

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



**AN ASSESSMENT ON THE IMPLEMENTATION OF STUDENT
CENTERED LEARNING APPROACH IN ENGLISH CLASSROOM
AT GOBA SECONDARY SCHOOL: GRADE 10 IN FOCUS**

BY:
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JULY, 2016
ADAMA

**A THESIS SUBMITTED TO SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**

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DECLARATION

I, the undersigned, declare that "Assessing the Implementation of Student Centered Learning Approach in English Classroom at Goba Secondary School in Bale Zone" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that I have not previously submitted this work at any other higher education institution.

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ACKNOWLEDGEMENTS

First and foremost, I am very much grateful to my advisor Dr. Yeshitla Habtemariam for his unreserved guidance and support throughout my study. Without his critical comments and suggestions on the various stages of my research, this thesis would not have been completed successfully.

I would also like to express my sincere gratitude to teachers and students who participated in this study. My appreciation goes to all of them for whole heartedly sparing their precious time and energy to provide the information required for the completion of the thesis.

I owe a debt of special gratitude to all my family members, especially to my wife, Workayehu Dinku and my children who have always been there on my side with love and moral support all through my study. I am also very much thankful to my mother, whose prays and moral support had been the source of inspiration for me to concentrate on my study.

Furthermore, I am indebted to my colleagues, Bale Zone Teachers' Association staff workers and AtoTolessa Seboka for all their support during my study. Finally, I have also great appreciation for the administration and staff members of Goba Secondary School for the facilitative roles they played at various stages of the study.

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ABBREVIATIONS

CLT Communicative Language Teaching

EFL English as Foreign Language

ELT English Language Teaching

F Frequency

V Value

ICDR Institute for Curriculum Development and Research

MoE Ministry of Education

SCLA Student Centered Learning Approach

SCL Student Centered Learning

ABSTRACT

The purpose of this study was to assess the implementation of student centered learning approach in EFL classes of Goba Secondary School. To achieve this, specific objectives were set giving due emphasis on practice and experience of student centered learning approach, teachers strategies used in the classrooms and those challenges teachers encountered while implementing student centered learning approach respectively. To conduct the research, a descriptive method was used. Purposive and systematic techniques were used to select the sample of the population. Based on these, the data were collected from a total of 66 respondents (60 students and 6 teachers). Data were gathered through classroom observation, questionnaires and interview and were analyzed using percentage, mean value and descriptive statistics. The finding of the study revealed that teachers have no clear understanding of student centered learning approach. As a result their practice was low. Among the student centered learning strategies most teachers used only discussion, questioning and brainstorming. Some of the challenges teachers encountered while implementing student centered learning approach were; lack of training, the classroom conditions, poor instructional facilities, influence of mother tongue and background experience, having less awareness of teachers and students were found as the challenges that they faced in implementing student centered learning approach in EFL classrooms. Finally, recommendations were forwarded based on the major findings so as to facilitate effective implementation of student centered learning approach.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In recent years, student centered learning approach has become one of the most significant teaching and learning approach. During the 1970s-1980s, the impact of learner centered approach on language teaching was evident with the development of communicative approach which shifted the attention of teaching and learning process to language function or use in accordance with the need of learners. This paradigm shifts in language teaching from traditional teacher centered to more learners centered approach which as Nunan (1988:79) notes as "An offspring of communicative language learning" requires learners to negotiate actively in meaningful interaction in order to interpret and construct meaning by themselves. In a learner centered approach, students are seen as being able to assume a more active and participatory role than in the usual traditional approach.

Effective teaching and learning require the use of different methodologies and strategies to meet the demands of the learners. The challenge is to find new ways and strategies to stimulate and motivate the creative abilities of today's generation who have various set of orientations towards learning than the learners in the past. Nowadays in schools throughout the world there is a movement from learning that is made up of facts to a new model that is student centered learning approach which emphasizes understanding, making connections of the world around us, collecting and using information in active manner (Lue, 2000).

We should think of student centered approach first and for most in terms of students who are being intellectually active. By intellectually active we mean that teachers do not simply expect them to memorize and repeat facts. They should expect students to use information critically and analytically. Supporting this, Nardos (2000) has pointed out that in student centered learning approach, the students have a marked degree of freedom and control over the organization of learning activities. Usually, these activities involve problem solving, inquiry and investigational work, etc.

The traditional method of teaching is only advantageous to handle large number of students in the class but, it has different shortcomings. Firstly, it focuses largely on providing theoretical

knowledge to students. In addition, selection and organization of contents is determined by the teacher (Brown and Peter, 1994). Traditionally, people think of the classroom as the place where the teacher knows and the students do not know and get everything from the teacher. This makes students passive in the teaching learning process and they have little or no opportunity to decide what they learn and reflect their idea and opinion. It is to solve this problem that educational and training policy of Ethiopia calls for active participation of students in classes by implementing student centered learning approach. To this point, Lue (2000) states that the curriculum reforms in Ethiopia imply a shift from passive learning to more active learners focused one.

Two key components of the learner centered classrooms are first, placing more responsibility in the hands of the students to manage their own learning. And second, teachers take roles as facilitators of knowledge to help learners learn how to learn rather than being the source of knowledge as was traditionally the case. Teachers can foster learner autonomy by creating and maintaining a learning environment through communicative task which students can develop their language and learning skills to become autonomous learners.

Student centered learning approach is based on the idea that people learn best when they are engaged in the topic and motivated to find new knowledge and skills to use in order to solve everyday problems. The aim of learning then is active exploration, construction, and learning rather than the students being passive attendant of a lecture and a textbook reader. Student-centered classrooms include the idea of learning partnership between students and teachers. This partnership implies that practices promoting positive relationships between teacher and students are crucial for high learner motivation and achievement (McCombs, 2009).

According to the researcher's experience gained through observation, many English language teachers practically have been noticed that at secondary school level still play the roles of lecturing in their classes. The majority of EFL secondary school teachers were found to manifest the teacher centered approach where they talk most of the time before students who receive information without playing active roles in the classroom. Teachers' roles lack those practices of student centeredness. This might be due to their lack of understanding and awareness of the student centered learning approach, or probably to certain challenges that hinder the implementation of student centered learning approach. Although many efforts have been done by the Government and responsible bodies to improve the instructional process, the practical

application of student centered approach at Goba secondary school seems not that much satisfactory. Thus, it is with this information that the researcher wanted to carry out a research which focuses on assessing the implementation of student centered learning approach in EFL classes to address the problem and to recommend possible solution(s).

1.2 Statement of the Problem

The New Education and Training Policy shifts from the teacher centered to student centered approach. Student centered approach leads to effective teaching learning and promotes the development of students' critical thinking and engages students in the teaching learning process actively and effectively (Peter, et al. 2000). As Peter et al further indicated, students are given the freedom to explore areas based on their personal interests, and accompanied in their striving for solutions by a supportive understanding facilitator, not only to achieve high academic results but also experience and increase in personal values, such as flexibility, self-confidence, social skills and problem- solving capacity.

English language education should bring about significant practical changes on student learning and its teaching should result in the proper development of language competencies demands that its teaching should be of world class standard (Brown, 2001). It is believed that the success of any type of education depends upon three key factors: the teacher, the curricula and the learner. Of these three, the relatively more important one is the teacher; who guides, controls and promotes learning. The importance of the teacher has not declined in spite of the fact that the emphasis on language education has shifted from teacher centered to student centered learning. The teacher still has the great role and responsibilities of providing students with an environment in which students can learn efficiently and become independent learners, besides the teacher provides sufficient knowledge for his students; and subsequently evaluate, assimilate, adapt and reconstruct that knowledge according to their needs.

In assessing the implementation of student centered learning approach in Ethiopia, different researchers have conducted researches in different parts of the country. For instance, Endalkachew (2006) conducted a research on the topic "The Communicative Language Teaching in Selected Primary Schools in East Shoa Zone." His study showed that in addition to large class size, failures of the learners to use the language outside the classroom, and the low proficiency of

the learners in English language, the teachers teaching methodology are the most hindrance in implementing CLT. Moreover, Beyene (2008) also conducted a study on Teachers' Perception on Student Centered Approach and Classroom Practice of Primary School Teachers. He investigated that English teachers have some fear of adapting student centered learning approach as instructional method as they are familiar with traditional method. But, he did not study the problems that teachers and students have faced in implementing student centered approach in secondary schools. Moreover, Teshome, (2010), in his study showed that English language teachers face problems while they are try to implement student centered learning approach. These problems include lack of time and teachers' attitude towards student centered learning approach. Furthermore, the present researcher's teaching experience at Goba Secondary School indicates the low practices of student centered learning approach in EFL classroom.

As it has been indicated above, the previous studies did not assess the practical implementation of student centered learning approach of EFL in secondary school classroom. Most studies have been conducted on teachers' attitude and perception of student centered approach in EFL classroom. Therefore, the current study is confined to assess the implementation of student centered learning approach in secondary schools, as there are no enough studies on student centered learning approach in general and school factors affecting the implementation of student centered learning approach in particular at secondary schools. This indicates that the existing researches may not reflect the real situation of secondary schools because of the environment, the behavior of students and their linguistic competence is different from primary schools.

Furthermore, this study is different from the previous studies in that, almost all of the previous studies, with regard to their research methodologies which relied mainly on data from interviews and questionnaires to report on teaching practices. They failed to embrace classroom observations. Therefore, this study is designed to fill the methodological gaps identified in the previous studies by incorporating data that emerge from the actual teaching practices of teachers through classroom observations in addition to interviews and questionnaires.

Thus, it is very essential to investigate the practices of teachers and students while implementing student centered learning approach. So, this study would add its share by focusing on the practices of implementing student centered learning approach in EFL classes at Goba Secondary School.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study is to assess the implementation of student centered learning approach in EFL classroom.

1.3.2. Specific Objectives

The specific objectives are to:

1. Investigate the implementation of student centered learning approach at Goba Secondary School.
2. Figure out the major problems that teachers and students encounter while implementing Student centered learning approach.
3. Identify the extent to which teachers implement student centered teaching and learning approach in EFL classrooms.
4. Assess the strategies teachers use in an English classrooms to implement student centered learning approach.

1.4. Research Questions

Based on the above objectives, the following research questions are formulated to be answered in the course of the study.

1. What are teachers' practices of implementing student centered learning approach at Goba Secondary School?
2. What major problems do teachers and students encounter in implementing student centered learning approach in EFL classrooms?
3. To what extent do teachers implement student centered learning approach?
4. What strategies do teachers use to implement student centered approach in English classrooms?

1.5. Significance of the Study

The study is intended to investigate the implementation of student centered learning approach in EFL classroom at Goba secondary school. The researcher hopes that the result of the study has the following importance.

Firstly, it will help teachers and students to be aware of the problems which they face while implementing student center learning approach. As a result, they get awareness about the practical application of student centered learning approach. Secondly, language experts and others who work on education get awareness on the current situation of the practices of implementing student centered learning approach. Thirdly, the study can play a significant role in ensuring quality education for the development and transformation plan of Ethiopia. Fourthly, it may help policy makers to design feasible strategies to enhance student centered learning approach. Finally, the findings may serve as supporting documents for further study on this area.

1.6. Scope of the Study

The study focuses on Goba secondary school in Bale Zone; South East of Oromia Regional state in the academic year 2015/16. The school is composed of grade 9 and 10. Due to time and budget limit the study was limited to grade 10 students only. Since the main emphasis is to assess the practices of implementing student centered learning approach in EFL classroom, teachers and students of grade 10 were the focus of the study.

1.7. Limitation of the Study

This study has got some limitations. Primarily, it is worth keeping in mind that the sample size of the study was limited to only 6 teachers and 60 students from Goba Secondary School. For this reason, it can be said that the study is limited to a small group of secondary school teachers and students, which makes it difficult to generalize the results to all educational setting. It would have been better and more effective if it had investigated the practicability of the approach in the wider context.

1.8. Operational Definition of Terms

This refers to the key concepts or words which are used throughout the study. These include:

Student centered learning approach refers to the active involvement of the learners in different teaching and learning activities such as group work, role play, debate, discussion etc.

Implementation refers to how teaching-learning activities are put into practice in a classroom.

Assessing refers to critical evaluation of the practice of student centered learning approach in EFL classroom.

Practice refers to doing an activity regularly to improve skills. (Oxford,2000)

1.9. Organization of the Study

This thesis is composed of five chapters. The first chapter deals with the background of the study, the statement of the problem, the objectives and the research questions of the study. It also describes the scope, limitation and the significance of the study. Definitions of terms pertinent to the study are also provided in this particular chapter.

Chapter two provides highlights of some theoretical and empirical literature applicable to the study. It presents various concepts in teaching and learning including learning theories and approaches to teaching and learning.

Chapter three outlines the research design and methodology of the study. It explicates the research design of the study, participants and the sampling techniques, instruments and procedures of data collection and analysis.

Chapter four deals about data analysis, interpretation and discussion of the findings. It presents and discusses the findings in the light of the literature on effective teaching and learning.

Finally, chapter five deals with summary, conclusions and recommendations of the study. In this chapter all data were synthesized, the main findings of the study were identified and the implications were forwarded for concerned bodies

CHAPTER TWO: REVIEW OF RELATED LITERATURE

In this section of the paper, a brief review of the literature related to the assessment on the implementation of student centered learning approach has been made. Varieties of definitions about student centered learning approach given by different scholars, how student centered learning approach is used in the classroom, the strategies teachers used in EFL classrooms and challenges that hinder the implementation of SCLA are discussed.

2.1. A Brief Overview of the Student Centered Learning Approach

Student centered learning approach is a popular concept among educators and teachers. It is a kind of teaching learning approach which focuses on students' performance and gives more responsibility to the individual student's learning ability and potential. Nowadays, it is expected that student centered learning approach is more practical teaching method than the former traditional teacher centered approach which dominated Ethiopian education for long time.

2.1.1. Meanings of Student Centered Learning Approach

While references to student centered learning abound in the literature, definitions are often confused with other teaching strategies, for example: self-directed learning, learner focused learning, autonomous learning, independent learning, collaborative learning, experiential learning, authentic learning, problem based learning and constructivist teaching (Sparrow et al, 2000). According to Nanney (2003:1) student-centered learning is "A broad learning approach that encompasses replacing lectures with active learning, integrating self-paced learning programs and cooperative group situation, ultimately holding the student responsible for his own advances in education." Harmon and Hirumi (1996:267) stated that "Student centered learning is where students work in both groups and individually to explore problems and become active knowledge workers rather than passive knowledge recipients. They argued that in the student centered approach, teachers become guiders and mentors helping students access, interpret, organize and transfer knowledge to solve authentic problems, while students gain expertise not only in the content area being studied, but also in learning; they learn how to learn by discovery, inquiry, and problem solving.

From this point of view, student centered learning approach focuses on students' needs, what and how the students learn and the conditions which promote their learning. Besides, it is an instruction that focuses on what learners are doing and results in creating responsibility in their own learning.

2.1.2. Theoretical Background of Student Centered Learning Approach.

Theorists like John Dewey, Jean Piaget and Vygotsky whose collective work focuses on how students learn is primarily responsible for the move to student-centered learning. Student-centered learning focuses on the students' needs, abilities, and learning styles; and is broadly based on the constructivism theory of learning which is built on the idea that learners must construct and reconstruct knowledge in order to learn effectively (McCombs, 2009). Thus, student-centered learning is reversing the traditional teacher-centered understanding of the learning process and putting students at the center of learning process.

The theory and practice of student-centered learning was built in the past century. Land & Hannafin (1996) argues for this theory as in the following:

Piaget, Dewey, and Vygotsky, among many others, has made influential contributions to the understanding of learning and how best to maximize human potential through education. As these theorists and practitioners saw it, learning involved a careful coordination between the individual's capacities, abilities, and tendencies and the learning environments in which new information and skills were presented to them.

Furthermore, all learning environments combine psychological, pedagogical, technological, cultural, and pragmatic elements. Consequently, student-centered learning environments shift the focus of these elements from the person communicating new information to the person integrating new information; the student. In addition to reorienting the focus of information integration, a student-centered approach recognizes that learning is best accomplished when intrinsically directed and when new information is made available in ways that reflect the unique experiences, backgrounds and learning styles of each student.

Student-centered learning approach is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively (Collins &O'Brien, 2003).

According to Johnston (2007), the role of teachers in student-centered learning will become that of guides and mentors helping students access, interpret, organize and transfer knowledge to solve authentic problems, while students gain expertise not only in the content areas being studied, but also in learning. In fact teachers need to be a guide by helping their students to find answers to real life problems. Schools need to be organized around the work of students instead of the work of teachers. Even though both the teacher-centered and student-centered approaches have their own merits and demerits, the latter is preferred for it gives the opportunity to learners to engage in the learning process.

2.1.3. Characteristics and Benefits of Student Centered Learning Approach.

The primary characteristics of student-centered learning approach are as follows: firstly, the student centered approach values students' needs, responsibility and capacity to learn effectively with self-paced learning by providing them with efficient learning activities. Secondly, the approach promotes an active learning climate among students in a more collaborative manner, rather than passive learning as in the traditional approach. Thirdly, the approach promotes the authentic use of both teaching materials and contexts for effective teaching and learning. Fourthly, the teacher's role is changed into a learning facilitator rather than a knowledge giver as in the traditional approach (Johnston, 2007).

Student centered learning approach has the potential to make learning a more enjoyable task for students and provide the opportunity for teachers to interact with students on an individual basis. Such an approach provides complementary activities, interactive in nature, allowing individuals to address their own learning interests and needs and move forward into increasingly complex levels of content to further their understanding and appreciate subject matter (Nanney, 2003).

In summary, student centered learning focuses on students' needs for learning and communicating effectively. The teacher provides opportunities for students to engage actively in meaningful communication, encourages them to take ownership of their own learning, and gives them explicit instruction in the content and language skills they need and in strategies for gaining knowledge and skills.

2.2. Student Centered Approach

Unlike traditional approach, student centered learning approach is based on the students' ability and need. According to Silberman (1996), Student centered learning approach is a collection of instructional strategies that make students do most of the work by their own to study ideas, to solve problems and to apply what they have learnt. In addition, it encourages collaborative work which in turn enhances language learning. Language learning is most effective when the learner is the initiator of the learning process. Everybody thinks of active learning in terms of students being intellectually active. By intellectually active we mean that teachers do not simply expect students to memorize and repeat facts. However, teachers should expect students to use information critically and analytically.

Student centered learning approach gives chances to students to interact, discuss, debate and ask questions, explore their knowledge through active participation. The underlying assumption here is that learning becomes meaningful when learners use it and relate it with their lives. According to Temesgen (2001), learning in a student centered method setting is not purely individualistic rather students learn through cooperation, active involvement and participation.

Many Educational scholars argue that learning in any form has to be active because students learn better when they are actively involved in the learning process. In student centered approach, we center our planning, our teaching and our assessment on the needs and abilities of our students. The main idea behind the practice is that learning is most meaningful when topics are relevant to the students' lives, needs, interests and when students themselves are actively engaged in the teaching and learning process.

Thus, in student centered learning approach students are not expected just to memorize information, but they are allowed to work with and use the information alone with peers. Students are included in the decisions making of the teaching-learning process by deciding what

and how they learn and encourage them to take responsibility of their own learning. In student centered approach, the learner has a responsibility for his/her learning, the content has relevance for learners, the environment and participation of the learner in learning is mandatory and the teacher acts as a facilitator than as a controller. In other word in student centered learning, the teacher does not consider himself as a solo source of knowledge. His role is rather to facilitate the process of learning. In student centered learning, the students are not passive recipients of knowledge rather they discuss, compare, analyze, criticize, draw conclusions and communicate with each other.

2.3. Teacher Centered Approach

Teacher centered approach also known as traditional approach is an approach which considers learning as only matter of mastering and memorizing the skills and knowledge identified by experts in advance and transmitted by teachers (Harris, 1997 cited in Nardos, 2000). In such setting, the teacher is considered as someone who possesses knowledge and whose main task is to transmit it to students. On the other hand the role of the student is to acquire knowledge transmitted by teachers and to become consciously aware of the rules underling it (Clark, 1987).

In a traditional classroom, the teacher designs the course materials to be taught and makes all decisions concerning how the course is to be organized and taught. The teacher is also responsible to make decisions regarding the sequencing, structuring and the pace of the course. The learning process depends on the talking of the teacher where the students become passive listeners. Being dominated by teachers' lecture, the teacher centered approach creates many problems to learners. For instance, Silberman (1996) confirmed that during lecturing students' attention decreases with each passing minute. As lecturing appeals to only auditory learners, it tends to promote lower level of learning of factual information; they learn what is told by the teacher usually without curiosity, without questioning and with less interest for inquiry.

In the old model of instruction the teacher is the center of classroom activity. The teacher has been thought to have most of the knowledge necessary for students to be successful. In this model, the teacher mostly use "Chalk" and "talk" method or other methods of teaching in which he/she is active and the students remain passive. Therefore, the teacher either writes notes on the board, which the students passively copy in their exercise books. When the teacher asks

questions, the students are usually expected to recall or repeat information from the lecture or from the text books.

Table 2.1 Difference between Teacher Centered and Student Centered Learning

Approach

Focus	Teacher centered	Learner centered
Approach	Expository: 'talk and chalk'	Discovery: dialogue and inquiry
Purpose	Transfer of information	Development of individual potential
Rational	Education as technology	Education as liberating process
Strategy	Surface learning	Deep learning
Teaching link	Direct	Indirect
Teacher role	Authoritative: 'all knowledge expert'	Facilitative: 'developer'
Teacher Activity	Telling, checking, correcting	Guiding on route, resources, Interpretations
Student role	Rote learning	Self-direction for meaning
Student Activity	Listening, note-taking	Exploring, reflecting, questioning
Methods	Lecture, seminars, demonstrations	Discussions, simulations, problem-solving

(Source: Adapted from Ramsden, 1992, p. 163)

2.4. Student Centered Learning in Ethiopian Educational Context

The student centered learning approach have been incorporated after the adoption of the currently working Education and Training Policy in Ethiopia, extensive changes had taken place in education. One of the changes was the paradigm shift in the model of teaching and learning which includes the shift from rote learning to active learning and the shift from a linear to an integrated curriculum (Leu, 2000). This change has brought a major shift of paradigm about education and the underlying ideas like active- learning method, student-centered approach, problem solving, student sensitive learning, and the use of higher- order thinking skills.

Similarly, in the teacher education system, there have been continuous changes in the curriculum and teacher's profile since the educational reform in the country. The New Educational Reform document states that in the country's education program, passive learning has to be replaced by active and learner-focused approaches, methods and strategies. In this assumption, teachers are expected to use a range of teaching strategies including student centered learning approach; interactive teaching methods in their classrooms.

Also, the new education and training policy of Ethiopia encourages the development of physical and mental potential and problem solving capacity of individuals. It expects to cultivate the cognitive, productive and appreciative potential of citizens by relating education to environmental and social needs.

Thus, its intention is to prepare teachers who can promote active learning and development of problem solving skills through learner centered approach, using a curriculum where content and methods are integrated.

2.5. Students' Role in Student Centered Learning Approach

Student centered learning approach leads the students to invest energy and time to enhance their learning. According to Nunan and Lamb (1996), in a student centered approach to language learning, students are negotiators and active participants of the learning process. Unlike the traditional approach, in SCA, every student should contribute as much as he/she gains in the interaction. However, it is impossible to say that, learners will always play the same roles in the classroom describing the roles of learners in a task-based language teaching. Richards and Rodgers (2001) list three general roles which overlap with the roles assumed for learners in this approach. These are: students are group participants, students are monitors and risk-taker and innovators. Thus, learners should take and play major responsibilities in their learning.

2.6. Teachers' Role in Student Centered Learning Approach

Student centered learning approach by its nature requires much of the work to be done by the learners themselves. However, this does not mean that the teacher does not have any significant role to play in the language teaching and learning process. There are various roles to be played by the teachers in order to facilitate the language learning process. According to Hedge

(2000:185), student centered classroom involves the teacher in "setting up activities, organizing material resources, guiding students in group works, engaging contributions, monitoring activities, and diagnosing the further needs of students". Richards and Rodgers (2001) also describe the roles of the teacher as need analyst, counselor and group process manager. Similarly, Harmer (1991) as cited in Nunan and Lamb (1996: 112) describes the roles of the teacher as controller, assessor, promoter, participant, resource, tutor, and investigator.

2.7. Principles of Student Centered Learning Approach

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

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. An attempt to link classroom language learning with language activities outside the classroom.

2.8. Major Student Centered Learning Strategies

To be effective, teachers must use different student centered strategies because current thinking and practice in education highly focuses the need to actively involve active learning strategies. To this end, there are a wide range of methods and techniques for active learning. The major methods are explained below.

2.8.1. Brainstorming

This is when the students generate as many ideas as possible about a topic. It can be a great way to start a class on any given topic and it may be done in number of different ways such as in

group (recording their ideas on chart paper), in pairs or as a whole class with the teacher (or students) writing the ideas on the board or chart paper. It is a great way of finding out what the students already know about a subject before the teacher starts teaching or as review activities. (HDP, 2004).

2.8.2. Problem solving

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

To sum up, problem solving involves formulating new answer and going beyond the simple application of previously learned rules to create a solution. Thus, learners can enhance problem solving ability which enable them to cope up with the ever- changing world.

2.8.3. Role Play

Role Play is an activity performed when the students or group of students are given a role to play out in the class. This could be a situation they have to act out, or a person they have to dramatize. The instructor provides either real or imaginary contexts along with a range of relevant characters/ roles, and then to improve dramatic interactions among their characters during class periods.

Apart from leaning practical and interesting, it also helps learners to be observant of the world around them in order to accurately depict what roles demand. A teacher must understand the guidelines for role play strategy to use it effectively in the classroom (Namathaka, et al, 2000: 50).

2.8.4. Panel Discussion

Panel discussion is one of the participatory methods of instruction. In panel discussion or debate, there are generally two sides, each with opposing views. Usually, a question or preposition is put forward and each side takes its turn to speak for or against an assumption. The participants (learners) are mainly concerned with refuting one another's arguments or putting forward

opposing interpretations of evidence under review during the debate. As method of instruction, it helps to welcome different and opposing views on a topic. It encourages learners to express their views and other learner's point of view.

2.8.5. Group Work

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

2.8.6. Discussion

One of the important learner centered activities is discussion in the classroom. Discussion can be organized by groups or for the whole class. There are three kinds of discussions: prescribed, guided and open. Prescribed discussion is characterized by predetermination of ideas concerning the content and outcome of the discussion by the teacher. In the guided discussion, the teacher gives key points or raise question to the group discussion, no intervention during discussion except to point the discussion procedure. In the open discussion, the teacher even sets or negotiates the title for the discussion, he/she states his/her view point with respect to the point raised and encourages the students to evaluate their discussions (ICDR, 1999).

2.8.7. Peer-teaching

Peer-teaching is a participatory, active and democratic strategy integrated into the students own experiences that result in deep learning. Peer teaching involves occasional use of students in the class who have experiences because of their good background in particular area. The merit of peer teaching is that each group or member benefits from each other's activities, sharing the experience. Peer teaching can solve the problem of large class size, and it may release instructor's time for personal research or for producing resource based learning materials (Bennet et al, 1996).

2.8.8. Discovery Learning

Psychologists like Bruner, who were well known advocates of discovery learning, argues that education should emphasize the discovery of the structure of a particular discipline rather than fact. Instead of just memorizing certain facts, to discover them by themselves is interesting because the information will stay with every individual for a long time and most importantly it encourages the learner. The discovery method of teaching is a frequent description of mode of instruction that is contrasted with other forms of instruction like teacher centered. Discovery learning is the opposite of reception or being told or being Passive. In short, according to Bruner (1996), students should be taught key principles and concepts; while teachers must organize their teaching materials around central concepts and principles, connected in a meaningful manner. This implies that students should be allowed to discover principles inductively which leads to a particular way of teaching concepts.

2.8.9. Project work

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

2.8.10. Jigsaw Activities

Jigsaw Activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the “puzzle,” and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no partners hear exactly the same conversation (Namathaka, et al 2000: 58).

2.9. Challenges in the Practice of Student Centered Learning Approach

Despite the evidence to the benefits of student centered approach, many instructors are not seen implementing it in their classes. Different scholars have also noted that the effective implementation of student centered approach can be influenced by a multiple factors. The most common ones are discussed as follows.

2.9.1. Teachers' Attitude towards Student Centered Learning Approach

The attitude of teachers in implementing student centered approach in their classes is a determinant variable and their attitude towards active learning largely depends on the epistemology they adhere. In other word, teachers who strongly support the positivist epistemology as described in 2.3 assume that the teacher is the only source of knowledge and knows best. Teaching takes a pre dominate role over learning and pupils are assumed to be empty vessels to be filled by the teacher (Plass, 1998). This discloses that teachers who are in favor of positivist epistemology could have negative attitude towards active learning.

On the other hand, there are also teachers who view knowledge as it is produced through the interaction between the learner and the world around him/her which is a constructivist epistemology. The interaction leads to interpretation and understanding, not just memorization (Lue, 2000).

To sum up, various research finding confirm that there is a strong tie between teacher's attitudes towards student centered learning approach and their effort in implementing it. So, teachers' attitudes have a great impact on effective implementation of student centered learning approach.

2.9.2. Learners' Attitude towards Student Centered Learning Approach

In student centered learning classroom, students are encouraged to develop autonomous learning and problem solving skills. Capel et al. (1995) state that student centered approach provides learners with great personal satisfaction, more interaction with peers, promotion, and shared activity and team work, greater opportunities to work with a range of pupils, and for all members of the class to contribute and respond.

Getting students to work together cooperatively in groups can be challenging. As there are personal clashes, individuals who see group work as an opportunity to let others carry the load, and those who take control and dominate at the expense of others participation.

In short students' positive attitude towards cooperative learning which pave way for good implementation of student centered learning have a great advantage. Moreover, if students have appropriate perceptions towards student centered learning; they could develop their confidence by practicing it.

2.9.3. Teachers Training

Producing well trained and competent teachers involves both equipping the prospective teachers with the necessary knowledge in their area of specialization and development of skills that enable them to effectively transfer their theoretical knowledge in to practice.

However, when we see the traditional training of teachers in Ethiopia, the theoretical and practical aspects of training have not been well integrated. MOE, (2003) asserted that the practice of teachers education focused on the theoretical aspects of subject knowledge. Thus, if classroom learning is to be effective, the teacher educators must be well trained and should be ready to take the responsibility of teaching.

2.9.4. Shortage of Time

If teachers use student centered learning strategies in their class, it is obvious that the amount of available lecture time devoted to content coverage reduces to some extent. According to Brown and Peter (1994), time in learning is classified in to two; allocated and engaged time. The allocated refers to the time during which students have the opportunity to learn, on the other hand, engaged time is the part of allocated time when students are actually exhibiting on task.

According to ICDR (1999), active learning method does not necessarily take a great deal of time. It just needs the teacher to approach learning in different ways: step back, set problem, create a learning environment, help students to set problem and help students to find an answer.

2.9.5. Shortage of Instructional Materials

Instructional materials play a vital role by giving opportunity to the learner to learn by themselves and enhance learners' participation through active engagement activities. According to Brown and

Peter (1994) the role of instructional materials are to: ensure longer retention of the information gained, motivate students to pay attention to the lesson, give opportunity to learn through engagement and immediate action use of all senses and muscles, to help students to integrate prior experience with preset varying from abstract to concrete.

However, in most schools, lack of language laboratory, absence of sufficient audio-visual aids, and shortage of reference books are accounted for the low implementation of student centered approach in language classroom.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter presents an overview of the research methodology. It incorporates research design, selection of the participants of the study, instruments used for the data collection, and data analysis.

3.1. Research Design

In order to assess the implementation of student centered learning approach in EFL classes, the researcher used descriptive research design. Both qualitative and quantitative approaches were employed. The reason for choosing a mixed methods research approach for this study came out of the desire to integrate different forms of data collection and analysis in the study. It was also chosen on the premise that the strengths in one method could help to minimize the limitations of the other method (Creswell, 2012). Quantitative approach helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that were held by the students and teachers, process that are going on, effect that are evident, or trends that are developing. In addition to this, the qualitative approach was employed using interview and observation to get an in depth understanding of complex activities especially related to human behavior that affects the practice or application of student centered learning approach.

3.2. Participants of the Study

The participants of this study were English language teachers and students of grade 10 at Goba Secondary School in Bale zone. The total numbers of English language teachers in the school were 6 excluding the researcher and a foreigner. All have been selected purposively. From 15 sections of grade 10, six sections were selected using lottery method for classroom observation, and also out of 605 students 10% were selected with systematic sampling technique. The researcher believes that these selected teachers have better understanding and awareness about the problem under the study; and they are able to give concrete evidence and reliable information for the credibility of the research findings. Due to time and budget limit, the researcher thinks 10% of the total students can be the sample for the total population.

3.3. Data Collection Instruments

The preference of data collection instruments depend on the research objectives and research questions. Accordingly, in order to achieve the intended objectives, classroom observation, interview and questionnaires were used. The instruments were developed by the researcher himself by collecting them from different sources. Specifically, their details look like the following.

3.3.1. Classroom Observation

Classroom observation was the principal data gathering instrument. It was used to look and confirm practically the extent of the student centered learning approach what the students and teachers attempt to apply it in their actual classroom.(Lewy1977:163 cited in Taye 2008) noted that observation is useful to indicate how the lesson is divided into variety of activities such as individual work, group or pair work, whole class activity, discussions and others. Observation helps the researcher to get actual and complete picture on the implementation of SCA that was raised by the sample respondents during questionnaires and interview. The observation checklist which contains 11 items was designed to examine the students and teachers activities during the lesson and to identify the problems that affect the implementation of student centered learning approach in EFL classes.

Every selected teacher was observed two times. Totally, 12 periods observation was done by the researcher. Learners were also observed for their engagement in practicing the target language in EFL classroom. In fact, as it is the principal tool for the study, observation has its role in answering and triangulating the research questions. This enables the researcher to cross validate the results of different data gathering tools.

3.3.2. Interview

To elicit detailed information, the semi-structured type of interview was employed for English Language teachers of grades 10 in the setting of the research. The purpose of the interview was to obtain information by actually face-to-face talking to the respondents. The teachers were expected to reflect on their live experiences on problems they faced in implementing student-centered learning approach in EFL classroom. With this assumption, 7 open ended questions

were prepared to guide, but not to constrain the interview process. This helped the researcher to obtain deeper insights about the research problem.

3.3.3. Questionnaires

A questionnaire was employed to elicit information from the teachers and students in line with the specific research objectives. It includes both open-ended and close-ended items. This data gathering tool can give the respondents freedom to express whatever they know about the student centered learning approach in their teaching-learning process of live experience. Both the open and close ended kinds of items were used in the questionnaires. The open-form probably provides a greater depth of response. Therefore, the respondents can reveal what they really know about each item they are requested to respond to, and possibly the reasons for their responses. In case of the close ended items, a 4- point likert scale was used. The instructions and the questions in the questionnaire were clear and easy to follow.

3.4. Data Analysis procedures

In order to achieve the intended objectives, the following procedures were used. Firstly, the researcher organized data gathered through classroom observation, interview and questionnaire in the form of notes. Secondly, having read critically, the researcher used thematic frame so as to categorize the data. Then, responses from different data gathering tools were grouped according to the research questions. Finally, data from interview and observation checklist were presented and analyzed jointly under subsequent key topics of the study. In this case, each response was analyzed thoroughly through triangulating the data from each method. This means there was more concern on integrated description and explanation of the data collected through all data gathering tools and by interpreting the data. Then conclusion was done by supporting with related review literature.

3.5. Methods of Data Analysis

On the basis of the triangulation approach of research data analysis, data of the study were analyzed both qualitatively and quantitatively. Specifically, the data that were collected from questionnaires were analyzed quantitatively by using percentage and mean. To do this, the researcher first used tally marks, sorted, organized and identified the responses according to their

categories, similarities or differences. The data gathered from classroom observation and interviews were analyzed qualitatively. That is, depending on the characteristics of qualitative research data analysis approach, those data were displayed, put down in words in accordance with verification of research questions

In brief, after carefully gathering the appropriate data using the three instruments of data collection, the data were analyzed in an integrated manner. Thus, frequency counting, percentage of the quantitative data; and description and narration of the qualitative data were applied to analyze and to describe the data.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1. Introduction

This chapter attempts to present and analyze the collected data in response to the research questions which were raised in the first chapter. Thus, the data was presented in the tables and analyzed using percentage, mean value and descriptive statements.

4.1.1. Background Information of the Respondents

Before discussing the data related to the major research questions, a summary on the characteristics of the subject is presented. As mentioned in chapter three, the intended information for the study has been gathered from students and teachers of Goba Secondary School. Totally, 60 grade 10 students and 6 English language teacher respondents were included in the study. Five of the teachers were male and one was female and all teachers are qualified with BA degree. The experience of the teachers ranges from 10 to 35 years, regarding the students, out of the total 60; 23 of them were females and 37 of them were males.

4.1.2. Data Obtained through Teachers' Questionnaire

A questionnaire was developed for teachers to assess the implementation of student centered learning approach. Their responses were analyzed below.

4.1.2.1. Teachers Practice on the Implementation of Student Centered Learning Approach

Teachers practice on student centered learning approach has an important role in influencing the effective implementation of active learning in the classrooms. With this fact, six English language teachers at Goba Secondary School were asked to rate items related to their practice of student centered learning approach.

Accordingly, 11 items related to teachers' perception about student centered learning approach were presented to examine their practice on the issue under the study. For the matter of convenience, the findings of the study under practice of student centered learning approach were discussed below

Table 4.1 Distribution of Data Collected On Teachers' Practice of Implementing Student Centered Learning Approach

No	Items	4	3	2	1	$\Sigma vx f$	$(\Sigma vx f)/N$
		F	F	F	F		
1	I teach students by creating interaction between them	1	4	1	-	18	3.0
2	I consult students to share their ideas in planning English lessons	-	2	3	1	13	2.16
3	I encourage and help students to solve problems without being frustrated with their peers	2	2	2	-	18	3.0
4	I take roles as a facilitator rather than being a source of knowledge	2	2	2	-	18	3.0
5	I try to involve learners in sharing information one another	3	2	1	-	20	3.33
6	Making tasks and activities in English classroom to have strong connection with students real life	1	2	3	-	16	2.66
7	I treat one language skill along with the other one /integrated/	3	2	1	-	20	3.33
8	I facilitate and involve learners in problem solving activities in class	1	4	1	-	18	3.0
9	The teacher takes more active role than the students while teaching language classes	2	2	2	-	18	3.0
10	I provide different activities to students to be independent learners	-	4	2	-	16	2.66
11	The teacher helps students to make peer and self-evaluation	-	2	3	1	13	2.16
	GM						2.84

Key: 4= strongly agree, 3= agree, 2= disagree, 1= strongly disagree, and F= frequency

Table 4.1 shows responses obtained through questionnaire in examining teachers' practice. To know their practice, items were presented in the form of likert scale that the respondents response from strongly agree to strongly disagree. The data collected from the respondents were analyzed in line with the research questions as follow

As it can be seen from Table 4.1, respondents' reaction to item 2 which says "consulting students to share their ideas in planning English lessons" received disagreement from the teachers. This is because the mean value of the item falls between 2 and 3 which can possibly round to 2 a value for disagreeing. The data from the respondents confirmed that planning English lessons by consulting students to share their ideas cannot develop student's critical thinking and cannot better develop the implementation of student centered learning approach.

Item 6 on its part also deals with making tasks and activities in English classes in relation to student's real life situation. To this point, the mean value of the item reads 2.66. From the obtained data there is a 50% disagreement to the statement. This can tell us tasks and activities to be brought to language classes have to have strong connection with students' real life and background knowledge to create conducive atmosphere and authentic situation as well as to increase students' participation in language classroom.

Item 9 in the above Table deals with "the teacher takes more active role than the students while teaching language classes" the mean value is 3. From this, it is possible to infer that in language classrooms more active roles are taken by teachers than students which hinder the active participation of the learners. Although SCLA encourages students to be active participant in the classroom, the finding of the study shows that teachers are the center of the teaching learning process rather than being a facilitator and helping students to take active role in English classes. As a result, one can conclude that if learners are not active participatory during SCLA, it contradicts the principle of SCLA which makes students active participant and teachers to be facilitator and coordinator.

Respondents' reaction to item 10 which says "providing different activities to students to be independent learners" the mean value of the item is 2.66. In addition, as the researcher observed from the classroom observation except tasks and exercises provided in students textbook the teachers did not give different activities to his/her students to make them independent learners. When the type of activities provided for students are limited, they limit the opportunity of learners to participate in language classroom because of students' varied learning style.

For item 11 “Helping students to make peer and self-evaluation system” its mean value reads 2.16, this shows the respondents disagree the statement. During SCLA teachers are expected to provide opportunity for learners in order to make self and peer-evaluation as it encourages active participation of students. It is possible to say language teachers did not help their students to make peer and self-evaluation, besides the students themselves approved the statement by their questionnaire as they did not evaluate themselves and each other.

Teachers responses to item 1 which says “Teaching students by creating interaction between them” and for item 3 to the statement “encouraging and helping students to solve problems without being frustrated with their peers” the mean values are 3 which imply a value for agreement. The data obtained from respondents confirmed that teachers arrange situation for learners to interact among them and teachers support students to make solution for different problems and challenges without feeling frustrated to communicate with their friends. Most of the teachers reacted that teachers have to encourage and help students in order that learners develop their potential skills which enables them to solve problems without considering teachers as dominating the teaching learning process.

It is clear that teaching one language skill along with the other one /in an integrated way/ is crucial for teaching language. In line with this, the mean value of items 7 in tables 4.1.reads 3.33the value for agreement. In addition, the students’ questionnaire also indicates that some teachers teach language skills in an integrated way. Based on this, the teacher and students responses stress the importance of appropriate training for the implementation of student centered learning approach based on the demands of the situation.

In general, the analysis of the items under the theme “teachers practice of implementing student centered learning approach shows the respondents seem to have less practice and experience. Since the grand mean value of the respondents is 2.84, which leads to approach the value between agree and disagree. Therefore, from the data obtained, teachers practice and experience on the implementation of student centered learning approach has weakness.

4.1.2.2. Teachers’ Strategies of using Student Centered Learning Approach

In the following table different student centered learning approach strategies were provided to check whether language teachers were making use of these varieties as situation demands or not.

Table 4.2 Frequency and Mean Value of Teachers' Strategies of Using Student Centered Learning Strategies

No	Items	4	3	2	1	Σvxf	$(\Sigma vxf)/N$
		F	F	F	F		
1	I warm up students mind before moving to the main lesson	2	3	1	-	19	3.16
2	I consider students as a sources of information	3	3	-	-	21	3.5
3	I make the learning process as active and enjoyable as possible	2	3	1	-	19	3.16
4	I use different language teaching strategies in EFL classes	3	3	-	-	21	3.5
5	I encourage students to participate in group and pair activities	4	2	-	-	22	3.66
	GM						3.39

Key: 4=Always, 3= Sometimes, 2=Rarely and 1= Never

From table 4.2 respondents' reaction to item 2 and 4 "considering students as a source of information" and "using different language teaching strategies in EFL classes" the mean value is 3.5 between 'sometimes' and 'always'. This seems that teachers usually consider their students as a source of information and they use different language teaching strategies in language classes, but practically when the researcher observed the respondents classrooms most of them presented the topics of their lessons from students text book and they mostly use 'discussion' and 'questioning' strategies. This contradictory data obtained from the questionnaire and classroom observation indicates that there is a clear gap among teachers to appropriately use variety of strategies and considering students as a source of information.

From the above table, the mean value for the items 1 and 3 indicates that "warming up students mind before moving to the main lesson" and "making the learning process as active and enjoyable as possible" the mean value of the items reads 3.16 which is mathematically rounded to 3. From this one can conclude that language teachers "sometimes use these strategies in EFL classrooms. Moreover, when the classroom observation was done by the researcher most teachers started the daily lesson without revising the previous topics and warming up students mind by some brainstorming activities and they did not try to make the learning process

enjoyable and attractive. Due to the weakness of warming up of students mind before moving to the main lesson and refusing to make the learning process as active and enjoyable as possible SCLA may not be appropriately implemented.

Table 4.3 How often Teachers Use Different Student Centered Learning Strategies

No	Items	4	3	2	1	Σvxf	$(\Sigma vxf)/N$
		F	F	F	F		
1	Project work	-	4	2	-	16	2.66
2	Problem solving	-	6	-	-	18	3.0
3	Role play	-	3	3	-	15	2.5
4	Discussion	5	1	-	-	23	3.83
5	Brain storming	2	3	1	-	19	3.16
6	Debating	-	2	3	1	13	2.16
7	Story telling	-	2	3	1	13	2.16
8	Jigsaw learning	-	2	4	-	14	2.33
9	Peer teaching	-	4	2	-	16	2.66
10	Questioning	3	3	-	-	21	3.5
	GM						2.79

Key: 4= Always, 3= Sometimes, 2= rarely and 1=Not at all

Among common student centered learning strategies presented in table 4.3. “Discussion” is answered by five of the six respondents claiming as they employ it ‘always’. Its mean value is 3.83 that means it always used in English language classes at Goba secondary school.

The other student centered learning strategy favored by almost all teachers’ respondents was ‘questioning’. The mean value reads 3.5. This can possibly round to 4 that indicate the respondents use usually ‘questioning’. Also, as it was shown in table 4.3 ‘brainstorming’ and ‘problem solving’ method are indicated by the mean value 3.16 and 3.0 respectively. Thus these two strategies are also better used by the teachers than the other strategies

The mean value for the items 1 and 9 in the above table indicate that project work and peer teaching methods were used sometimes since their mean value is 2.66. Connecting this from the interview also, respondents reaction to question which says “how often do you use students centered learning approach in the classroom while you teach EFL classes?”, four of them replied ‘sometimes’ and also during observation the researcher observed and confirmed that most

teachers didn't use different SCL strategies while the actual teaching learning process going on in EFL classes. From this one can conclude that, different student centered learning strategies were employed 'sometimes' in English language classrooms at the selected school.

The mean value for the items 3 (role play), item 6 (debate), item 7 (story telling) and item 8 (jigsaw learning) falls between 2.16 to 2.5, the grand mean approaches to 2.0 which is equal to the value for 'rarely'. Besides, during the total 12 periods observation, none of the teachers used the listed methods in language classes. From this it is possible to infer that the respondents do not have much awareness about different student centered learning strategies.

With respect to the open ended question "Are there some other more strategies you often use which are not included in the above lists? If so, please list them and explain the reason you prefer them" but none of the respondents listed some other additional learning strategies they often use. So, it is possible to say that, the language teachers do not have adequate awareness and experience on the student centered learning strategies, since they are experienced and in a position to give at least two or three additional strategies which were not included in the questionnaire

4.1.2.3 Challenges of Implementing Student Centered Learning Approach

The following analysis shows some of the challenges of implementing student centered learning approach in language classes. Therefore, a questionnaire was developed in order to investigate the challenges that teachers face in putting student centered approach in to practice.

Table 4.4 Challenges of Implementing Student Centered Learning Approach

No	Item	Responses
		F
1	Which teaching method do you widely use in EFL classes? A. Teacher centered method B. Student centered method C. Both methods	2 2 2
2	Have you taken any training seminar or work shop on implementation of SCLA? A. Yes B. No	2 4
3	If your answer is yes for question 2 how useful did you find the training A. Very useful B. Useful to some extent C. Not useful	1 1 -
4	Is there an influence of mother tongue language in implementing SCLA in EFL classrooms? A. Yes B. No C. Uncertain	6 - -
5	Do you think learners' background knowledge and practice can influence students' participation in different group activities? A. Yes B. No C. Uncertain	6 - -
6	Do your students feel shy while they participate in different activities? A. Yes B. No C. Uncertain	5 1 -
7	Are there adequate activities and exercises in the course material to practice? A. Yes B. No C. Uncertain	5 1 -
8	Are the classroom situations /seats, desks, light etc./ are arranged in the way that SCLA can be practiced? A. Yes B. No C. Uncertain	1 5 -
9	Do students show disciplinary problems while they engaged in group activities? A. Yes B. No C. Uncertain	2 3 1
10	Are there adequate resources /library, reference books, internet connection/ in the school that are helpful in facilitating SCLA? A. Yes B. No C. Uncertain	2 4 -

As can be seen from table 4.4 above teachers were asked to tell the kind of instructional methods they widely use in EFL classes. Two of the respondents responded that they used teacher centered method and also equal number (2 of them) answered they used both teacher centered and student centered method but only two of the teachers use students centered learning approach in their classes widely. This implies that most of the time language teachers do not widely used student centered learning method in EFL classroom at Goba secondary school.

Absence of training for teachers on student centered learning approach is one of the challenges in implementing SCL. If classroom learning is to be effective teachers should be well tainted and equipped with the necessary skills. To this effect, teachers were asked whether they have taken training in implementing SCLA 4of them replied that they were not trained. According to the reports of the respondents who had got the training all of them indicated that the training helped them in implementing student centered learning approach. The result clearly shows that teachers had not got necessary training that could help them in implementing students centered learning approach and skills that enables them to effectively apply their practices.

Another challenge that may affect the implementation of student centered learning approach is time. To this effect teachers were asked to compare student centered and teacher centered in terms of the time they took, 4 of the teachers asserted that students centered learning approach takes more time than teacher centered. As it can be observed from the data, 2 of the teachers responded that it does not create a problem. The result clearly shows the teachers were facing shortage of time in properly covering the contents of the lessons.

In item 4 and 5the teachers were asked whether mother tongue and learners' background knowledge and practice can influence the implementation of SCLA or not in the classrooms. In both the items all the respondents (6 of them) replied these challenges can influence students' participations in EFL classes, besides the researcher proved from the interview of the teacher that these factors can be the challenges for the implementation of SCLA at Goba secondary school.

In table 4.4 item 6 the language teachers were asked to express the feeling of their students when they participate in different activities. Almost all (5 of them) replied that their students feel shy and afraid in the classrooms. And also during the classroom observation it was observed that the shyness of the learners especially female students to participate in different activities.

Materials should be organized in a way that can invite learners' participation. As it is depicted under table 4.4, 5 of the teachers reported that there are adequate activities and exercises in the course book to practice. So, this indicates that item 7 cannot be a challenge for student centered learning approach.

The arrangement of classroom situation and the availability of appropriate resources for the proper application of student centered learning is a crucial thing. To these points, 5 and 4 of the teachers respectively confirmed that there are problems in the arrangements of classroom situation and also there is lack of resources like library, reference books and internet connection for practicing student centered learning approach. This may create a gap in giving opportunity to the students to learn by themselves. In addition to the teachers' responses during observation the researcher observed that the desks and chairs were not easily moveable and they are not suitable to perform different activities using student centered learning approach. There is also a shortage of reference books in the library and a problem of internet connection in the school to facilitate SCLA.

The other hindering factor was disciplinary problem. Accordingly, 2 of the respondents agreed that it was a challenge and the remaining 3 respondents showed that the student disciplinary problems when engaged in group activities were not the challenge for them, but 1 was uncertain.

The last part of the teachers' questionnaire is an open ended question. The teachers were asked to forward some other challenges they face that can hinder the implementation of SCLA in EFL classes.

They listed.

- Large class size
- Shortage of time to cover the contents of the book
- Absence of teachers training
- Lack of motivation for teachers
- Absences of necessary facilities

Generally, it can be concluded from the data obtained that teachers were facing different challenges that impede them from implementing student centered learning approach properly in language classes.

4.1.3. Data Obtained through Students' Questionnaire

A questionnaire was developed for students to investigate the practices of implementing SCLA and to assess the challenges of implementing students centered learning approach. Their responses were analyzed and presented below.

Table 4.5 Practices of Implementing Student Centered Learning Approach

4=Strongly agree, 3=agree, 2= disagree and 1= Strongly disagree

No	Items	4		3		2		1		Σvxf	$(\Sigma vxf)/N$
		F	%	F	%	F	%	F	%		
1	The teacher teaches by creating interaction between students	8	13.3	46	76.6	6	10	-	-	182	3.03
2	The teacher asks students to share their ideas in planning English lessons	5	8.33	9	15	31	51.6	15	25	124	2.06
3	Teachers encourage & help students to solve problems without being frustrated	19	31.6	23	38.3	12	20	6	10	175	2.91
4	The teacher involve learners in sharing information one another	6	10	34	56.6	18	30	2	3.3	164	2.73
5	Tasks and activities in English lessons have strong connection with students real life	17	28.3	25	41.6	16	26.6	2	3.33	177	2.95
6	The teacher teaches one language skill along with the other one (integrated)	10	16.6	31	51.6	14	23.3	5	8.3	166	2.76
7	The teacher help students in self and peer evaluation system	9	15	11	18.3	31	51.6	9	15	140	2.33
GM											2.68

In table 4.5.item 1 states “the teacher teaches by creating interaction between students” about 90% of the student showed their agreement and 10% of them showed disagreement with the idea. The mean value of the response is 3.03 and this implies students agree with the idea. Therefore, teachers were teaching by creating interaction among students. For item 2 which states “the teacher asks students to share their ideas in planning English lessons” only 23.3% showed their

agreement but 76.6% of the respondents showed their disagreement. This indicates most of the time language teachers do not invite students to share their ideas in planning lessons.

Item 3 states “Teachers encouragement and help for students to solve problems without being frustrated” The statement is supported by majority of the student (70%). Only 30% of them showed their disagreement. From the data it can be deduced that teachers’ encouragement and help are crucial for problem solving.

The next item 4 states “the teacher tries to involve learners in sharing information one another” It was supported by 40 students and opposed by 20 students. This indicates, majority of the students believe that their teacher tried to involve learners in sharing information one another. In item 5 the respondents were asked whether the tasks and activities in English lessons have strong connection with students’ real life. 42 students (70%) of them showed their agreement, but the remaining 18(30%) gave their disagreement. So, majority of the students believe that learning should focus on activities that are relevant and useful to the life of the learners than just learning by memorizing facts that may have no connection with their life.

In item 6 students were asked if their teachers teach one language skill with the other one (integrated) most of them (about 68.2%) replied that their teacher teach them the language skills in an integrated way, while the others (31.8%) reported their disagreement. From this and the classroom observation, it is possible to say that although teachers tried to teach the macro and micro skills in an integrated way they gave more focus for grammar section and least emphasis is given for listening skill.

The next item which showed in table 4.5 is the time required for using student centered method and the problem of covering the contents in the student textbook. With this regard, most of the students (83.2%) clearly showed shortage of time in covering the contents in the students ‘text book. Only 16.6% replied as there was no shortage of time. This implies that comparing to teacher centered, student centered learning approach takes more time to cover the contents in the course book.

The last item is about the help given by teacher for their student in peer and self-evaluation system. Majority of the students (40) of them showed their disagreement, but a third of the respondents (9 strongly agreed and 11 agreed) replied that the teachers helped students in peer

and self-evaluation. From the respondents' response and from the actual classroom observation, most of the time language teachers did not encourage their students to evaluate each other and themselves.

Table 4.6 Challenges in Implementation of Student Centered Learning Approach

No	Items	Responses	
		F	%
1	In which teaching method do you wildly learn EFL classes? A. Students centered B. Teacher centered C. Both	15 18 27	25 30 45
2	Is there an influence of mother tongue in implementing student centered learning approach in EFL classes? A. Yes B. No C. Uncertain	55 4 1	91.66 6.66 1.66
3	Do you think your background and practice can influence your participation in different group activities? A. Yes B. No C. Uncertain	50 9 1	83.3 15 1.66
4	Do you feel shy while participate indifferent activities? A. Yes B. No C. Uncertain	45 13 2	75 21.66 3.33
5	Are there adequate activities & exercises in the student text books to practice A. Yes B. No C. Uncertain	52 7 1	86.66 11.66 1.66
6	Are the classrooms situations like chairs tables light etc. are arranged in the way that SCA can be practiced? A. Yes B. No C. Uncertain	15 45 -	25 75 -
7	Do you think students show disciplinary problems when engaged in different group activities? A. Yes B. No C. Uncertain	56 4 -	93.33 6.66 -
8	Are there adequate resources like library reference books internet connection in the school that helps in facilitating SCA? A. Yes B. No C. Uncertain	24 33 3	40 55 5

As it is shown in table 4.6 above, students were asked to identify the instructional method that teachers widely implement in EFL classes. 45% of the respondents replied that both teacher centered and student centered were used in their classes and another 25% replied that student centered was widely used in their classes the rest, 30% of the respondents replied that teacher centered was widely used in their classes while learning English subject. This and the classroom observation imply that student centered learning techniques were not used most of the time by teachers and students in a meaningful way.

In item 2 and 3 students were asked if mother tongue language and background practices can influence their participation in different activities. As can be seen from the table, 91.66% for item 2 replied that mother tongue language can influence the implementation of student centered learning approach in EFL classes and also 83.3% for item 3 showed as their background practice can influence their participation in different group activities. Besides, the language teachers also proved these influences during the interview, so it can be deduced that mother tongue language and learners background practice can highly influence their participation in EFL classroom.

In item 4 students were asked what they feel while participating in different activities. Majority of the students (75% of them) replied that they feel afraid when they take part in different classroom activities, 21.66% of the respondents replied as they don't feel shy in group works. The remaining 3.33% of the students were uncertain about their feeling. Moreover, when the researcher interviewed the teachers about the feeling they observed from their students most of them said that their students didn't feel happy. Some of them, especially the female students were not interested in doing group activities. Therefore, it can be a challenge for the implementation of SCLA in EFL classes.

The adequacy of activities and exercises in the student textbook is among the affective factors in practicing student centered learning. In line with this, as can be seen in item 5, 86.6% of the respondents reported that there are adequate exercise and activities in the course book. The other 11.6% replied that there are no enough activities and exercises in the lesson material. It can be deduced from the majority students that the exercises and activities in the student text book can invite learners for active involvement.

The other possible factor that hinders the implementation of SCLA is the arrangement of the class room situations like seats and desks. With this regard, as indicated in item 6, 75% of the respondents showed that the arrangement of seats and desks are not suitable for different group activities. This was also confirmed by the actual classroom observation. Students cannot move their chairs and tables easily when asked to form group for discussion.

Item 7 in the same table is about students discipline when they engaged in different group activities. Almost all 93.3% of the respondents replied that students show disciplinary problem in doing group work, and also the researcher observed this problem during the classroom observation. When students engaged in different activities they take part in talking about personal issues instead of giving attention for the content of the subject and it is sometimes difficult to manage for teachers.

The last item in the above table is about the adequacy of resources in the school. As can be seen, 55% of the respondents replied that there are no adequate resources like library, reference books, internet connection, etc. in the school, but 40% replied there are resources while the remaining 5% were uncertain. These shows, students were facing shortage of instructional materials which could highly affect the implementation of student centered learning approach.

Finally, respondents were asked to list other challenges that can hinder the implementation of SCLA in EFL classes. The listed ones are summarized as follows.

- Domination of some students. That means, active students wanted to do every activities without sharing with their group mates
- Lack of motivation given by their teachers in different activities
- Lack of teachers knowledge and skills

Generally, it can be concluded that there are many factors impeding students from learning EFL classes using students centered learning approach and these may influence the practice of it in English language.

4.1.4. Data Obtained through Classroom Observation

As it was mentioned in the methodology part six English language teachers were selected for classroom observation and each of them was observed twice. That means 12 periods observation was done by the researcher. The presentation and analysis of the data is presented below.

Table 4.7 Classroom Observation Checklist

No	Items	Response			
		Yes		No	
		F	%	F	%
1	The class condition (the seats, table, light etc.) are suitable for student centered learning	-	-	12	100
2	The teacher lectures most of class time	9	75	3	25
3	The teacher encourages the student for different classroom activities	8	66.6	4	33.3
4	All the students equally participate in the class in different activities	-	-	12	100
5	There is an influence of mother tongue language on the implementation of SCLA	10	83.3	2	16.6
6	Most of the time the student use the target language in the classroom	-	-	12	100
7	More time is allocated for students' practice	2	16.6	10	83.3
8	The teacher motivates student to ask questions and provide answers	6	50	6	50
9	The students work in cooperative learning style in the classroom	3	25	9	75
10	The teacher give feedback for students work before they try first	8	66.6	4	33.3
11	The teacher used different student centered learning strategies in the class	4	33.3	8	66.6
12	The teacher assists students to self and peer evaluation system	2	16.6	10	83.3

In the above table item 1, 100% of the observation showed that the classroom conditions are not suitable for student centered learning. Seats and desks were not easily moveable to use different language teaching strategies, the spaces between seats and tables were not relaxing and also the classroom were not well cleaned and attractive. In most classes the windows are small and classrooms do not get enough light. Therefore, it can be said that teachers were facing problems to implement different techniques of student centered learning approach due to unsuitable classroom conditions.

In student centered learning approach the teachers' role is a facilitator and students take most of their responsibility for their own learning. So, teachers need to spend most of their class time in facilitating and creating conducive environment for students. As it can be seen in table 4.7 item 2, (75%) of the observation items indicated that teachers were spending most of the class time by lecturing. However, only 25% showed the students' participation. The other role of the teacher is encouraging students for different activities. Regarding this, 66% of the observation showed that teachers were not encouraging their students, but 33.3% of the observation indicated that teachers were motivating students. Therefore, active involvement of learners in different activities plays a great role for the implementation of SCLA to make learners an active participant in teaching learning processes.

Using item 4 students were observed whether they participate equally in the classroom or not. Concerning this, the observation completely confirmed that all the students didn't equally participate in the class. Some active students dominated slow learners in group work activities and also some of them were afraid to participate with their peers specially the females. Besides teachers follow up of each students participation was less and they usually gave chances only for those students who raised their hand to present their ideas. So, this can be another challenge for the implementation of SCLA.

It is believed that students develop their language skills if and only if they use the target language in the class room and outside the classroom. Among the observed sessions, none of the students completely use English language in the class. There was an interference of their mother tongue language. When language teachers provided different activities to discuss most of them used their L₁ rather than using the target language. In addition, some teachers sometimes use students' mother language to present lessons, because of these students asked their teachers to translate some words in to their L₁. So the influence of mother tongue language and inability to use the target language in the classroom can be the challenges for the implementation of SCLA in EFL classes at Goba secondary school

With respect to the allocated time for students' practices 83.3% of the observation indicated that more time is used by teachers instead of students' practice. The other role of teachers in teaching learning process is encouraging learners to ask questions and provide answers. From the observation, 50% of the teachers were not motivating their students. The other students' activity

is to work in cooperative learning style in the classroom. However, 75% of the observation showed that students didn't work cooperatively. In cooperative learning style students are grouped having 3-5 members with different activities. They can exchange their ideas and learn from each other without being frustrated. Since it is very useful, language teachers need to exercise their students to learn cooperatively in language classrooms for the implementation of active learning.

In the above table item 10 and item 11 shows the feedback given by the teachers and usage of student centered learning strategies respectively. Majority (66.6%) of the observation indicated that teachers gave feedback for their students before let them practice contrary to this 33.3% of the observation showed the teacher did not use different student centered learning strategies in the class. In order to promote learning, activities and exercise should be first tried by learners themselves before teachers giving feedback for their students. About usage of different student centered learning strategies only 33.3% of the observation result showed the strategies used by teachers. In addition, this idea was also supported by teachers' questionnaire that except 'discussion' and 'questioning'. Most of the time, the other strategies (role play, presentation, Responding to a given information, Assessing students' portfolio, cooperative learning etc.) didn't used by language teachers. It is not questionable that teachers should use various student centered learning strategies to make lessons interesting and attractive for their students.

The last item in the above table is about the assistance given by teachers for students to self and peer evaluation system. With regard to this, 83.3% of the observation checklist showed that teachers did not assist students to evaluate their peers and themselves. If learners practice self and peer evaluation they can develop their confidence and make decisions in their life. However, teachers had limitation on the practice of giving assistance for students to self and peer evaluation which hinders the appropriate implementation of student centered learning approach.

4.1.5. Data Obtained through Interview

Different questions were raised for the language teacher to assess their practice of implementing student centered learning approach, teachers strategies of using SCLA and to identify the challenges they face while putting active learning in practice.

The first question was "which teaching approach do you usually apply? Student centered or teachers centered? Why and how?"

T.2 I usually apply student centered approach because when I use this approach students become active participant in different activities. So, I mostly divide the class into groups and let them practice different activities in groups.

T.4. most of the time I apply student centered learning approach because it develops students language skills and helps them to participate in the classroom.

But T.1.and T.6.answers were different

T.1. most of the time I use teacher centered approach by lecture method because of many reasons. Because of shortage of time to cover the content, shyness of students to make interaction in the classroom, students are not motivated to actively participate during SCLA etc.

T.6. To be frank, I usually apply teacher centered method because unless I use teacher centered method I cannot cover the contents in the student textbook with allotted time. T5 shares the idea of T6 and used teacher centered approach to cover the textbook within the allotted time.

However T.3 said I use both approaches, it depends on the contents of my lesson.

From the above responses it can be concluded that language teachers commonly use teacher centered methods and sometimes use student centered learning approach and during the classroom observation it was observed that most teachers used teacher centered method and presented lessons by lecturing.

The second question was “what does student centered approach mean for you? Can you list some of the techniques you use in the classrooms?” the teachers’ responses were as follows.

T.2 Student centered is the way how students learn by themselves individually or in groups. Some of the techniques are pair work, group work, role play etc.

T.6. students centered approach means giving more responsibility in the hands of the students. The students are active participants in different activities. Some of the techniques are discussion, debate, peer teaching etc.

T.3. said that it is how students actively participate in the classroom for learning.

T.4. Student centered is a technique that help students to play their active role in teaching-learning process and they take part in group discussion, classroom presentation etc.

As can be seen from the above responses, the teachers explained students centered learning approach briefly and tried to list some of the techniques they know, however during the classroom observation it is proved that although teachers know more about SCLA and some of the techniques, they didn't usually apply in the class rooms. Thus, it is possible to conclude that except discussion and questioning teachers didn't use the other strategies in language classes.

The third question was "How often do you use student centered learning approach in EFL classes? What feeling do you observe from your students when they engaged in SCLA?"

T.1. I sometimes use SCA while teaching English but most of the time students fear to participate they didn't raise ideas and kept silent

T.3. I use it sometimes. Students feel shy. Most of them used their mother tongue language when they communicate each other.

T.6. I sometimes use student centered learning approach but when students engaged in different activities they didn't feel happy. Some of them afraid to participate especially female students because they want all the exercises to be done by their teachers. T2 and T4 also responded that they sometimes use student centered approach.

As seen from the responses while teachers taught EFL classes they sometimes used student centered method and the students didn't feel happy with this method.

The fourth question was raised to point out who used much of the class time in doing activities the teacher or the students and also if the activities in the text book help them to implement SCLA or not. The teachers responded as follows.

T.1. Not my students I myself spend most of the class time although the activities in the text book help to use student centered approach.

T.2. Of course the students take much time although the exercises in the text book are helpful the text is vast and bulky to cover using student centered learning approach.

T.6. The activities in the students' text book help students in language classes unfortunately the students are not this much active to participate. So the teacher spent much of the class time by doing exercises.

From the teachers responses it can be concluded that teachers spent much of the class time than the students. Most students didn't practice the activities in the text book. So, without active involvement of the learners implementation of SCLA is difficult.

The fifth question was about the participation of students in SCLA and whether some students dominate others or not. The teachers' responses are:-

T.1 and T.2 they never participate equally. There is a dominancy of some active students eg. Among 40 or 50 students, 4 or 5 students take much of the class time.

T.4. Not all students equally participate in the class. There are some passive students in the class dominated by others. T.3 and T.6also shared the idea of T.4.

T.5. Most of the time a few active students dominated slow learners in group work activities.

As can be seen from the responses all students didn't have equal participation in the language classes. Some students dominated others in different activities so this can be a challenge for the implementation of SCLA.

The next question raised for the interviewees was to identify the major challenges that affect the implementation of SCLA in language classes. Their responses were summarized as follows

- Large number of students in the class
- Shortage of time since the contents are too wide
- Lack of supplementary reference materials
- Facilities of the class rooms
- Lack of students' interest to participate and absences of motivation.

Generally, it can be concluded that teachers have some awareness of student centered approach and its importance but still there are challenges facing them in teaching EFL courses.

The last question that the language teachers were asked was the influence of L1 and their background experience for the implementation of student centered learning approach.

Almost all teachers responded that:-

- Students didn't use the target language outside the classrooms
- They come from different areas and family background and

- The way how students learned in lower grades was different from the present. So, most of the time students use their L1 in different classroom activities. This was proved by students' questionnaire and classroom observation. From this, it is possible to conclude that influence of mother tongue language and their background experience have a great impact on the implementation of SCLA

4.2. Discussion of the Major Findings

In this part the finding of the study are discussed under three major themes. These are teachers and students practice towards students centered learning approach, the strategies teachers used and the challenges of implementing student centered approach.

4.2.1. Teachers' Practice on Student Centered Learning Approach

There is a strong tie between teachers' practice and their effort in implementing it. Teachers practice and experience have a great impact on effective implementation of student centered learning approach. But the result obtained from questionnaire, interview and classroom observation indicated that teachers have less practice and experience of student centered learning approach. In addition, majority of the participants of the study consider student centered learning as anything that can only be handled using group work, questioning and brainstorming whether the activities to be used meaningful or not. The finding of the study depicts that even though teachers may advocate two way communications in theory, in practice they limit themselves to one way communication. This manifests that there is a clear gap between what they claim and what they actually know about the procedures used in implementation of student centered learning approach

4.2.2. Students' Practice on Student Centered Learning Approach

The core elements of student centered approach are students' activities and active engagement in teaching learning process. Good activities can develop deep understanding of important ideas to be learned in language classrooms (Nunan 1989).

Dary and Terry (1993) pointed out that student centered learning approach seeks the emancipation from the old beliefs that has dominated earlier method of teaching. Thus, teachers and students need to get the necessary training to change their old assumptions. With respect to this idea, the students were asked to reflect their experience on student centered learning

approach. As the result of the questionnaire showed majority of the student seem to have positive attitude towards student centered approach and they believe that teachers are not the only source of knowledge. This is to mean that students should also take responsibility for their own learning using different techniques of involving them in the process.

4.2.3. Strategies Teachers Use on Student Centered Learning Approach

In this study, the extent to which student centered learning approach is practically exercised and the strategies used have been explored at Goba Secondary School. Group and pair work which can help to develop the lower levels of cognitive domain were widely employed in the school. The remaining student centered learning techniques which can develop higher level cognitive domain, like critical thinking and problem solving were not widely used. Therefore, students need to read, write, discuss or engaged in problem solving activities.

Moreover, the researcher noticed during classroom observation that the student were attentively listening to the teachers' explanation on meanings of words and structures than either discussing with each other. Besides, teachers were observed focusing on exercises given on student textbook without making much effort to either adopt meaningful interactive activities or design their own tasks and activities which best suit to their classroom context. Furthermore, majority of the observed teachers didn't motivate their students, given time to think on topics, interact using different strategies forward what they worked and give their view on the lesson.

4.2.4. Challenges for the Implementations of Student Centered Learning Approach

Teachers play a great role in implementing SCLA. Though their roles are limited to facilitating and guiding their students during the teaching and learning process, they are vital and responsible for the success of education.

As shown in the analysis most of the teachers revealed that they hadn't got training and also not got a chance to participate in seminar or workshops. Therefore, emphasis should be given to the gap as the aim of training is to equip teachers for effective implementation. One basic feature of student centered learning approach is relatively it takes much time than teacher centered approach. Teachers were concerned much about time devoted to student centered approach and convinced that the time would better spent covering the course content via lecture. However,

Capel et al (1995) explains some teachers discourage student centered learning approach simply because it brings an extra demand in the planning, preparation and evaluation.

Students past experience can affect their current education. According to Dary and Terry (1993) students past experience can be a resistance for effective implementation of active learning. When students asked to tell the instructional approach their teachers used in lower grades they reported that they didn't have good background experience to practice student centered learning. Other challenges that learners face were lack of instructional materials, inappropriate classroom situations, influence of mother tongue language, inadequacy of resources and the problem related to students' behavior can be some of the challenges for the implementation of SCLA.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second, conclusions of the fundamental findings are drawn. Lastly, some possible recommendations are forwarded on the basis of the findings of the study.

5.1. Summary

Student centered learning approach has the contribution of increasing the learning efficiency and attention of students. It gives due emphasis to students active participation in the whole process of teaching and learning. But, if there are constraints it will be difficult to achieve the desired goals. The main purpose of this study was to assess the implementation of student centered approach in reference to Goba Secondary School.

In order to achieve the rationale, the following major research questions were raised in the study.

1. How do teachers implement student centered learning approach in their classroom?
2. What student centered learning strategies do teachers implement in EFL classroom?
3. What major problems do teachers and students encounter in implementing student centered learning approach in EFL classrooms?
4. To what extent do teachers implement student centered learning approach at Goba Secondary School?

To realize the desired objectives, 6 teachers and 60 students, who were purposively and systematically selected were participated and used as sources of the study respectively. The data were gathered through questionnaire, interview and classroom observation accomplished by the researcher. After the data had been collected they were sorted, organized and identified according to their categories, similarities or differences. Then the organized data were analyzed in percentages and mean values quantitatively; and interpreted and narrated qualitatively in an integrated way.

Thus, based on the analysis of the data, the findings which obtained from the study were compactly concluded. In the light of the analysis made, the following major findings were obtained:

- The study depicted that most of the respondents seem to have less practice and experience on student centered learning approach. And, teachers' practice on different techniques mismatch with their claims to great extent. Some of the reasons identified for low practice were found to be lack of students' interest, influences of mother tongue language and background experience, lack of instructional facilities and lack of providing different activities and lack of appropriate evaluation system.
- Student centered learning strategies which increase students' critical-thinking and problem-solving skills were not properly employed. Most of the time the teachers only used pair and group work and discussion as observed during actual teaching learning process.
- Most of the teachers frequently depend on activities and tasks found on students' text book; they rarely bring activities and tasks devised by them. This indicates that majority of English language teachers force students to do or discuss on the materials which might not relate with students' background.
- School related factors like lack of instructional facilities (library with reference books, internet service, pedagogical center and language lab.) and lack of follow up from concerned bodies made teachers not to be productive and active in teaching learning process.
- Majority of the teachers reported that they didn't get adequate training on the implementation of student centered learning approach. Besides, due to absence of motivation and incentives most teachers are not that much initiated to perform their job.
- Almost in all the observed classroom conditions/ the seats and the desks/ are not suitable to practice student centered learning. In addition, most of the language teachers didn't identify and encourage their students to actively participate in different activities rather than rushing to cover the contents of the text book with in the given time using teacher centered method.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn. Firstly, several research findings show that teachers' awareness on student centered learning approach affects its

implementation either positively or negatively. The findings of this study also revealed that, although language teachers have some awareness on student centered learning approach; they seem to have lack of the implementation of the approach in actual classrooms. Thus, it can be conclude that there is less implementation of student centered learning approach by language teachers that they advocate in theory.

Secondly, majority of the teachers' classroom activities were devoted to impart knowledge in the subject matter than creating interaction between students. Because, the result from classroom observation showed the student were dependent on their teachers which embraces the habit of being passive than being active. Thus, the classroom behavior teachers exhibits more features of teacher centered than active learning.

Concerning the challenges that affect implementation of student centered learning approach, absence of instructional facilities, absence of teachers' encouragement and motivation, unsuitability of classroom conditions, influence of mother tongue language and background experience and the problem related with planning, preparing and organizing the teaching learning process were among serious challenges that need to be curved. Therefore, practicality of student centered learning approach in the school under study was not promising.

Moreover, regarding the importance of teachers training in the form of workshop and seminars, the findings of the study revealed that some teachers didn't get any training on student centered learning approach since they have graduated from colleges and universities. Thus, it can be deduced that there is a tendency to rely on their former experience without paying much attention to the dynamic nature of the implementation of student centered learning approach.

There are many student centered learning strategies used in the language classrooms, but during the classroom observation most of the language teachers used only two or three strategies. These are discussion, questioning and brainstorming. This can be another problem to implement SCLA in EFL classes.

Generally, from the findings of the study, it is possible to conclude that at Goba Secondary School, student centered learning approach was not implemented in a great extent in EFL classes by language teachers and students.

5.3. Recommendations

In light with the major findings and conclusion of the study, it seems reasonable to suggest some recommendation here under, with the hope that they could be helpful to make harmony between teachers' practice, strategies and challenges of implementing student centered learning approach in language classes of the selected secondary schools in particular and the rest secondary schools which share the common demonstration in general. So, based on the findings of the study, the researcher would like to forward the following recommendations to improve the implementation of the student centered learning approach.

1. Since the awareness and practice of English language teachers in applying student centered learning approach were low, it is advisable to give extensive and continuous training for teachers on both theoretical and practical skills of student centered learning approach to make teaching learning process fruitful. Hence, concerned bodies at the Federal and Regional level have to plan and arrange training and workshops on the strategies of student centered approach teaching method.
2. Instructional resources have great role in the implementation of student centered learning approach. However, the finding of the study discloses that there is a lack of sufficient recent reference materials in the library. Moreover, there is no internet service in school which enables the teachers and the students to advance themselves with supportive teaching materials. Thus, it is advisable that the library should have recent reference materials that maximize students self-learning and creative as it is mandatory. Besides, the government and the NGO's should expand the internet access for high schools since it is one way of advancing education in the country.
3. As the finding of this study indicates students have the tendency to resist participating in group activities by being reluctant during the practice of student centered learning strategies. To alleviate this problem, teachers should encourage and motivate their students and also some awareness creating trainings on classroom practices should be given to students.
4. Some teachers forwarded that they took more active role than their students while teaching language classes rather than being facilitators. Besides, they didn't use different language teaching strategies in EFL class and focus to cover the semester portion by

rushing through the textbook without meaningful learners' engagement in different activities. Therefore, the departments have to make a round table discussion and share experience on different language teaching strategies, teaching methodologies and ways of implementing student centered learning approach.

5. The classroom conditions are another challenge which hinders the implementation of student centered learning approach in English language classes. It was found that they were not suitable for student centered learning. Desks are not easily moveable to form flexible classroom arrangements, the classes are not cleaned well and also there is a noise around the classrooms. Thus, it is good if the school plan to replace those huge desks with easily moveable seats, since it has its own contribution to make the implementation of student centered learning approach. In addition, classes should be clean and attractive to invite students and teachers for active involvement.

In general, if the above recommendations were cooperatively applied with concerned bodies and teachers quality would be improved, the teaching learning process become more student centered than teacher centered in its approach. In addition, the government educational goals and quality of education in the Second Growth and Transformation Plan would be succeeded and the existing educational policy would be properly implemented and fruitful in the country.

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APPENDICES

Appendix A: Teacher's Questionnaire

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

Dear Teacher,

This questionnaire is designed to *Assess the Implementation of Student-Centered learning Approach in English Classroom*. It is one of the instruments which the researcher uses to gather the necessary data for his **MA Thesis** in Teaching English as a Foreign Language (TEFL).

Thus, I kindly request you to give the required information. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept *confidential* and used only for the research purpose. As a further assurance, **you don't need to write your name.**

Thank you in advance for your co-operation
The researcher

PART 1: Personal Information

Direction 1: Please give information about *yourself* for each of the categories below. Where necessary, put a "√" in the appropriate box

1. Name of the school _____
2. Age a) 20-29 [] b) 30-39 [] c) 40-49 [] d) 50 and above []
3. Sex a) Male [] b) Female []
4. Qualification: a) Diploma [] b) BA [] c) MA [] d) Other (specify) _____
5. Field of study: Major _____ Minor _____
6. Teaching experience: a) 5 and less than 5 years [] b) 6-10 years []
c) 11-20 years [] d) More than 20 years []
7. Teaching load per week: a) 10 and less than 10 [] b) 11-15 []
c) 16-20 [] d) Above 20 []
8. Average number of students in one class: a) 30 and less than 30 [] b) 31-40 []
c) 41-50 [] d) 51-60 [] e) Above 60 []

PART 2: Questions related to practice and experience on student-centered learning approach

Direction: Items related to the understanding and experience on student-centered approach (Active learning) in language class is provided below. Please, give appropriate response to each item based on your own experience and understanding. Your answer could vary from "Strongly agree" to "Strongly disagree". Show your answer by putting a “√” in one of the boxes.

Key:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

No	Items	4	3	2	1
1	I teach students by creating interaction between them				
2	I consult students to share their ideas in planning English lessons				
3	I encourage and help students to solve problems without being frustrated with their peers				
4	I take roles as a facilitator rather than being a source of knowledge				
5	I try to involve learners in sharing information one another.				
6	Tasks and activities to be taught in English class need to have strong connection with students' real life.				
7	I treat one language skill along with the other one (integrated)				
8	I facilitate and involve learners in problem solving activities in class				
9	It is difficult to cover the contents in the students textbook using SCA as it requires much time to assess students' performance				
10	I have taken more active role than the students while teaching language classroom.				
11	I provide different activities to my students to be an independent learners				
12	I help my students to self and peer evaluation system.				

PART 3: Questions Related to Teachers' Strategies of Using Student-centered Learning Approach

3.1. Direction: Items related to how often you make use of different student centered strategies are listed below. Please, indicate the extent to which you use them in your classroom and indicate your answer by putting a “√” in one of the columns in the table below:

Key: 4= Always 3 = Sometimes 2 = rarely 1 = Not at all

Nº	Items	4	3	2	1
1.	I warm up the students mind before moving to the main lesson				
2.	I consider my students as a source of information				
3.	I try to make the process of learning as active & enjoyable as possible				
4.	I use different language teaching strategies in EFL classes				
5.	I encourage students participate in pair and group activities				

Key: 4= Always 3 = Sometimes 2 = Rarely 1 = Not at all

No	Items	4	3	2	1
1	Project work				
2	Problem solving method				
3	Role play				
4	Discussion				
5	Brain storming				
6	Debating				
7	Story telling				
8	Jigsaw learning				
9	Peer teaching				
10	Questioning				

3.2. Are there some other more strategies you often use which are not included in the above lists?
If so, please list them and explain the reason why you prefer them.

PART 4: Questions related to challenges of implementing student-centered learning approach

Direction: The following items are on challenges of implementing student-centered approach and other related issue. Choose from the given alternatives the appropriate answer.

1. Which teaching method do you widely use in EFL classes?
A/ Teacher centered method B/ Student centered method C/ Both methods
Why _____
2. Have you taken any training seminar or workshop on implementing SCA?
A/ Yes B/ No
3. If your answer is “Yes” for question number 3 how useful did you find the training?
A/ Very useful B/ Useful to some extent C/ Not useful
4. Do you think that student centered learning approach creates problems in covering the contents of the lesson?
A/ Yes B/ No C/ Uncertain
5. Is there an influence of mother tongue language in implementing SCA in EFL classrooms?
A/ Yes B/ No C/ Uncertain
6. Do you think learner’s background knowledge and practice can influence students’ participation in different group activities?
A/ Yes B/ No C/ Uncertain
7. Do your students feel shy while they participate in different activities?
A/ Yes B/ No C/ Uncertain
8. Are there adequate activities & exercises in the course materials to practice?
A/ Yes B/ No C/ Uncertain
9. Are the classrooms situations (chairs, tables, light etc.) arranged in the way that students centered approach can be practiced?
A/ Yes B/ No C/ Uncertain
10. Do the students show disciplinary problems when they engaged in group activities?
A/ Yes B/ No C/ Uncertain
11. Are there adequate resources (library, reference books, Internet connection) in the school that are helpful in facilitating student centered approach?
A/ Yes B/ No C/ Uncertain
12. What other challenges do you face that hinder the implementation of student centered approach in EFL classes?

ADAMA SCIENCE AND TECHNOLOGY UNIVERSIT
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE

Appendix B: Student's Questionnaire

Dear Student,

This questionnaire is designed to *Assess the implementation of Student-Centered learning Approach in English Classroom*. It is one of the instruments which the researcher uses to gather the necessary data for his **MA Thesis** in Teaching English as a Foreign Language (TEFL).

Thus, I kindly request you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept *confidential* and used only for the research. As a further assurance, **you don't need to write your name.**

Thank you in advance for your co-operation.

The researcher

PART 1: Personal Information

Direction 1: Please give information about *yourself* for each of the categories below. Put a tick

[☒] mark in the appropriate box where necessary.

1. Name of the school _____

2. Age a) 14-15 [☐] b) 16-17 [☐] c) 18-19 [☐] d) 20 and above [☐]

3. Sex a) Male [☐] b) Female [☐]

4. Average number of students in one class: a) 30 and less than 30 [☐] b) 31-40 [☐]

c) 41-50 [☐] d) 51-60 [☐] e) Above 60 [☐]

PART 2: Questions related with practices of implementing student centered Approach

Direction: Item related to your knowledge and awareness on student-centered learning approach in language classes are provided below. Read each item carefully and indicate by marking [√] the rating that you think correspondence to your understanding. Your answer could vary from "Strongly agree" to "Strongly disagree".

Key:

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

Nº	Items	4	3	2	1
1.	The teacher teaches by creating interaction between students				
2.	The teacher asks students share their ideas in planning English lesson				
3.	Teachers encourage and help students to solve problems without being frustrated				
4.	The teacher tries to involve learners in sharing information one another				
5.	Tasks and activities in English language lessons have strong connections with students real life				
6.	The teacher teaches one language skills along with the other one (in an integrated way)				
7.	Students centered method requires much time and it is difficult to cover the contents in the students text book				
8.	The teacher helps students to self and peer evaluation system				

PART 3: Questions related to challenges of implementing student centered learning approach

Direction: Below are items on the challenges that might hinder while practicing student centered approach in your EFL class. Choose the appropriate answer from the given alternatives and circle the appropriate one.

1. In which teaching method do you widely learn EFL classes?
A/ Teacher cantered method B/ Student centered method C/ Both
2. Is there an influence of mother tongue language in implementing student centered approach in EFL classrooms?
A/ Yes B/ No C/ Uncertain
3. Do you think your background knowledge and practice can influence your participation in different group activities?
A/ Yes B/ No C/ Uncertain
4. Do you feel shy while participating in different activities?
A/ Yes B/ No C/ Uncertain
5. Are their adequate activities and exercise in the student text books to practice?
A/ Yes B/ No C/ Uncertain
6. Are the classrooms situations like chairs, tables, light etc. are arranged in the way that SCA can be practiced?
A/ Yes B/ No C/ Uncertain
7. Do you think students show disciplinary problems when they engaged in different group activities?
A/ Yes B/ No C/ Uncertain
8. Are there adequate resources like library, reference books, internet connection in the school that helps in facilitating SCA?
A/ Yes B/ No C/ Uncertain
9. What other challenges do you think that hinder the implementation of student centered learning approach in EFL classrooms?

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DEPARTMENT OF ENGLISH LANGUAGE

Appendix C: Classroom Observation Checklist

PART 1: General Information:

Date _____

Name of the School _____ Code of teacher _____

Grade and section _____ Period _____ Duration of period _____

Lesson being Observed _____

Number of students in a class _____

Qualification of the teacher _____

Instruction: Tick 'Yes' if the appropriate activity is observed or 'No' if it is not observed.

Nº	Items	Yes	No	Comment
1.	The classroom conditions (the seats, tables, the light) are suitable for student centered learning			
2.	The teacher lectures most of the class time			
3.	The teacher encourages the students for different classroom activities			
4.	All the students equally participate in the class in different activities			
5.	The students use most of their time the target language in the classroom			
6.	More time is allocated for students' practice			
7.	The teacher invites students to ask questions and provide answers			
8.	The students work is cooperative learning style in the classroom			
9.	The teacher gives feedback for students work before they try first			
10.	The teacher uses different student centered learning strategies in the class			
11.	The teacher assists students to self and peer evaluation system			

Appendix D: Semi-structured Interview Guides for teachers

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

The objective of this study is to **assess the implementation of student centered learning approach** in Teaching English as a Foreign Language (EFL)

I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to give me the required information. I would like to thank you again for sparing your valuable time and effort in this interview. I would like to inform you that the information will be kept *confidential* and used only for this study.

Teacher's Interview

1. How do you teach in your class? Which approach do you usually apply? Student centered or teacher's centered? Why & How?
2. What does student centered approach mean for you? Can you list some of the common techniques that you use for actual classroom teaching?
3. How often do you use student centered approach in the classroom while you teach EFL classes? What feeling do you observe from your students when engaged in student centered approach?
4. Who do you think use much of the class time in doing activities? You or your students? Do the activities in the newly revised textbook help you in implementing SCA?
5. Do all your students actively participate in different activities while you teach using student centered learning approach? Do some students dominate others in group works?
6. What are the major challenges do you think that affect the implementation of student centered approach in your class?
7. Do you think learners' background and their mother tongue language can influence SCLA? If yes how?