. But, most of my students are completely not interested to and be able to learn through this method. Likewise, there are fifty-six students in each class. Thus, implementing active learning method to this number of students is too challenging for monitoring and evaluating their performances.

In line with this idea, teacher two (2) and teacher three (3) also said that using student centered method of teaching in their school is hardly possible due to the above indicated reasons. Apart from this, teacher four (4) said he rarely uses student centered method of teaching EFL to grade 10 students of the school for the reason that there is mismatch between students' level of understanding and application of this method. This method can be effectively implemented if students are actively involved in active learning activities and learn things themselves. However, most of the students are passive in English classes. As a result of this, it is too difficult to teach them in student centered method of teaching at the school. Teacher five (5) and teacher six (6) on other hand, said that they usually use teacher centered method of teaching due to the following reasons. The first among these reasons is inappropriate organization of contents of text book. As they said that means, most of the contents are beyond the students' level of understanding. Due to this, majority of the students even fail to understand the objective of the given lesson. This in turn, lead to their poor engagement in active learning method.

From the above discussion, it likely to conclude that active learning method, also called student centered method of teaching is rarely implemented in teaching EFL to grade 10 students of Denge high school due to factors such as the students' lack of interest to learn through the method, the students' low level of academic performance, teachers' fear of covering their portion in the time scheduled, large class size, and the mismatch between the objective of active learning strategies and the students' level of understanding .

4. 3.3 .The Teachers' Practice of Active Learning Techniques

The researcher made interview with the sampled English teachers of the school in order to get the desired data on whether they sufficiently practice active learning techniques in English classes. Accordingly, all of the teachers said they rarely use active learning techniques such as group work, debate, questioning, storytelling, games, peer teaching, concept mapping, discovery learning, role

play and simulation, brain storming, cross group activities, think pair share, self-evaluation, and etc.

All of the teachers forwarded almost related reasons for rarely using this method. For instance, one of them provided some of the reasons he does not usually practice the above indicated techniques as follow:

I usually do not use active learning techniques that have to be employed in student centered method of teaching for different reasons. For one hand, the techniques do not go with our students' level of understanding. That means, most of the students are slow learners who cannot actively involved in active learning processes. In other hand, students' resistance to use active learning techniques is another problem. Students had been passively being thought by their teachers through teacher centered method of teaching. Due to this effect, the students still prefer to learn through this method. Thus, I also use teacher centered method to be able to go with the students.

The remaining two (2) interviewed teachers, teacher 2 and 3 also said they do not use active learning techniques believing that it too challenging to regularly use. Teacher 2 expresses his idea more according to the following:

I say beside the students' unwillingness and low level of understanding, I usually feel that I can't manage the portion of a year using active learning techniques in English class. Because, as they the students have no interest to learn through these techniques, they sampling kill much time by talking other irrelevant things during group discussions if I force them to learn and active learning activities students. I usually prefer using explanation method, also called teacher centered method of teaching despite the fact that I believe in importance of using active learning strategies.

4.3.4 The Teachers' General Comments on using Student Centered

Method of Teaching in English class in their school

Regarding using student centered method of teaching EFL to the students under this study, all of the interviewed teachers said it is quite important if it is properly used or implemented both by

teachers and students. But, the implementation of it requires a great effort of all the concerned bodies. Not only teachers and students, the school, woreda education office, the students' family, and other concerned individuals are expected to do their best in helping students for the implementation of the method. From these teachers, teacher 1 further expressed his idea accordingly:

I think much is expected from school for the promotion of the active learning strategies not only in English class, but also in other subjects since learners can be active self- learners and problem solvers in their life if they learn through this way today. Thus, what is expected of the school is to give enough regular orientations to the learners regarding the importance of learning through active learning strategies and making regular progressive evaluation of the implementation.

In addition, teacher 2 and 3 gave the same comment on the implementation of the method. They said woreda education office has its own role in maintaining the implementation of active learning in facilitating all the necessary supports for both target teachers and students. In other hand, teacher 4 and 5, and 6 similarly said students' family indirectly have roles in contributing to the implementation of active learning method. This can be possible when parents follow the day to day progress of their children in their education and give the necessary supportive advises for them being with the school and subject teachers.

4.4. SUMMERY OF THE MAJOR FINDINGS

This section presents the major findings of the study in the summery form. Thus, the summary findings of teachers and students' activities during introduction, presentation, stabilization, and evaluation stages of English lessons of grade ten students were presented as follows.

4.4. 1 Teachers' Activities during Introduction of the Lesson

As (Bonwell, Erison" 2003:123, Frazee, et al ,1995 :79; and Dary and Terry, 2000:17) cited in the (Denke,2009) teachers have to use the following active teaching and learning techniques in student centered method of teaching English in introduction part of a lesson

- Asking students about their previous lessons every period
- Making introduction on the lesson of the day every time

- Classifying the objectives of the lesson in to general and specific by writing on the board
- Asking students questions to judge their prior knowledge
- Creating conducive atmosphere for learners to reflect their view on the questions
- Directing learners to activate their prior knowledge on the topic
- Encouraging learners to warmly participate on different group activities
- Motivating learners to reflect on questions and make their reviews □ Letting students to actively participate on questions in small groups □ Giving learners equal chances to answer questions and etc.

However, the data obtained from most of the English class observations show that these activities are rarely performed by the teachers.

4. 4. 2 Teachers' Activities during Presentation of the Lesson

The major findings obtained from English class observations made for two English teachers on their activities during presentation of a lesson are as follow:

- Majority of EFL teachers of Denge high school regularly employ chalk and talk, which means, student centered method of teaching in English classes.
- Initiating learners to be involved in peer teaching is not frequently made by majority of the English teachers as confirmed from most of the class observations.
- Less number of the teachers forms their students in appropriate groups and provide them with activities to involve in problem solving and discovery learning.
- Using brain storming is also less practiced by the teachers.
- Only little number of the teachers get their learners to engage in active listening, speaking, reading, and writing by giving group activities.
- Most of the teachers do not work on their students to work independently
- Most of the class observations show that most of the teachers do not allow their students to discuss or debate in group.
- Most of the teachers rarely ask their learners to work in pairs on different activities.
- Telling stories to present contents of a lesson as technique of student centered method is less practiced by the teachers as confirmed from most of the class observations.

- Using games and puzzles in presenting lesson is rarely used by English teachers of the school.
- Almost none of the teachers give much time for their learners and monitor them to learn things by themselves and develop their further critical thinking.
- Most of the class observations show that the English teachers under the study give less attention to give class work regularly after presentation.

In order to confirm this information, please, data on the table 4.2. of this paper.

4 .4. 3. Teacher’s activities during Stabilization of the Lesson

Depending up on the results of the study the following major activities during stabilization sessions of English lessons in this study are presented by the researcher:

- Less number of the class observations shows that the English teachers under this study do not give opportunities to their learners to share their work across groups.
- Most of the class observations indicate that the teachers do not go around, motivate, and monitor their students by giving them varieties of activities.
- Most of the observation reveals that the teachers do not give and ask their students to do class work and exercises.
- Less number of the class observations show that the teachers ask their students to take the summarized notes. Rather they give the overall notes of a lesson to the students by themselves.

4. 4.4. Teacher’s Activities during Evaluation of the Lesson

Regarding teachers’ activities during Evaluation time of EFL classes in teaching grade 10 students of Denge high school the researcher has drawn the following major finding:

- Giving learners activities and eliciting correct answers as one of the activities in student centered method of teaching is less practiced by EFL teachers of the school.
- Evaluating students’ cooperative work is also rarely done by the teachers.
- Encouraging learners to ask questions freely is never practiced by the teachers.

- Following learners' participation and giving constructive feedback is less made by the teachers.
- Motivating students to be committed self-learners and giving them feedback on what they did is poorly practiced by EFL teachers of the school.
- Assigning students in groups and making them to discuss on the given questions and giving them, regular class activities and homework are less performed by the teachers under the study.
- Giving the learners regular class activities and homework so that they search varieties of things which help them to be independent learners is similarly less practiced.

4 .4. 5 Students' Activities during Introduction of the Lesson

As teachers have the above indicated activities students also have their own distinctive activities in different stages of teaching a particular lesson through student centered method of teaching EFL. Accordingly, the followings are the major findings on the students' activities in introduction stage of a lesson as can be seen from table 4:

- Less number of the students were observed to practice reflecting to questions and making reviews eagerly as confirmed by most of the class observations.
- Making active participations in different class activities are never practiced by the students.
- Most of the class observations show that the students set purposes of the lesson. □
Responding to questions about the previous lessons is poorly made by the students and □
Discussing in small group is less exercised by the students.

4 .4.6. Students' Activities during Presentation of the Lesson

From EFL class observations made by the researcher during Presentation of a lesson the following findings were again drawn:

- The students do not actively react to their teacher's instruction as confirmed by most of the class observations.
- Most of the students fear to give answers to questions actively.

- None of the students involve in discovery learning and willing to participate in games, puzzles, role playing and exercising peer teaching actively.
- Few students are willing in taking part in group work actively.
- Most of the students favor to learn through the traditional method pf teaching called teacher centered method.

4 .4.7. Students’ Activities during Stabilization of the Lesson

In stabilization stage of learning English lesson grade 10 students of Deng the school were observed by being inactive. Accordingly, most EFL class observations undertaken by the researcher reveals that:

- Less number of the students ask questions during stabilization.
- Most of the students under this study do not comment their lesson.
- Less number of the students do their class work and home work actively.
- Brainstorming and sharing work across groups as activities of student centered method of teaching are also rarely practiced by the students.

For confirming these findings please, see table 4.6. of this paper.

4.4.8. Students’ Activities during Evaluation of the Lesson

Based on the result of the study during the evaluation of the lesson observed for five lessons the following activities were found to be done by the teachers:

- Taking corrections actively
- Reporting and practicing
- Discussing in group on the given activities
- Responding to the questions
- Doing class work actively
- Asking and answering questions in the form of group
- Role playing

However, as easily can be seen from table 4.7 these activities are never or rarely practiced by grade 10 students of Denge high school.

4 .4.9. Class room Organizational Management

Since organization management plays its own role in the implementation of student centered of teaching in EFL classes, the researcher found the following events through his critical and careful observation to the classes:

- The number of the students in the class is not appropriate for implementing student centered method of teaching EFL, that is, there are fifty-six students in each class in grade 10 students of Denge high school.
 - There are no easily moveable chairs and desks in the class.
 - The classroom arrangement is not suitable for facilitating active learning.
- There are no other writing materials used except blackboard in the class and
There is no adequate space for movement among chairs and desks in the class during EFL classes.

4 .4.10. Teachers' Practice of Different Active Learning Techniques

This is a special part of the finding of this study because; it concerns with dominant techniques by which student centered method of teaching EFL can be implemented. Therefore, the results of the study obtained from the researcher's critical observation indicates except telling story and group work which are even less practiced the following active teaching and learning techniques as:

- Discovery learning
- Pairs –check
- Think –pair share
- Games
- Debates
- Active listening, speaking, reading, and writing
- Role play and
- Simulation
- Independent work
- Peer teaching and correction

are rarely or never used by English teachers of Denge high school in teaching English to grade 10 students of the school.

4.4. 11. Students' Perception on the Implementation of Learner Centered Method of TFL

Based on the data obtained from students' questionnaire regarding their perception on the implementation of student centered method of teaching English in their school the following major findings were drawn depending on the majority of the students' responses:

- Their English teachers do not usually give them class work in their daily lesson.
Their English teacher rarely let them make presentation.
Their English teacher never make them debate in groups by giving them debatable topic.
- The students are not frequently instructed by their English teachers to tell oral story in the classroom.
- Majority of the students prefer learning English through their teacher's lecture than through group discussion.
- The number of students in the class is undesirable (large) for properly implementing student centered method of teaching in English class.
- The chairs and desks are not easily moveable for students to be encircled for group discussions.

In order to get detail information on the above findings please, refer back table 4.10 of this paper.

4. 4. 12. English Teachers' Perception on the Implementation of Student Centered Method of TEF

Grade 10 English teachers of Denge high school were interviewed by the researcher to get desirable data regarding implementation of student centered method of teaching EFL. Thus, based on the teachers' responses the followings were found as major findings:

- Majority of EFL teachers of the school usually use teacher centered method of teaching.
- Most of the teachers prefer to usually use this method because of its simplicity when compared with student centered method of teaching.

Some of the reasons they forwarded for the simplicity and preference of this method to use are:

- It is so less time consuming that they can cover their portion in time.
- It is more suitable to give larger volume of notes to the students.
- It is not as challenging as student centered method of teaching.
- It is easily more applicable to every student with every potential.

Student centered method of teaching is poorly/rarely practiced by EFL teachers of the school in teaching 10th grade students of the school due to the following potential factors:

- large class size
- unsuitable classroom arrangement
- inappropriate organization of the materials
- students' unwillingness
- teachers' perception on use of the method and □ Students'' level of competence.

Only few number of the class observations show that English teachers of Denge high school use some techniques of student centered method of teaching in EFL class such as discovery learning, group work, pairs check, think –pair share, games, debates, telling story, active listening, speaking, reading, and writing, role play, Simulation, independent work, and peer teaching and correction. Rather they dominantly use the traditional method of teaching, teacher centered method of teaching the subject to grade 10 students of the school.

The study also shows that the sources of the impeding factors for hindering the implementation of student centered method of TEFL to the students under the study are:

- a.** Teachers and Students related factors and
- b.** Other Factors.

- Organization of classroom materials
- Contents of teaching
- Large class size
- Shortage of authentic materials and etc.

UNIT FIVE: SUMMERY, CONCLUSION, AND RECOMMENDATION

This chapter deals with summary, conclusion, and recommendation of the study. Therefore, these contents were presented and discussed one after another according to the following.

5.1 Summery of the Study

As the main objective of the study is to assess the implementation of the student-centered method of TEFL to grade ten (10) students of Denge high school, the following research questions were asked:

- i. To what extent student centered method of teaching English as a Foreign Language is implemented by the English teachers of the school?
- ii. What are the techniques of promoting student centered method of TEFL used by the school teachers in teaching grade ten students of the school?
- iii. What are the potential factors that affect the implementation of the method at the school?

In order to answer these questions, the researcher collected the desired data from different sources using different tools as observation, questionnaire, and interviews. Accordingly, 84 students from the total of 560 students were randomly selected from ten sections of grade ten. These students were brought in to one section and responded to the questionnaire administered to them at the same time. On the other hand, the existing six (6) English teachers who are teaching the students were selected to be interviewed regarding the implementation of student centered method of TEFL to grade ten students. The data obtained from the aforementioned sources were presented and analyzed quantitatively and qualitatively. Thus, descriptive research design including mixed research methods (quantitative and qualitative methods) was used for this study.

Accordingly, higher portion of the class observations shows that, teachers' and students' activities supposed to be exercised in different stages of a lesson in student centered method of teaching English as a foreign language: introduction, presentation, stabilization, evaluation, and summery were rarely or poorly practiced. Therefore, student centered method of TEFL to grade 10 students of Denge high school is poorly implemented. To this effect, teachers' perception on using the method, students' unwillingness and low level of competence, inappropriate organization of

materials, unsuitable classroom arrangement, and large class size are some of the factors for the poor implementation of the method.

5.2 Conclusions

Depending on the data gathered from different respondents through different tools of data gathering the researcher could determine to what extent student centered method of teaching EFL is implemented, investigate factors that negatively affect the implementation of student centered method of teaching EFL and the sources of the factors, and address the frequently used techniques by the teachers in EFL class. Accordingly, the following points were stated as conclusion of the study:

- The extent to which student-centered method of teaching EFL is practiced in Denge high school in case of grade 10 students is very low. The causes for this low implementation of the method are teachers' reluctance, the students' unwillingness to learn through the method, large class size, poor organization of the instructional materials, students' low level of competence to use the method and the dominance of teacher centered method of teaching as the result of the legacy of the past education system.
- Majority of the English teachers of Denge high school frequently employ teacher centered method of teaching. As to them they dominantly or frequently use it believing that it saves time in delivering their lesson to the students through lecturing, it can be applicable to every student of every level of competence -high, medium, and slow level students in the same class, it is less challenging, and can be used for teaching large number of students at once.
- Majority of the English teachers rarely use student centered method of teaching EFL due to the reasons indicated above. Techniques of promoting student centered method of teaching EFL in the school is rarely exercised by the teachers.
- Since the student-centered method of teaching English to the students is poorly practiced the activities performed both by teachers and students in different stages of daily lesson are inactive.
- Only few numbers of the active learning techniques are used by little number of teachers in the school in teaching English to the students.

5.3 Recommendations

In the process of teaching and learning, it may be difficult to realize the desired objectives of a lesson without paying attention to various techniques of teaching and the potential factors impeding the implementation of them. The successful achievement of the implementation the method on the other hand, requires strong effort of subject teachers and any other concerned bodies in teaching and learning processes. Accordingly, student centered method of TEFL is not properly implemented in the case of grade 10 of Denge high school as data obtained from different tools indicate. Based on this finding the researcher forwarded the following recommendations:

- All the concerned English teachers of the school have to equip themselves and their students with the frequent practices of different theories of active learning as:
- The teachers have to aware their students about contributions of student centered method of teaching and encourage them to favor it and regularly use in their present and future life independent learning and further thinking ability development. Because, the results of the study show that the students likely do not awareness on the better significances of student centered method of teaching over the teacher centered method.
- The English teachers of the school in this study ought not be reluctant to use student centered method of teaching EFL despite the fact that it is more challenging to use.
- The teachers under the study ought to separately design the right activities of active learning method in introduction, presentation, stabilization, and evaluation phases of English lessons and adapt their students to be familiar to the activities regularly.
- The result of the study also indicates that classroom organization, large class size, unsuitable classroom arrangement, inappropriate organization of the materials, students' unwillingness, teachers' perception on use of the method and students' level of competence are some of human and non- human factors impeding the proper implementation of student centered method of teaching English to the students under this study. Therefore, all the concerned bodies such as the school, woreda education office, and other agencies have to give special attention to alleviate the problem in doing their bests.
- The desks and chairs in the classes under this study ought to be totally changed in to the moveable ones so that the students easily come together and form group for discussions.

Because, the findings of this study show this is one of the problems for the poor implementation of the method in the school under the study.

- The school in cooperation with the Woreda education office have to work on making the number of the students appropriate, that is, not more than twenty-five (25 -35) in one class for effectively using student centered method of teaching in the EFL classes.
- The English teachers have to strongly work on equipping themselves and students on how to best to implement student-centered method of teaching in their English language class.

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Appendix A

Adama Science and Technology University

School of Graduate Students

Department of English

Classroom observation Checklist to be filled by the researcher

This checklist is designed to gather data on the implementation of student centered method of teaching English as Foreign language in grade 10 students of Denge high school. Thus, the researcher has classified the teaching times in to different parts as follow in order to get teaching and learning activities undertaken by the school teachers in each part.

I. Class Observation on Teacher's Activities during Introduction of the Lesson

No	Items	Class	Alternatives	
		Observed	Yes	No
1	Asks students about their previous lessons every period	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Makes introduction on the lesson of the day every time	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
3	Classifies the objectives of the lesson in to general and specific by writing on the board	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

4	Asks students questions to judge their prior knowledge	Lesson1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
5	Creates conducive atmosphere for learners to reflect their view on the questions	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
6	Directs learners to activate their prior knowledge on the topic	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
7	Encourages learners to warmly participate on different group activities	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
8	Motivates learners to reflect on questions and make their reviews	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
9	Encourages students to actively participate on questions in small groups	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
10	Gives learners equal chances to answer questions	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

II. Classroom observation on Teacher's Activities during Presentation of the Lesson

No	Items	Observed Classes	Alternatives	
			Yes	No
1	Employs chalk and talk method	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Initiates learners to be involved in peer teaching	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
3	Forms learners in appropriate groups and providing them with activities to involve in problem solving and discovery learning	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
4	Uses brainstorming activities in teaching	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
5	Gets learners to engage in active listening, speaking, reading, and writing by giving group activities	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

6	Makes students to work independently	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
7	Allows learners to discuss or debate in large group	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
8	Asks learners to work in pairs	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
9	Uses games and puzzles in presenting lesson	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
10	Asks activating questions while presenting	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

11	Tells stories to present contents of a lesson	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
12	Gives much times for learners to learn by themselves and monitoring them	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
13	Gives class work regularly after presentation	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

III. Classroom Observation on Teacher's Activities during Evaluation of the Lesson

No	Items	Observed Classes	Alternatives	
			Yes	No
1	Gives learners activities and eliciting correct answers	Lesson1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Evaluates students' cooperative work	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson5		
3	Encourages learners to ask questions freely	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
4	Follows learners' participation and giving constructive feedback	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

5	Motivates students to be committed self-learners and giving them feedback on what they did	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
6	Assigns students in groups and making them to discuss on the given questions	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
7	Gives regular class activities and homework	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
8	Encourages learners to ask questions on what they did not understand	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

Iv. Classroom Observation on Students' Activities during Introduction of a lesson

No	Items	Observed Classes	Alternatives	
			Yes	No
1	Reflect to questions and making reviews eagerly	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Make active participations in different class activities	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
3	Set purposes of the lesson to be learned	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
4	Respond to questions about previous lessons	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
5	Discuss in small group	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

V. Classroom Observation on Students' Activities during Presentation of a Lesson

No	Items	Class Observed	Alternatives	
			Yes	No
1	React to teacher's instructions actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Fear to give answers to questions actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
3	Take notes actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
4	Involve in discovery learning actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

5	Take corrections and feedback eagerly	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
6	Willing to Participate in games, puzzles, and role playing actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
7	Willing in exercising peer Teaching	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
8	Willing in taking part in group work actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

VI. Classroom Observation on Students' Activities during Stabilization of a Lesson

No	Items	Class Observed	Alternatives	
			Yes	No
1	Ask questions	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Comment the lesson	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
3	Do class work and home work actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
4	Take the summery	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
5	Make brainstorming	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
6	Share work across groups	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

VII. Classroom Observation on Students' Activities during Evaluation

No	Items	Class Observed	Alternatives	
			Yes	No
1	Take corrections actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Report and practice	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
3	Discuss in group on the given activities	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
4	Respond to the questions	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
5	Do class work actively	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
6	Ask and answering questions in the form of group	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
7	Make Role playing	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

VIII. Classroom Observation on Organization Management

No	Items	Class Observed	Alternatives	
			Yes	No
1	Is the number of students appropriate in the classroom?	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Are there easily moveable chairs and desks in the class?	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
3	Is the classroom arrangement suitable for facilitating active learning?	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
4	Is the blackboard the only writing material used in the class?	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
6	Is there adequate space for movement among Chairs and desks?	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

IX. Class Observations on How often EFL Teachers' Practice of different Active Learning Techniques by English teacher

No	Items	Class Observed	Alternatives	
			Yes	No
1	Discovery learning	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
2	Group work	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
3	Pairs –check	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
4	Think –pair share	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
5	Games	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

6	Debates	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
7	Telling story	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
8	Active listening, speaking, reading, and writing	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
9	Role play and Simulation	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
10	Independent work	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		
11	Peer teaching and Correction	Lesson 1		
		Lesson 2		
		Lesson 3		
		Lesson 4		
		Lesson 5		

Appendix B

Adama Science and Technology University

School of Graduate Students

Questionnaires to be filled by the Students

Dear students,

This questionnaire is designed to gather data to assess the implementation of student Centered method of teaching English as a Foreign Language to grade ten students of Denge high school. Therefore, you are kindly requested to respond to the questions guinely. Your response plays central roles in the successful completing of the study. Thus, please feel free to give your opinions to the questions since no response is treated as wrong. Be sure that your response will not be used for any other purposes than for academic purposes and remain confidential.

Thank you for your cooperation!

Instruction:

- Don't write your name.
- Read all the questions carefully before you read them.
- There is no need to consult others to fill the questionnaires.

I. Students' Perception on the Implementing Student Centered Method of Teaching in EFL Classes

Direction: This questionnaire contains close and open ended –ended questions. Therefore, answer the close ended questions by encircling the letter of your choice and respond to the openended ones by writing your guanine opinions.

1. Which of the following activities does your teacher usually use in English classes?
 - A. Debating in groups
 - B. Making group discussions
 - C. Teachers' lecture

- D. Games
- E. Telling story
- F. All of the above activities

Write if there are any other activities _____

2. Do you think that learning from teacher's teaching is better than learning through your own ways such as learning by doing individual and group work?

- A. Yes
- B. No.

3. If your response to question number 2 is „Yes“, why? Because,

- A. Teacher knows much about the contents of the subject to be thought.
- B. Learning through your own ways is more challenging.
- C. Learning from teacher is more time saving.
- D. Learning from teacher benefits better than learning through your own ways
- E. All
- F. None

Please, write if there are any other reasons. _____

4. Does your English teacher usually give you class work on the daily lessons?

- A. Yes
- B. No

5. How often does your English teacher let you make presentation to your class mates on the given lessons?

- A. Never
- B. Rarely

- C. Sometimes
- D. Usually
- E. Uncertain

6. Does your English teacher encourage you to make group discussions with your partners in the class?

- A. Yes
- B. No

7. If your response to question number 6 above is yes, how often?

- A. Never
- B. Rarely
- C. Sometimes
- D. Usually
- E. Uncertain

8. Are there easily moveable chairs in your class to come together and make group discussions?

- A. Yes
- B. No

9. How often does your English teacher give you topic to debate in groups during English class?

- A. Never
- B. Rarely
- C. Sometimes
- D. Usually
- E. Uncertain

10. Does your English teacher usually instruct you to tell oral story in the classroom?

- A. Yes
- B. No

11. Which of the following ways of learning do you prefer in English class?

- A. Learning from teachers
- B. Learning through group discussion
- C. Learning individually
- D. All
- E. None

Please, write if there are any other ways you prefer. _____

12. Have you ever taken orientation on active learning strategies?

- A. Yes
- B. No

II. The Students ‘knowledge of the importance of Active Learning

Direction: The following table contains items related to the importance of active learning in Teaching English as a Foreign Language. Thus, please choice the correct alternative and put a tick mark () under your choice.

No	Items	Strongly agree		Agree		Strongly disagree		Disagree		Undecided	
		F	%	F	%	F	%	F	%	F	%
1	Active learning promotes students’ level of understanding and involves them in problem solving.										
2	Active learning creates the opportunities to share experiences and encourages friendship among students.										
3	Active learning decreases students’ and teachers’ work load and save times.										
4	Active learning decreases students’ frustration in making discussions.										
5	Active learning promotes active involvement of students in learning.										
6	Active learning promotes self-confidence and independent learning of students.										

III. Factors Affecting the Implementation of Student Centered Method of Teaching EFL

Direction: The following table contains items related to factors affecting the implementation of Student centered method of TEFL. Each item has only two alternatives: Yes/No. Therefore, put itch mark (✓) under the appropriate alternative you think.

No	Items	Responses			
		Yes		No	
		F	%	F	%
1	Are you interested to learn English through student centered method of teaching?				
2	Do you think teachers' lack of interest to use student centered method of TEFL affect the implementation of student centered method of teaching English in your school?				
3	Are there adequate activities and exercises in the text books to practice?				
4	Does your English teacher give you enough time for exercising varieties of students' activities in English classes?				
5	Are most of the contents of English text book complex and difficult to you to understand?				
6	Do you think that implementing active learning takes too much time compared with lectures and thus it is not better method to cover the portion of the subjects?				
7	Do you think the number of students in your class is large to use active learning strategies such as group discussion, debate, across group discussion, and etc.?				
8	Are the arrangements of chairs and tables in your classroom suitable to work in different groups?				
9	Can you move in your classroom freely for making discussions across different groups? Please, write if there are any other factors you think can affect the implementation of learner centered method of teaching EFL. _____				

Appendix C

Adama Science and Technology University

School of Graduate Students

English Department

Interview for grade ten English teachers of Denge high school Dear participants,

The purpose of this interview is to collect data on the implementation of learner centered method teaching English as foreign language in grade ten students of Denge high school. Your response plays a central role for the successful accomplishment of this study. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation! **PART**

ONE: General Information

School: _____ Sex: _____ Age: _____ Service: _____

Qualification: _____

PART TWO: Give your genuine response to the following questions briefly.

1. Which method of teaching do you usually use to teach English to your students? Why?
2. What major techniques of teaching do you usually use in teaching English as foreign language in order to promote student centered method of teaching?
3. Are there factors that hinder you to properly implement student centered method of teaching? If you say “Yes”, what are them? And what are the sources of the factors?
4. Do you think the classroom arrangement, text book preparation, and the school environment in your school are conducive to implement active learning?
5. How do you express the feelings of your students towards active learning?
6. What is your general comment on the using student centered method of teaching in English class in your school.