

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DEPARTMENT OF ENGLISH



ASSESING THE IMPLEMENTATION OF STUDENT-CENTERED APPROACH
IN TEACHING SPEAKING SKILLS: AT ENCHINI PREPARATORY SCHOOL
GRADE 11 IN FOCUS.

MA THESIS

BY

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SEPTEMBER, 2017

ADAMA, ETHIOPIA

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BY

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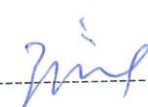
ADAMA, ETHIOPIA

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SKILLS AT ENCHINI PREPARATORY SCHOOL: GRADE ELEVEN IN FOCUS

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Abbreviations

EFL- English Foreign Language.

ELT- English Language Teaching.

TESO- Teacher Education System Overhaul program.

Abstract

The purpose of this study was to assess the implementation of student-centered approach in teaching speaking skill ,and examine the method teachers use while teaching speaking skill, the participation of students in speaking activities and factors that affect the implementation of active-learning while they were practicing speaking lesson. This study was conducted using qualitative and quantities method of data gathering. It was conducted in Enchin preparatory school, Adea Berga wereda ,West shoa Zone. The data was gathered from 60 grade 11 students and three teachers of Enchin preparatory school. Systematic and purposive samplings were used. The data was analyzed by frequency and percentage. The major finding of the study revealed the problem related to the implementation of active-learning while teaching speaking skill. The theory of active-learning wasn't implemented in real classroom situations. As it was observed there were factors that affecting the implementation of active-learning in teaching speaking lesson: Teachers emphasis on lecture-method rather than participating students by using active-learning techniques. Teachers and students replied that background of the students and low language proficiency has impact to participate in the classroom activities. As students mentioned in the questionnaire; less participation of students and their number in a class were major problem. In general, based on the major finding, valid recommendations forwarded to all stakeholders.

CHAPTER ONE

1. Introduction

This chapter mainly includes: Background of the study, statement of the problem, objective of the study, significance of the study, scope of the study and limitation of the study.

1.1 Background of the Study

English is taught as a foreign language in Ethiopia. However, the community does not speak it. This means students do not have a chance to practice the language outside the class. Therefore, teacher must use appropriate methods of teaching to enhance students speaking skills. As Nunan,(1991: 11) Stated, “paradigmatic shift from the transmission model of teaching to a process oriented, participatory model, and seeing learner as active agents in their learning teachers as researcher of the work.” It can be realized that active-learning is a vital part in Education that have received importance and it is a method of educating students that allow them to participate in the classroom interaction. So if students don’t learn how to practice speaking or don’t get any opportunity to practice speaking in the language classroom they may be de-motivated and lose interest in learning. On the other hand, if the right lessons are taught in the right way, speaking in the class can be a lot fun raising general learner motivation.

Therefore, the implementation of student-centered approach forms the instruction that give students opportunities to participate more in a classroom discussion. Additionally, student- centered instruction is often associated with classrooms that features desks arranged in circles or small groups rather than rows. <http://ed.glossory.org/student-centered-learning/>. Recently some researchers and scholars emphasis to the greatest precision of student-centered approach; however, there is a large gap existence between the theoretical conceptualization and practical implementation of language teaching. Therefore, to facilitate success in speaking English language students can be motivated in various approaches.

ELT curriculum and syllabus design are considerable for the implementation of student-centered approach in language teaching. In addition, classroom sitting arrangement, students' and teachers' role in the classroom activities are major factor. Few related study (Taye, 2008) attempt to indicate this problem on the perception and practice of active learning in EFL class. Learner and their background are studied thoroughly and the curriculum is designed to help the students overcome gaps or weaknesses that occur in their language development because of their background.

Since the implementation of student-centered approach infer using different techniques of language teaching, Brown,(2000)Stated that learner-centered instruction applies to curricula as well as to specific techniques. Techniques that focus on or account for learners' needs, styles, and goals and technique that gives some control to the student (group work or strategy training).Furthermore, Littlewood, (1981) and Nunan (1988) refer to this as the “strong” approach to CLT. That include:

- Techniques that allow students' creativity and innovation.
- Techniques that enhance students sense of competence of self-worth.

Ornstein and Hunkins, (2004),cited in Brown,(2007) Believed that student-centered design encourage the students to be active with their environment, then learning did not separate from the ongoing lives of students, and it should be based on students' lives, their needs and interest. As Cremin, (1975) Student –centered designs consider students interests along with teachers negotiate their interest to be addressed and the contents representing the interests.

The philosophy that supports student-centered approach in teaching and learning language is constructivist view. According to, Jonson (1991), learners actively create; construct their own meaning or understanding. Awareness of second language learning is not only copying information, but also enables students to make knowledge, so students become successful to take a part in to current approach, moreover, through practicing speaking skill.

1.2 Statement of the Problem

It is argued that learner-centered approach is encouraging the students to take up greater responsibility for their own learning and help them to acquire and develop skills. On the other hand, realizing speaking skills in student-centered approach is a basic problem regarding with the methodology teachers use while teaching speaking lesson and students participation. “The basic conceptions require teachers first to understand the methodology and then to teach in such a way that the theory is realized in classroom practice, and with the communicative language teaching for example, lessons, syllabus, materials and teaching techniques can be judged as more or less communicative.”(Richard, 2002 p. 24). However, language teaching is a domain that often presupposes classrooms where students have very little language proficiency which negotiate with their teacher.

The researcher has observed while English teachers are teaching speaking skill in a dominated ways. This is the basic problem of implementing student-centered approach in ELT class. Tomlison (2003) students are passive while the teachers active since teachers are the main focus in this approach which is considered sensible, so the teachers are more familiar with the language than students.

If teachers take more opportunity of speaking, the learners are likely to be passive participants sitting in classroom only to absorb what is being offered by the teacher. In addition, English language teaching is not easy for EFL students to develop their speaking skill. Some problem regarding this issue may be inappropriate use of methodology, lack of supportive material, less authentic situations to motivate learner to be effective communicator of foreign language. Thus, learners in the classrooms did not practice the language for their own personal reasons because they are poor in communicative competence to react in active-learning class.

Brown, (1992)Indicates that the listening and speaking for beginners are meaningful and authentic communication tasks despite the fact they are limited more by grammar, vocabulary and length of utterance. According to Brown,(2000) Teaching speaking skill

is closely related to a communicative view of the language classroom. ESL curricula that treat oral communication skill will simply be labored as “listening /speaking” courses.

However, in Leu,(2000)‘The Ethiopian Educational Training Policy recent curriculum request active-learning.’ In addition, Teacher Education System Overhaul Program (TESO) was introduced in 2003 that emphasizes the implementation of active-learning in the form of pre-service and in-service programs of teacher education (MoE, 2003; USAID, 2007) Indicated that teachers were discovered applying very limited active-learning strategies. In the contrary, the traditional whole class lecture formats such as explanation and demonstration by the teachers for extended period of time was found still the predominant ways of teaching.

Furthermore, some studies were conducted on this issue “The Perceptions and Practices of Active-Learning in EFL classes.”(Taye,2008), it’s mainly focused on the implementation and practice of active-learning. In the same way, Deneke,(2009) conducted on the implementation of active-learning method at college level. Their major finding was teachers didn’t practice active-learning general in EFL class. And Consolo,(2006) studied on classroom oral interaction in foreign language lessons and implication for teacher development, it focused on analysis of teacher talk and students speech , and students view on communicative practice in FL classrooms. Those studies general revealed teachers’ practice in EFL class. Thus, this study aimed to assess the methodology EFL teachers use to implementation student-centered approach while Teaching Speaking Skills ,at Enchini preparatory school, grade 11 in focus.

1.3 Research Questions

In line with the above statement, the following research questions were formulated.

- How do teachers understand student-centered approach in ELT class?
- How do teachers apply student-centered approach in ELT classroom to teach speaking skill?
- What techniques do teachers use in student centered approach while teaching speaking skills?

- What are the factors that affect the implementation of learner-centered approach in teaching speaking class?

1.4 Objectives of the Study

In order to deal with the problem stated above, this study is aimed to achieve the following general and specific objectives. The details of the objectives are as follow.

1.4.1 General Objective

The general objective of the study is to assess the implementation of student-centered approach in teaching speaking skill at Enchini preparatory school.

1.4.2 Specific Objectives

This study contained the following specific objectives:

- to identify teachers' understanding of student-centered approach in ELT class
- to examine how teachers' implement student-centered approach while teaching speaking skills.
- to distinguish the techniques teachers' use in student- centered approach while teaching speaking skills.
- to identify factors that affect the practice of student-centered approach in speaking class.

1.5 Significance of the Study

The research aims to investigate the implementation of student-centered approach in ELT classes of teaching speaking skills at Enchini preparatory school. Accordingly, the result of the study may have various theoretical and practical significances. Firstly, the result of the study strengthen theories of student-centered approach to be realized in the speaking classes and it may remind syllabus designer to consider learner-centered in the process of designing speaking content. Secondly, it may contribute to improve EFL teaching methodology i.e. it may provide classroom English teachers with an in-depth understanding of student-centered approach to make decisions on how and what they

should do to keep their students much more involved in speaking skills. Thirdly, it may help the learners to have understanding about the benefits of student centered approach in learning language. Fourthly, this study also may serve as a supporting document for further study in the area.

1.6 The Scope of the Study

The study was limited to investigate the implementation of student-centered approach in teaching speaking skills at Enchini Preparatory School: grade 11 in focus. This school is found in West Shoa, Zone ,Ada Berga Werada ,and this study mainly assessed on if the teachers implement student- centered approach while teaching speaking skill or not.

1.7. Limitation of the Study

Some of the challenges that encountered during the study were lack of available reference materials for reviewing and internet access. In addition, sampling size was also a great challenge; a large sample is accurate to generalize, however this study was limited to a small number of participants which were 60 students out of 220. The researcher attempted to observe the four classes (A, B, C, and D) two times each even if more observation is required.

1.8 Definitions of operational terms.

Operational terms

Approach- is a set of assumption dealing with the nature of language learning, and teaching.

Student-Centered Approach- an active involvement of students on different learning activity.

Implementation-is how the theory of language put in to practice through different activities by the teacher.

Techniques- the specific activities manifested in the classroom with the consistent of method with approach.

CHAPTER TWO

2. Review of Related Literature

The views of some expert pointed out student-centered approach regarding with various skills to give some background information about the study. Moreover, some explanation was added to clarify the subject.

2.1 Theory of Student-centered Approach

Student-centered-refers to instruction that gives student opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, explore topic that interest them, and generally contribute to the design of their own course study. Additionally, student-centered instruction is often associated with classroom that feature desks arranged in circles or small group rather than rows of desks that face the teacher. <http://edqlosary.org/student-centeredlearning/>

Moreover, different philosophies state educational approach. Some of them support student-centered, while the other preferred teacher-centered, but all are for same goal to provide learners with the best education possible. Jonassen, (1991).States that constructivism is a student-centered philosophy that emphasizes hands on learning and student actively participating in lesson, and constructivists believe that students should be able to discover lessons on their own through hands on activities. It is the most effective way of learning language. On the other hand, behaviorism is a teacher-centered philosophy that is closely related to realism. This philosophy focuses on human behavior as a reaction to external stimuli; believe that changing the environment can change misbehavior Harmer, (1982). Therefore, constructivism theories have a similar feature with student-centered

2.2.1 Theory of Language

There are three theoretical view of language and the nature of language. The theory of language proficient explicitly or implicitly informs current approach and method in language learning.

2.2.1.1 Structural View

The first and the most traditional of the three is the structural view, the view that language is a system of structurally related element for the condign of meaning. The target of language learning is seen to be the mastery of elements of this system which are generally defined in terms of phonological units (e.g phonemes) grammatical units (e.g clause phrase, sentence), grammatical operation (e.g adding , shifting , joining , or transforming element) and lexical items (e.g function words an structured words).(Richard and Rordger ,2001)

2.2.1.3 Functional Views

They have introduced the second view of language theory with their advocates that functional view which is used as a vehicle for the discretion of functional meaning the communicative movement in language teaching subscribe to the view of language.

This theory emphasizes the semantic an communicative dimension rather than merely the grammatical characteristic of language and leads to as specification and organization of language teaching content by categories of meaning and function rather than by element structure and grammar.

2.2.1.4 Interactional view

The third view of language called the interactional view. This seems a language as a tool of the realization of interpersonal relation and or the performances of social transactions between individuals then language is seen as an instrument for the innovation and maintain of social relations.

River, (1987) in Richards and Rodger (2001) defined the interactive view of language education learners achieve facility in using language when their attention is focused on conveying and receiving authentic messages (i.e. Messages that contain information of interest to both speaker and listener in situation of importance to both) the notion of interactivity has also been linked to the teaching of reading and writing as well as listening and speaking skills. So, interactive is one of the theoretical views that closely related with student-centered-approach in ELT. Richard and Rodger,(2001), explain that it seems the language as a vehicle for the realization of inter personal relation and for the performance of social transaction between individual, thus, language teaching content, to this view may be specified or organized by pattern of exchange or may interaction and to be shaped by the inclination of learner as interaction.

2.2.2 Theory of Language Learning

There may be compensation for this in the concentrated nature of adult learning and in systematic teaching. The adult learner is a person whose mind is already formed to every large extent, and who is capable of making national abstractions or generalizations about any learning activity.

Richard and Rodger (2001: 20) explained:

The specific theories of the nature of language may ravine the basis for a particular teaching method. Other methods derive primarily from a theory of language learning. A learning theory underlying an approach or method responds the two questions: What are the psycholinguistic and cognitive processes involved in language learning?

What are the conditions needs to be met in order for these learning processes to be activated?

Depending on the above question that is in language learning process, thus, learning theories associated which method at the level of approach may emphasize either one or both of these dimensions. These are process oriented and condition oriented theories.

Process oriented theories build on learning process, such as habit formation, induction, inference, hypothesis testing and generalization. Whereas, condition oriented theories emphasize the nature of the human and physical context in which language learning take place.

Krashen.S (1981) monitor model of second language development is an example of learning theory. Monitor theory addresses both the process and the condition dimensions of learning. At the level of process, Krashen, distinguish between acquisition and learning. The two process have different purpose; Acquisition refer to the natural assimilation of language rules through using language for communication unlikely learning refers to the formal study of language rules and is conscious process.

According to Krashen, however, learning is available only a monitor. Then the monitor is the repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called up on in the editing of utterances produced through the acquired system. Krashen's theory also addresses the conditions necessary for the process of "acquisition" take place and describes these in terms of the type of "input" the learner receives. In put must be comprehensible, slightly above the learner's present level of competence, interesting or relevant not grammatically sequenced, in sufficient quantity ,and experienced in low -anxiety context.

Different researchers contributed their own views on the theory of learning with rational perspective on the outcome of their experiment and hypothesis.

2.2.2.1. Behaviorism Theory

Behaviorism theory stated learning language as habit formation. Its learning techniques used in behaviorist approach to fixing in the learner mind. It is the first coherent learning theory based on the work of Pavlov and Skinner. This theory said that learning is a mechanical process of habit formation and proceed s by means of the frequent reinforcement of stimulus-response sequence ,so the behaviorist learning theory is a mechanic of teaching-learning adopted to acquaint learner with the knowledge after continual repetition of the topic.

Waston and Raynor (1920), cited in, Harmer , (1991), the result of the experiments they had carried out with a young baby called Albert. The ethics of this experiment may be questionable, but Albert's experience is an early example of the idea of conditioning.

Behaviorism theory in language teaching methodology (implication)

It made constant drilling of the students followed by positive or negative reinforcement a major focus of classroom activity. The language 'habit' was formed by constant repetition and the reinforcement of the teachers. Mistakes were immediately criticized, and correct utterances were immediately praised. e.g. Audio lingual's is the best example of this theory as foreign language learning.

2.2.2.2 Cognitive Theory of Learning

It's related to the function of the brain in receiving data processing or retrieving the information gathered the rough active involvement of mind to make sense of what we see, feel and hear. It's associated with intellectual function of mind, so its mind activity oriented.

Noam Chomsky, and his follower in Brown (2007) suggested: cognitive psychologists asserted that meaning, understanding and knowing were significant data for psychological study.

In addition, Chomsky,(1959).Published as strong attack on skinner's verbal behavior which becomes justifiably famous. In his review Skinner's book he explained his rejection of the behaviorist view of language acquisition on the basis of this model of competence and performance

According to his view language is not a form of behavior, Chomsky maintained on the contrary, it is an intricate rule-based system and a large part of language acquisitions is the learning system. There are a finite number of grammatical rules in the system and with knowledge of this an infinite number of sentences can be performed in the language.

Implication of Cognitive Theory in Language Teaching

The grammatical system is rule-based and those competent users of the language ‘know’ these rules in the same way. Both method of description and how grammar rules allow us to generate language.

Teachers give one simple sentences in active form to students. Then students generate their capacity. It describes part of speech and understand its passive form by them. For instance, lexical syllabuses; once teachers tell noun form of word students find adjective, adverb, etc...

2.2.2.3 Constructivism Theory of Learning

Brown,(2007) stated that in a variety of post-structuralism theoretical positions, constructivism emerged as a prevailing paradigm only in the last part of the twentieth. The theory in which considered the diversity of groups, or individuals that come back with different background for the purpose of communication. It emphasizes on social interaction, and he discovery on construction meaning. The three disciplines have much more common ground.

Social constructivism focuses the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality. So, students can learn more while they construct their idea and interact with each other to learn more.

Implication of Constructivism Theory of Learning to teach EFL.

In individualist clature learners are more open to methods which focus on exposure to authentic language. The negotiation of meaning is leading to demonstrable communicative competence.

In terms of language, a real beginner may need to focus on core vocabulary before learning how to express functional meaning in a sentence. In the respect that concrete learners are interested in language use and language as communication and “Communicative learners are interested in social interaction with other speakers of the language” (Harmer 2001,P.43).

The students will be engaged activities. They will have free conversation and debates about weather, current affairs, public media, etc... and teacher is a facilitator.

Moreover, different approaches to syllabus design reflect different understanding of the nature of and different views as to what the essential building block of language proficiency: vocabulary, grammar, function or text. In addition, Procedures and techniques that are employed by teacher when they teach and the principles that underlie the design of activities and exercises in their textbooks and teaching resources. These procedures and principles relate to belief and theories concerning the nature of language and second language learning and the role of teachers, learners and instructional materials.www.co.uk/journals.permission.nav.

The student-centered teaching approach, with its conceptual framework based on the constructivism theory.(National Forum of Teacher Education Journal Volume 17.)

2.2.2 ELT Curriculum in Student-centered Approach

The ELT curriculum designer in the 1990s informed by research in the first and second language acquisition, theories of discourse and genre analysis, and an development in socio and psycholinguistic, constrained by funding and public or client accountability. There is a need for a framework of curriculum design, which allows flexibility, but gives a clear direction in which to move. Richard, (2002) and Harmer,(1982) point out, syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence in a language learning.

2.2.3. Syllabus Design in ELT

Nunan, (1988), defines syllabus design is seen as being concerned essential with the selection and grading of content. Therefore, grade 11 English syllabus is designed in appropriate sequence. (i.e, listening, speaking, reading, writing and additional learning strategy, it is from the simplest to complex, however, those contents that I have observed, couldn't implement properly, especial speaking skills

The term curriculum is synonymous with syllabus, as in specification of the content and the ordering of what to be taught. (Richard,2002).Course content and procedures usually be expressed in the form of goals or learning objective course content is usually presented in the form of a syllabus, which will take to mean a public document , a record , a contract , an instrument which represents negotiation among all the parties involved.

The three principles can inform language syllabus design:

A view of how language is acquired, which would result in a process-based syllabus. A view of how language is learned, which would result structure-based syllabus A view of how language is used, which would result in a function-based syllabus. (Yalden,1984: 16)

By integrating all three, (ibid) proposes a proportional syllabus, with a semantic-grammatical organizational, a linguistic component based on language function and theme base on learners' interests.

2.2.3 Learner-Centered Approach in ELT

Ethiopian education policy is currently adopted that change from traditional learning to active leaning (i.e. from teacher-centered to student-centered. Nuna,(1988) point out communicative language learning requires learner to participate and negotiate actively in meaningful interaction in order to interpret and construct meaning by themselves.

According to, Richard and Renadya, (2002), in the language teaching world, there has been move towards the learner-centered curriculum. In other word, it changes from structural grammar-system approach began in the late 1960s, and the 1970s, saw the proliferation of more approach under the umbrella of communicative approach. Thus, learner/student centered approach is preferable; it is difficult to apply though.

In addition, Kelly,A.(1989).describes in his survey of curriculum theory and practice ,make a strongly case for understanding curriculum as the overall rationale for the educational program of an institution. Furthermore, Richard,(2002).examine some of the

issues raised, and suggested that the framework most applicable to ELT today is an integrated approach which is essentially learner-centered.

2.2.4. Purpose of Student-centered approach in ELT class

Student-centered learning plays a great role in ELT class that engage the students from passive recipient to active participant in their learning process, so it is not only carry out the activities, but also makes learning effective. ELT education may fail due to the teaching methodology stress in how much EFL teacher can encourage their student to take an active part in speaking skill emphasis on the target language.

Allwright,(1984). Suggest, interaction in the classroom promotes the learners' ability to use the foreign language to express their idea as it provides the students with the opportunities to interact with each other.

2.2.5 Factors Affecting the Implementation of Student-Centered Approach in Teaching Speaking Skill.

Scholars and expert of education have addressed that the effective implementation of student-centered in ELT.As Robet O Neill in Harmer,(1981). Not all methodologists find it easy learner-centeredness uncritically, wrote an article whose title clearly expressed his disquiet since he called it the plausible myth of learner-centeredness.

2.2.5.1 Teachers

Teachers have a significant role in student-centered classroom. Jones, (2007) realize that students cannot be 'thought'; they can only be supported to learn. In a student-centered classroom, teacher role is to help and encourage students to develop their skills. It's believed that teacher's role may change as the lesson moves from teacher-led to student-centered.

On the other hand, As Tudor,(1996) identifies some factor which likely to influence the practice of learner-centered method in language teaching:

The factor derives from the teacher's affective reactions to the method, which may be either positive or negative. For instance, a given method may activate negative feelings linked to the teachers own language learning experience, or possible to unpleasant experiences in his/her training period. Interaction between the teachers' own psychosocial and cognitive traits and those, which are implicitly favored by the method, is also the most complex of all the function mentioned.

Those practice of the method that require the teacher react to learner needs and demands in an unprepared, ad hoc manner can place strains on teacher who have a strong, orientation to closure or low tolerance of the ambiguity as a personality trait.

In general, it is important to recognize that empowering teachers in making decision on choosing the contents, and employing the proper type of teaching approach they feel effective is one major condition for practicing the approach in classrooms.

2.2.5.2. Students

As it noticed, that most of the students are likely to adopt a passive acquiescence to the teachers' knowledge and structure. However, the contribution of active learning discussed earlier, the students may not have appropriate perception to student-centered approach for various reason. For example, they are accustomed to the traditional instruction method where they are expected to listen attentively and try to memorize what they have been learned for the purpose of examination. Which mean 'they don't create new meaning or perspective that are more inclusive, integrative and open to alternative views, which can emancipate them from strong belief on stimulus response mechanisms' (Dary and Terry,1993).

2.2.5.3 Class size

If the class is carried out the activities, which is not suitable, the approach shouldn't apply properly, and the division of group is not available. Graan, (1998), indicated in many part of African schools are composed a large number of students in a class, so it is

difficult to implement the activities, especially ,in Ethiopian the sitting arrangement and class size are not suite due to the fact the class is crowded.

2.2.5.4 Materials for Language Teaching

Tomlison,(2011) point out that most people associate the term language learning material with the course books because that has been their main experience of using material. Allwright,(1981) stated, material may contribute to both goal and content but they cannot determine either. This means materials should be considered, what is learnt, and indeed, learnable, is the product of interaction between learner, teacher and the material at their disposal.

Thus, textbook is essential kind of material in language teaching that address the interaction between learner and teacher. Hutchinson, and Torres, (1994) explain as follow: The textbook is a possible agent for change. This can be achieved if a number of conditions are met. The textbook needs to become a vehicle for teacher and learner training. In other word, as well as an explicit, and detailed teacher guide, include appropriate learning.

The textbook must provide support and help with classroom management, thus freeing the teachers to cope with new content and procedures. The textbook will become an agent for change if adopted by a school. Moreover, all those listed function of textbook can be realized in communicative language classes are social events, so inherently unpredictable and potentially treat to all participants.

2.6. Implementing Speaking Skill in Student-Centered Class

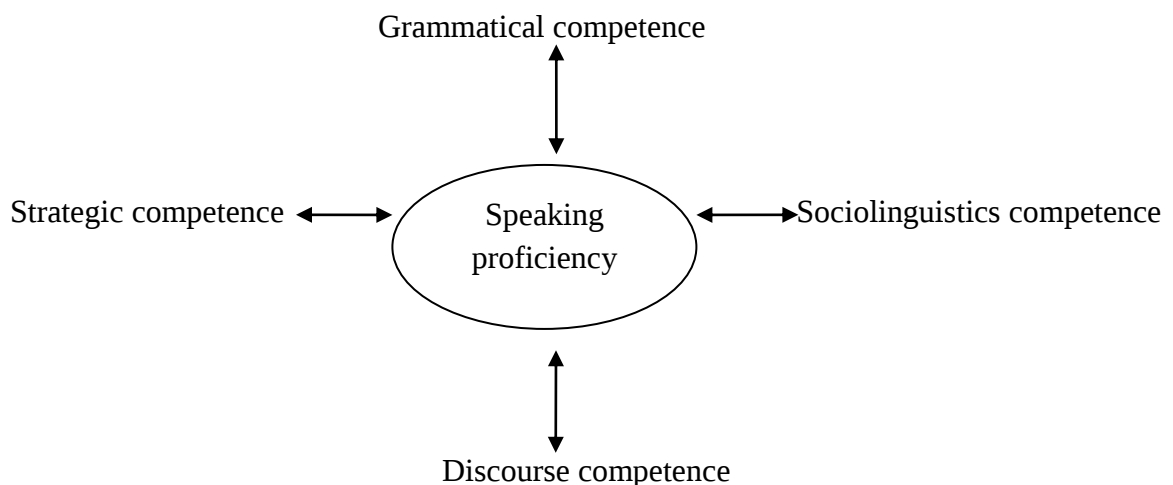
Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom, so teaching speaking is vital unless someone is learning purely for academic reason and doesn't intend to communicate in English, which is quite rare. As Ur,P,(1991).Among the four skills; speaking seem intuitively the most important in which people who know language are referred to as 'speaker' the language. Therefore, they are initiated to engage in

speaking activity. 'The content of the lesson get students actively involved in listening, speaking and writing about the unit topic and speaking includes speaking expressively, giving descriptions, giving reasons, making introduction, recalling information ,and participating in dialogues and discussion ,role-play..' (USAID, 2007).

It is argued ELT education may fail due to the teaching methodology stress in how much an EFL teacher can encourage their student to take an active part in speaking lesson focus on the target language. Additionally, Allwright, (1984), suggest interaction the classroom promotes the learner ability to use the foreign language to express their idea as it provide the students with the opportunities to interact with each other.

The CLT (communicative Language Teaching) approach in a recent year has become an attractive term to cover a variety of development in syllabus design methodology of foreign language teaching. Littlewood,(2008).

Moreover, Richards,(2002).state learning to speak a foreign language requires more than knowing it's grammatical and semantic rules. However, speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Some theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components.



(Fig,1-Hymes Theory)

As Hymes,(1971).cited in Jack and Richard(2002) .assumes that L2 learners need to know not only the linguistic of knowledge, but also the culturally acceptance way of interacting with other situation in different situation and relationship.

As it mentioned in the above diagram by employing the integration of the four competences can enhance students' speaking proficiency.

2.6.1 Classroom Speaking Activities

Speaking activity requires students to draw upon what they are already know in order to express their idea and reviewing their previous knowledge and putting it in to practice with the new information still being assimilated. According to Harmer,(1981).Most of the classroom activity which are currently in use fall at near the communicative end of the communication continuum.

Moreover, communicative approach or communicative language teaching is the name which was given to a set of belief which included not only a re-examination of what aspect of language to teach but also shift in emphasis in how to teach. A guiding principle was to train students to use this language form appropriately in a variety of context and for a variety of purposes. On the other hand, Broughton, et.al (1980).State teacher may be aware that his/her students cannot understand ordinary colloquial English as used by native speaker. In this case, teachers aim would be rather to create a more general familiarity not only with the phonological character of conversation (the stress, rhythm and intonation pattern), but also with a lexis and typical of this style of discourse.

On the other hand, language study on lesson sequence may not be the main focus of lesson sequence, however may be only one element in a grander design, in which case a decision will have to be taken about where the study activity should be placed in a sequence, and the focus on any necessary language form take place before, during, or after the performance of a communicative task or a receptive skills activity.(Harmer,1981).

2.6.2 Characteristics of a Successful Speaking Activity

Speaking is useful for the teacher as it's a good indication of the students' strengths and weakness. Ur,p,(2002: 120).Explain as follow:

Learners talk a lot: As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time taken up with teacher talk.

Participation: classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

Motivation: Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.6.3 The Role of Teacher

As with any types of classroom procedure, teachers need to play a number of different role during speaking activity which are presented below :(Ur.p, 1991: 19).

Prompter-students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them to struggle out of such situation on their own, and indeed sometimes this may be the best option.

Participant-teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm.

Feedback provider-when students are in the middle of a speaking activity, over-correction may and take communicativeness out of the activity. On the other

hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitation .Everything depend up on our tact and the appropriacy of the feedback we give in particular situations.

2.7. Major Techniques of teaching Speaking skills in student-center class

The goal of teaching speaking skills is communicative efficiency. Communicative output activities allow students to practice using all of the language they know in situation that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task .In addition, in the teaching learning process; teacher should use different active learning methods. Because current thinking and practice in education highly advocate the need to actively involve the learner in their learning. Some of the commonly strategies used in EFL classes will be presented:

A, Role plays

In a role-plays students were assigned roles and put in to situation that they may eventually encounter outside the classroom. Because role-plays imitate life, the range of language function that may be used expands considerably. In addition, the role relationship among the students as they play their parts calls for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters. <http://www.nclrc.org/essentials/planning/strucure>

As Jack.c,Richard.w, (2002) sociolinguistic competence is one of a communicative competence among the speaking proficiency. Knowledge of language alone does not adequately prepare learner for effective and appropriate use of the target language. Learner must have competence that involves knowing what is expected socially and culturally by user of the target language.

B, Group work

Group work is collaborative strategies of teaching learning. This increases the sheer amount of learner talk going on in a limited period and lowers who are unwilling to speak

in front of the whole class. It is true that group work mean the teacher cannot supervise all learner speech, so that not all utterances will be correct and learner may occasionally slip in to their native language; even taking into consideration occasional mistakes and mother-tongue use (Ur.P, 1991). In discourse competence, whether formal or informal, the rule of cohesion and coherence apply, which aid in holding the communication together in meaningful way.(Richard,2002).

C, Discussion

Discussion is another way of teaching learning methods in speaking classes as many students feel extremely exposed in discussion situation. On the other hand, the ‘buzz group’ is one way in which a teacher can avoid such difficulties. It means that students have a chance for quick discussions in small group before any of them are asked to speak in public. Because they have a chance to think of ideas the language to express them with before being asked in front of the whole class, the stress level of that eventual whole class performance is reduced.(Harmer,1991).

D,Telling story

Telling story is also another strategy of teaching speaking skills. Teachers present a narrative tense in order to support learner to tell story in chronological order. Thus, ‘both past simple and present perfect can be presented as grammar point’ (Tudor, 1996).

Furthermore, As Richard (2002) stated grammatical competence is an umbrella concept that includes increasing expertise in grammar. In order to convey meaning, EFL learners must have the knowledge of word and sentences.

E, Debating

Debating is an organized discussion on an issue which is usually controversial. Formal debates provide an efficient structure for class presentation. When the subject matter easily divides into opposing views, to implement this technique, students are assigned to debate teams.

F, Collaborative Learning

Collaborative is generally characterized by students working in groups in some sort of learning activity. The rationale of using this strategy is that students will be able to help each other learn better than if they were to study alone. The strategy requires group participation hence students may come by being prepared to discuss the topic and the teacher may assign students into a group and then the students choose a leader and a secretary. (Richard, 2002).

G, Brainstorming

Brainstorming is a group centered interaction method. The brainstorming techniques are a way of collecting ideas or information in a creative and uninhibited way.

CHAPTER THREE

3. Research Design and Methodology

As noted earlier, the main purpose of this study is to investigate the implementation of student-centered approach in teaching speaking skill at Enchini preparatory school. This chapter describes the research methods that were used to achieve the main objectives of the study. Therefore, an attempt has been made to discuss the research design, instrument of data collection, the development of data collecting tools and data analysis of the entire study.

3.1 Research Design

This study revealed that of the nature of questions under investigation, the descriptive survey was employed as it enables the researcher to describe the status of an area of the study. Moreover, both quantitative and qualitative/ methods of analysis were used. Vandertoep and Johnston, (2008).explain descriptive research design is used to describe the attitudes and behaviors observed during the investigation. It takes place in natural, real-life setting. Since the study focused on the assessment of student-centered approach in teaching speaking skills, descriptive is preferable to get clear, credible data from the subjects of the study.

3.2 Subject of the Study

Even though this research is desirable at different stage of educational institutions, the researcher decided to carry out the research at Enchini preparatory School. As a result, the subjects of the study were grade eleven (11) students of four sections (A, B, C, and D) and English teachers at Enchini preparatory. The researcher took 60 students from the total number of 220 students and three English teachers who were teaching English at this school. In each class (56, 57, 53, 54) number of students were attending in those class. Among these 60 students 45 male and 15 females in 2016/17 were the primary sources of data for this study. Generally, the study employed 63 samples of populations to be the subject of the study.

3.3 Sampling Techniques

The target populations of the study were grade eleven and 3 three English teachers and students at Enchini preparatory School which is found in West Shoa Zone, Adea Berga Woreda, Enchin Town. As the researcher was teaching at this school, it was suitable for data collection, particularly, to hold frequent lesson observation. Grade Eleven EFL teachers are preferred as they hold much responsibility to encourage students in speaking class interaction, and students to be efficient and effective speaker in preparatory School and prepare for higher education as English language is a medium of instruction. Thus, this study employed purposive and systematic sampling technique was manageable.

Therefore, three grade eleven EFL teachers were selected purposively. According to, L Cohen, (2007) in many cases purposive sampling is used in order to access 'knowledgeable people' which mean those who have in-depth knowledge about practical issue, maybe by virtue of their professional role, power and experience. And the other sampling technique which was used in this study was systematic sampling for students. In the same way, As Cohen, (2007) describes systematic sampling method is modified from simple random sampling .It involves selecting subject from a population list in a systematic rather than a random. This means decide how frequently to make systematic sampling by a simple statistic; the total number of the wider population being represented divided by the sample size required.(i.e, $f=N/sn$).f- frequency interval,

N-total number of population

Sn-required number in the sample

Therefore, the researcher used systematic sampling in order to select students 60 students, 45 male and 15 females as a sample to be the participant of the study.

Hence the frequency interval (f) is:

$$220/60= 3.666 \text{ (which is rounds up 4.0)}$$

The researcher picked out every fourth name on the list of cases from the attendance of students. A list of females and males students might list all the females' before listing all the males; there were 15 females students on the list, the researcher might have reached the desired sample size before reaching that stage of the list which contained males. In this sampling system the fourth name was selected and the other was excluded, i.e. everybody didn't have an equal chance to be chosen. Therefore, the ways to minimize this problem were to ensure that the initial listing was selected randomly and that the starting point for systematic sampling was similarly selected randomly.

3.4 Data Gathering Tools

The study principally employed classroom observation, questionnaire, interview and focus group discussion to gather relevant data. A classroom observation was used to collect qualitative data on teachers' instructional practices whereas questionnaire was used to gather quantitative data on teachers' teaching strategy on speaking skill in student-centered learning. Interview and focus group discussion were used for data triangulation, and to collect information about the causes that exist between the result of lesson observation and questionnaire data.

3.4.1 Classroom Observation

Check-list observation was used in this study to obtain direct information on the teachers' classroom application on speaking activities, and to crosscheck the extent to which their attitude stated in questionnaire was presented in their classroom practices. Four successive 40-minutes classroom observation on speaking lessons were observed two times each. Through critical observation, teachers' activities that are how they treated speaking skill in student-centered approach in particular were documented. During lesson observation, data was gathered by means of note taking and filling the observation checklist then later it was analyzed for the key episode, particularly, if teachers use any teaching strategy to encourage learners' to be active and reflective learning. Since the observation is non-participant; the researcher was an observer and didn't take part in any class room activity. This helped the researcher to identify the reliability of data that was

gathered through questionnaires and to witness the actual instructional practices of student active participation in speaking lesson.

3.4.2 Questionnaire

One of the difficulties in examining teachers' attitude was that they were not directly observable, so questionnaire was best suit to elicit those unobservable teachers' attitude. Questionnaire was suitable for eliciting information regarding people's attitude, beliefs, or orientations (Nunan, 1992) the questionnaire consisted of mostly closed ended items which were designed by using a Likert Scale format.

In Cohen(2007)provides a range of responses to give question or statement in dichotomous format; a simple addition to wording convert in to a much more subtle rating scale by substituting the words 'to what extent' ' how far' ' how much' 'how often' etc were used. The items in the questionnaire developed based on the insight gained from objective so the study, research questions and literature review. To determine the appropriateness and clarity of the items in the questionnaire, language department, EFL teachers from Enchini preparatory school was consulted. These items were required for students' participant, but it was excluded the teachers were being used in the questionnaire.

3.4.3 Interview

For further triangulation of data gathered through observation and questionnaires, the researcher also used interview. This helped to obtain in- depth information which couldn't be found in detail through other data gathering instruments. In this case, a semi-structured interview was used in this study since this type of interview was suitable to probe question according to the interview proceeds (Nunan, 1992; Seliger & Shohamy, 1989) the interview question consisted of items which are used to probe further information, to clarify points which observed, to find out information about the objectives of speaking activities, and the reason beyond the activities what strategies teachers use.

Furthermore, teachers were interviewed for the causes of differences which existed between the results of lesson observation and questionnaire data. The questions in the interview were developed based on the objective of the study and the insight gained from the literature review. The interview questions were given to one department head of EFL teacher of Enchini preparatory to determine their appropriateness and to review their clarity before the interview was conducted. Finally, the researcher conducted the interview with the three English language teachers after class by taking notes and the results of the interview were analyzed qualitatively.

3.4.4 Focused Group Discussion

In focus group discussion five students were asked to come together in a group to discuss in a certain issues related to the implementation of student-centered approach while learning speaking skills. The discussion was led by a researcher, who introduces the topic, ask specific question, control digression and stop break-away conversations. All members should be given equal opportunity to contribute. This discussion could be video-recorded. Moreover, Cohen,(2007), explain focus groups are a form of group interview thought not in the sense of a backward and forward between interviewer and group. Rather the reliance is on the interaction within the group who discuss a topic supplied by the researcher (Morgan 1986). Focus groups might be useful to triangulate with more traditional forms for interviewing, questionnaire, and observation. Therefore, five students participated on this group discussion.

3.5 Data Gathering Procedures

Data was collected in the following steps. First, lesson observation was carried out and it was hoped that it helped the study to obtain an authentic data. Because, sometimes respondents adjust their responses to satisfy the researcher based on information in the questionnaire and interview. In order to avoid this problem, data collection through questionnaire, interview and group discussion were held later. Then, questionnaire was administered for the students and data was collected.

Objective of the study, research questions and literature review were mentioned to determine the appropriateness and clarity of the items in the questionnaire. Language department and EFL teachers from Enchini preparatory school were consulted.

3.6 Data Analysis Procedures

The data which were gathered from teachers and students through interview, classroom observations, students' focus group discussion and questionnaires were analyzed, interpreted and discussed as follows. Accordingly, the data obtained from the questionnaire analyzed quantitatively and qualitatively whereas the data obtained from the interview, the observation, and students' focus group discussion were analyzed qualitatively. In data analysis procedure, first questionnaire was analyzed quantitatively by using SPSS (16.0 version) before the data from observation. Because this step can create convenient condition to compare the results of questionnaire, data with the results of actual lesson observation data. After observation of data would be analyzed, and compared with questionnaire data. The interviews was held to clarify points which was observed in order to avoid a misinterpretation of the observation data, to get further information on teachers' implementation of student-centered learning while teaching speaking, and students focus group discussion was analyzed in order to identify the causes of the mismatch that existed between teachers' implementation and students classroom practices. Finally, all data were analyzed and interpreted to obtain any possible logical conclusions and recommendations.

CHAPTER FOUR

4. Presentation and Analysis of the main Data.

This chapter presented data analysis, interpretation of main findings of the study. First t questionnaires were analyzed by SPSS and classroom observations are presented with table, in a certain situation used video-camera, and interview was conducted in a dialogue form for teacher and in a focus group discussion for students was analyzed. It includes subject of the study, analysis of the main data and major result of the study.

4.1. Subject of the Study

To clarify data that related to major questions and feature of the subject was mentioned as follow: data was mainly gathered from teachers and students of Enchin preparatory school. The questionnaires were distributed for 60 grade 11 students' .Among these, 59 students responded for the given questionnaire except one student. Three EFL preparatory teachers participated purposively in the interview. Those teachers were qualified with degree and they have five and above years experience as English teacher. At the end five grade 11 students were nominated for group discussion.

4.2 Analysis of Data

As the researcher mentioned above different instruments were used to gather data. These data were analyzed and interpreted. In fact, the data related to the implementation of teaching speaking skills encourage learners in active learning class, the role of teachers and students while teaching speaking content to strengthen active learning and practicing different active learning techniques and the factor that affect the implementation of student-centered approach. So, the data were analyzed and tabulated as follow:

PART I

Table 4. 1 The Total Number of Students who participated in the Study

No	Sex	Frequency	Percent	Valid Percent	Cumulative Percent
1	Male	44	74.6	74.6	74.6
2	Female	15	25.4	25.4	100.0
3	Total	59	100.0	100.0	

As the above table showed, the total number of respondents who participated so as to reflect their response frankly on the given questions was 59 students. As it was mentioned in the table majority of the participants 44(74.6%) were male. On the other hand, small number of female students 15(25.4%) were sampled on this study, due to the fact that only a few female students were attending in grade 11 Enchini preparatory schools in 2016/2017.

Table 4. 2. Students' Response whether they Participate Actively in English Classroom Activities or not.

Gender	Do you actively participate in English classroom activities?		Total
	Yes	No	
Male Count	12	32	44
% within gender	27.3%	72.7%	100.0%
Female Count	5	10	15
% within gender	33.3%	66.7%	100.0%
Total Count	17	42	59
% within gender	28.8%	71.2%	100.0%

In table 4.2 the students were asked to tell their idea on the given item. According to the alternative that was selected by the majority of respondents 42(71.2%) said 'no' on this item. On the other hand, a few respondents which are 17(28.8%) said 'yes'. As it was

observed from the data gained concerning this item, most of the students did not participate actively. Regarding this issue Richard,(2002)stated that in a real classroom discussion all students may get a chance to participate; and also their contribution are fairly distributed.

Table 4. 3 Students’ Response on Teaching Material (Textbook).

Gender		Are the teaching materials (textbook) attractive to you to practice speaking?		Total
		Yes	No	
Male	Count	16	28	44
	% within gender	36.4%	63.6%	100.0%
Female	Count	7	8	15
	% within gender	46.7%	53.3%	100.0%
Total	Count	23	36	59
	% within gender	39.0%	61.0%	100.0%

In responding to the above table the item, 61.0% of the respondents marked ‘no’ while 39.0% of them replied ‘yes’. Due to this, the students may resist during the implementation of active learning. As it was mentioned in the above table most students were not actively involved in speaking lesson since the available materials were not attractive enough. Regarding this point, the researcher concluded that textbook is one of the basic materials which display the goal and the content in teaching learning process with teacher and learner. In line with this item, Allwright (1981) asserted that materials may contribute to both goal and content but they cannot determine either. Moreover, materials need to be authentic; the language was not artificially constrained and amenable to exploitation for language teaching purposes (William,1990).

Table 4. 4 Students' Response whether there were a Classroom Interaction with Students and Teachers for Language Learning.

Gender		Is there any classroom interaction with students/teachers for language learning?		Total
		Yes	No	
Male	F	22	22	44
	%	50.0%	50.0%	100.0%
Female	F	4	11	15
	%	26.7%	73.3%	100.0%
Total	F	26	33	59
	%	44.1%	55.9%	100.0%

As data gained concerning this item indicated in the above Table, 55.9% of them replied that there was no interaction between learners and teachers in language learning whereas, 44.1% said yes by supporting as there is interaction between teachers and students in the English class particularly during speaking lesson. It indicated that classrooms interaction in a language teaching was not effective. Concerning to this, Seligson (1997) revealed that language is viewed as an interactive tool and it should be taught interactively. Therefore, Speaking is an active process rarely carried out in isolation and it should be taught with help of both teachers and students cooperation as much as possible. Furthermore, to know the gap between two groups of respondents the next question support this idea to know their feeling. Thus, the speaking contents' have its own significant role in learning and teaching strategy which gave more responsible for learner interaction.

Table 4. 5 Students' Response whether the Activities in their Text were Adequate or not.

Gender		Are there adequate activities in English textbook to practice speaking skill?		Total
		Yes	No	
Male	Frequency	34	10	44
	%	77.3%	22.7%	100.0%
Female	F	12	3	15
	%	80.0%	20.0%	100.0%
Total	F	46	13	59
	%	78.0%	22.0%	100.0%

In replying to this item in the above table 4.5, the majority of respondents i.e., 78% of them said no whereas, 22% respondent said yes. Based on the data gained from the respondents the researcher summarized, as the speaking activities, which were presented on their textbook, were not adequate to practice speaking skill. Regarding to this, Harmer,(1981) Speaking activities requires students to draw upon what they are already know in order to express their idea and reviewing the previous knowledge and putting it into practice with the new information still being assimilated.

Table 4. 6 Students’ Response whether they speak in English during EFL Class.

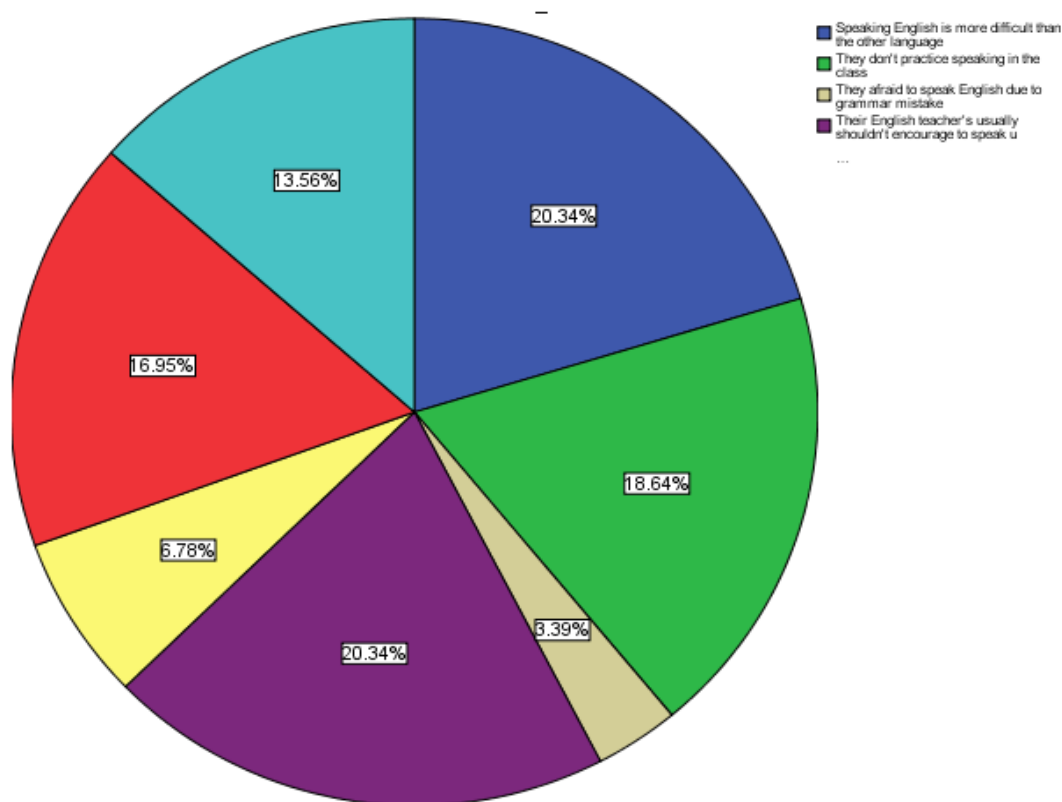
Gender		Do you speak in English during your English class?		Total
		Yes	No	
Male	Count	6	38	44
	% within gender	13.6%	86.4%	100.0%
Female	Count	2	13	15
	% within gender	13.3%	86.7%	100.0%
Total	Count	8	51	59
	% within gender	13.6%	86.4%	100.0%

As the data obtained from the respondents indicated in the above table 4.6, the majority of the respondents 86.4% said ‘no’ and a few respondents 13.6% said ‘yes’. Therefore’ from this point it indicated most of the students were not speaking English during the speaking lesson.

Table 4. 7 Students' Response, on the Reason why they did not Speak in English in EFL Class Discussion

Students' reasons	Frequency	Percent	Valid Percent	Cumulative Percent
Speaking English was more difficult than the other language.	12	20.3	20.3	20.3
They did not practice speaking in the class	11	18.6	18.6	39.0
They were afraid to speak English due to grammar mistake.	2	3.4	3.4	42.4
Their English teachers did not encourage them to speak up.	12	20.3	20.3	62.7
There was not English language training	4	6.8	6.8	69.5
Teachers employed a lecture - method, so they did not have the opportunity to practice speaking.	10	16.9	16.9	86.4
Missing values.(respondents who said 'yes' could speak in English, didn't give a reason).	8	13.6	13.6	100.0
Total	59	100.0	100.0	

Figure 1 The Reason why Students did not Speak in English in EFL Class Discussion



Item-7 asked the reason why students did not speak in English in EFL classroom. Accordingly, respondents who said 'no' listed their reason as follows. Both the above table and pie chart indicated that 20.3% of the respondents reported as English was more difficult than the other language and their English teachers did not encourage them to practice speaking in English. And another 18.6% of the respondents replied as teacher did not employ learner centered method and 16.9% of them said stated as their teacher usually use lecture-method, so they did not have the opportunity to practice speaking activities. To sum up, with, the majority of the respondents who said 'no' mentioned their reasons as speaking English was more difficult than the other, their English teacher's usually did not encourage students to speak more. They did not practice speaking in the class, teachers usually use lecture-method, there was no language training, they were afraid to speak English to make grammar mistake.

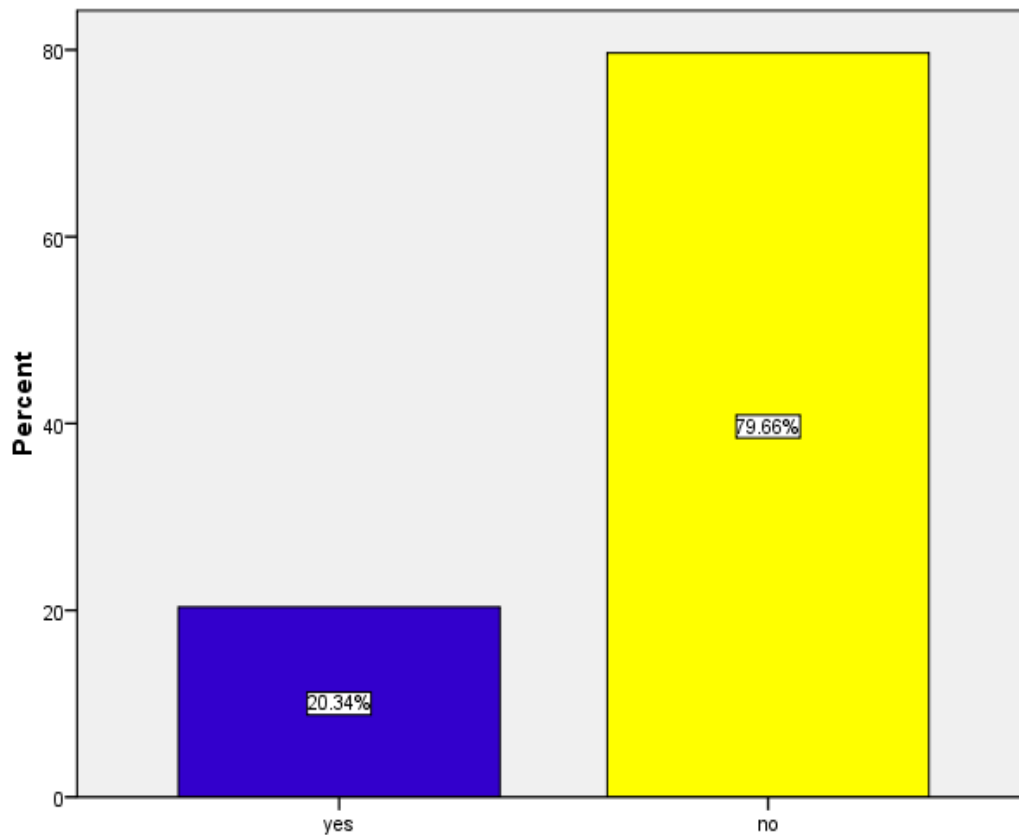
On the other hand, few respondents said yes, and they did not give reason and it was as a missing value. In general, most of the respondents replied ‘no’ and mentioned their reason. Moreover, it is confirmed by the reflection of students during focus group discussion on the practicing speaking in the above assertion. Regarding to the reason mentioned above, Hymes (1972) drawn up that speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence),but also that they understand when, why, and in what ways to produce language(sociolinguistic competence.(Fig-1 Hymes Theory). Brown (2000: 245). ‘Communicative competences become a house hold word in SLA and an appropriate term to capture current trends in teaching.’ So, teaching through integration of language competence fill the gap that students raised as a reason to speak in English.

Table 4. 8 Students’ Response whether they had an Experience of Listening and Reading English stories, films, and news

Gender			Do you listen/read English stories, films, and news and then try to tell to the class in English to develop your speaking skill?		Total
			yes	no	
Male	Count	within gender	9	35	44
	%		20.5%	79.5%	100.0%
Female	Count	within gender	3	12	15
	%		20.0%	80.0%	100.0%
Total	Count	within gender	12	47	59
	%		20.3%	79.7%	100.0%

In the above table the majority respondents said ‘no’ and that indicated 79.7% they did not develop speaking skill through Listening and Reading English stories, films and news. However, 20.3%replied ‘yes’. Insignificant number of respondents said that they tried to some extent, was confirmed from the focus group discussion. It also related with the next responses to know their background.

Figure 2 Students' Response whether they Listen or Read stories, films and news in English to Develop their Speaking Skill or not



The above graph described the reflection of respondents experience in order to develop speaking skill. The highest percent was indicated 79.6% and the lowest 20.3% then it was easily understood. So, majority of them were unwilling to develop speaking skill due to their less background on listening/reading. Concerning to this issue, Watkins,(2005). For EFL learner listening is vital because it is through the sense that they receive information on vocabulary, grammar, pronunciation, spoken word order, as well as the stress pattern of word, phrases and sentences. Besides, it is the effect that different accents, voice tone and pitch can have on their comprehensions of the message. Furthermore, the learner may also register and retain words and phrases which having heard them from a native

speaker, and they know to be acceptable for their own use later on (Bryson,2003). Furthermore, reading is also the most important skills for EFL learners as it enables the students to get ample exposure to the target language and receive valuable linguistic input to build up language proficiency, (Erten&Razi, 2003).

Table 4. 9 Students’ Response whether Teachers were Practicing each Students Speaking Content

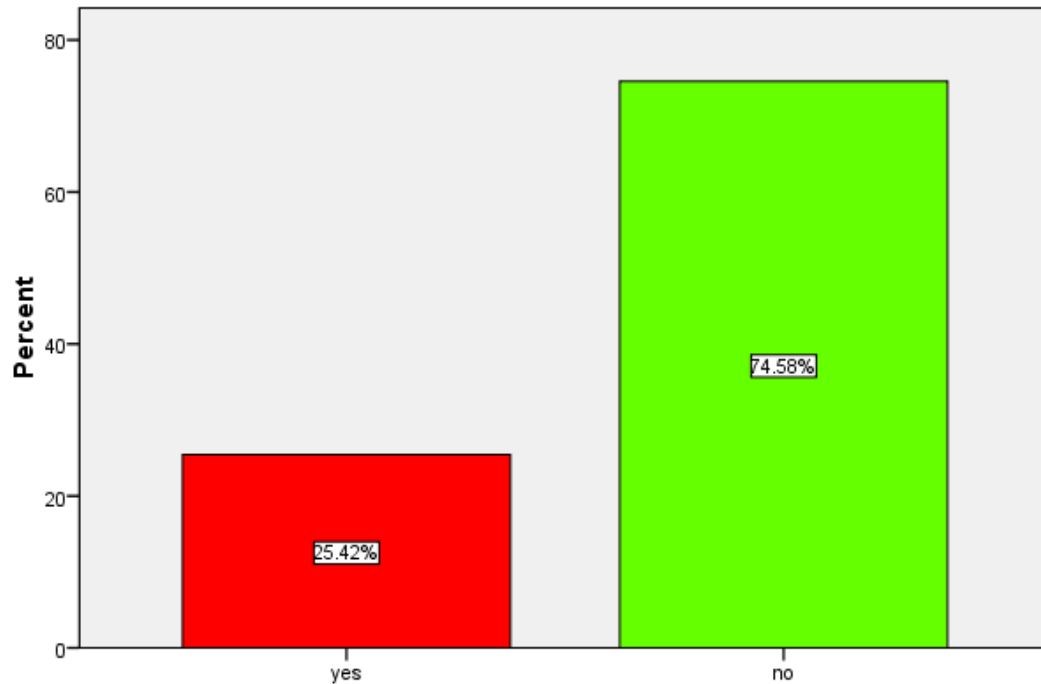
Gender		Do you think that practicing each student in speaking content takes too much time?		Total
		Yes	No	
Male	Count	15	29	44
	% within gender	34.1%	65.9%	100.0%
Female	Count	5	10	15
	% within gender	33.3%	66.7%	100.0%
Total	Count	20	39	59
	% within gender	33.9%	66.1%	100.0%

As data that was presented in the above table showed, 66.1% and 33.9% of the respondents replied ‘no’ and ‘yes’ respectively. In fact, encouraging each student in speaking content is advantageous, even if the time is limited. Regarding to this view, there was impeded to implement active learning, as it was understood from the data. The content of the lesson get students actively involved in different skills about the unit topic, and speaking includes speaking expressively, giving descriptions, giving reasons, making introduction, recalling information, and participating (USAID,2007).with this regard, appropriate use of strategies lead the procedures of how the content is elaborated during the teaching process.(Freeman 2000).

Table 4. 10 Students' Response on Classroom Situation while Implementing Active-Learning

Gender		Is the class situation comfortable for the implementation active- learning in speaking class?		Total
		Yes	no	
Male	Count	14	30	44
	% within gender	31.8%	68.2%	100.0%
Female	Count	1	14	15
	% within gender	6.7%	93.3%	100.0%
Total	Count	15	44	59
	% within gender	25.4%	74.6%	100.0%

Figure3. Students' Resonse on Classroom Situation while teaching Speaking skills.



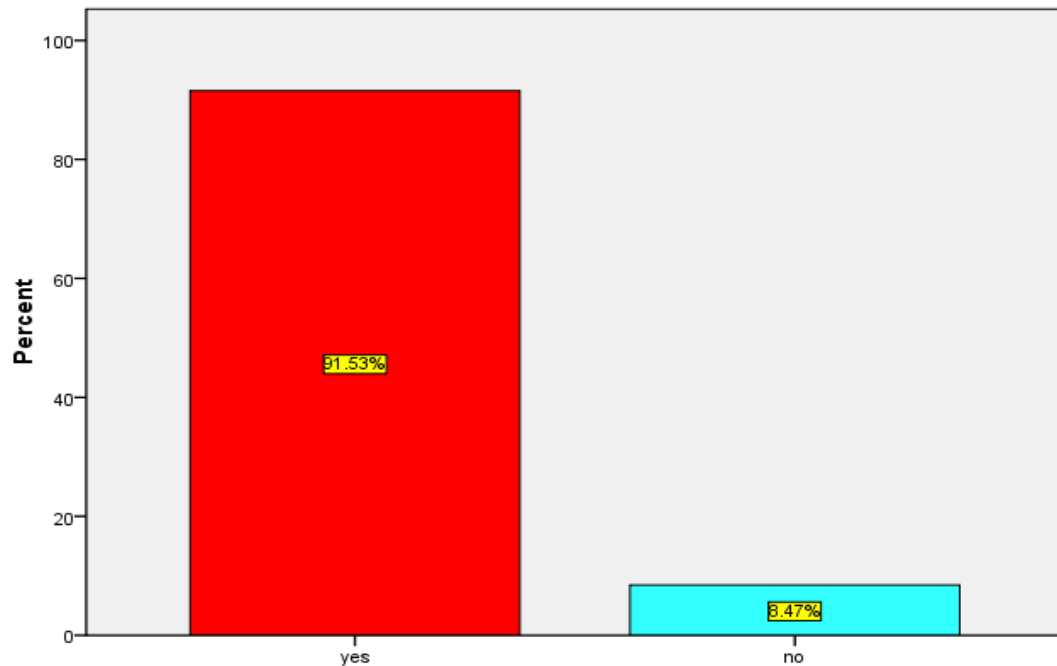
Actually class room situation had impact in teaching speaking while implementing active-learning, so the above graph indicates 25.4% replied 'yes' which mean classroom situation was suitable for them. On the other hand, the majority of respondent 74.6% said 'no' and they raised their classroom situation wasn't engaged in active-learning. Respecting to this, Nunan,(1991:228). 'It has been realized that there wasn't or won't be a method for all , and the focus in a recent years has been on the development of classroom task which are constant with what they know about second language acquisition, and which are also in keeping with the dynamic of the classroom itself.'

Table 4. 11 Practicing speaking skill is the best technique to implement active learning

Gender		Do you think practicing speaking is the best technique to implement active learning?		Total
		Yes	no	
Male	Count	39	5	44
	% within gender	88.6%	11.4%	100.0%
Female	Count	15	0	15
	% within gender	100.0%	.0%	100.0%
Total	Count	54	5	59
	% within gender	91.5%	8.5%	100.0%

As it is shown in the table above 4.11 most of the respondent 91.5% (54) said ‘yes’, for the implementation of active-learning to be enhanced by practicing speaking. Whereas 8.5% (5) replied ‘no’. In addition to this the respondents replied on the focus group discussion ‘if we are practicing speaking in a class through different techniques, we can engage in active-learning approach.’

Figure 4. Students' Response to Practice Speaking to Enhance Active Learning Approach



It also described in the above graph in order to clarify the given item table 4.11 shows that there was no implementation of student-centered approach without involving students in a classroom activities. As it has been mentioned 91.5% replied 'yes', this mean teaching speaking is advantageous to motivate learners on their learning and then they become active-learner. Furthermore, it was confirmed by teachers' response through interview.

Part II

4.2.1 Students Response on how often they Practice different Active-Learning Strategy in Speaking Lesson.

Table 4. 12 They Practice different Active-Learning techniques in Speaking Lesson.

No.	Item	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1	Role-play	6	10.16	15	25.42	28	47.45	10	16.94
2	Discussion	12	20.33	25	42.37	9	15.25	13	22.03
3	Group work	5	8.47	31	52.54	20	33.89	4	6.77
4	Team work/rayya/	27	47.76	21	35.59	7	11.86	4	6.77
5	Lecture method	39	66.1	10	16.94	10	16.94	-	-
6	Question and answer	41	69.49	17	28.81	1	0.01	-	-
7	Debating		-	-	-	4	6.77	55	93.22
8	Telling story	-	-	2	3.38	1	1.69	56	94.91
9	Brainstorm	5	11.86	14	23.72	34	57.62	4	6.77

Active-learning strategy is an essential technique to enhance students' participation in different activities. With respect of this, the above table 4.2.1 illustrates students' response how often they engaged on the listed techniques of active-learning.

As it indicated in the above table 4.2.1.1 majority of the respondent (47.45%) replied 'rarely' on the practice of role-play. The next highest number of students (42.37%) said 'sometimes' and it was practiced by discussion. As it was confirmed through observation, group work was the common which was being practiced in ELT classes. So, in the above table item 3 group work was used sometimes with the percent of (52.54%) in the same

way, 33.89% assured that group work was practiced rarely. Furthermore, it was convinced by focus group discussion and interview.

Team work/rayya/ is the current techniques, which is arranged students in a group with a number of five in the class. However, it was registered for the formality, they didn't employ effectively in the activity. Although the above table item 4 indicates (45.76%),(35.59%)replied 'always' and 'sometimes', it wasn't convinced due to the data gathered through group discussion show weak ratatability of team work.

Regarding to lecture method majority of the respondents said 'always' it was indicated in the table above (66.1%) was being practiced in lecture- method and with the same rate of (10.94%) replied 'sometimes' and 'rarely'. Question and answer was usually used to do the activities in the class without any constructive response on the given exercise as it was confirmed through observation.

The other common strategies of active-learning are debate, telling story and interview were listed in the above table. Concerning to those strategy majorities of the respondents said, 'never' and 'rarely' which is indicated(93.22%, 94.91% and 57.62%) it assured that almost all respondents reflect the lesson wasn't implement through these techniques.

Ingeneral, most of the respondents view indicated in the above table to some extent it was practiced as it was understood from interview and group discussion, so the researcher concluded that active-learning strategy didn't practice frequently.

4.3 Classroom Observation and Evaluation on a Sampled Activities

Unit	Topic	Competence	Content	Activities	
				Teachers Activity	Students Activity
5	Tourism	-Identify a range of recommendation and suggestion. -Use appropriate turn-taking strategies. -Role-play	-Social expression. -Social expression and alternative perspective	Revising previous lesson. -Introduce language of suggestion. -practice language of turn-taking.	-Students use tables and other information from the - listening text. -students divide into groups of three for a role-play.
6	Fiction	-Create a story orally and recount others' stories. -Answer questions: speak about their favorite book or short story.	-Narrative tense -sequencing words, connector Vocabulary: extreme adjective.	-Draws a four box grid on the blackboard. Revises the grammar of extreme adjective.	-Work in pairs and give their narrative title.
7	Weather and climate change	Talk and discuss about the topic. Speak about bad weather and severe weather events.	Future-passive Language of suggestion Social expression: giving reasons and effect.	-Introduce the language of hope and fear.	-Using information from the listening text and discuss the cause and effect
8	Water	Brainstorm and exchange experience. Discuss an issue: practice interrupting appropriately; role-play a meeting.	-Social expression revision: giving opinions, agreeing and disagreeing. Social expression: interrupting ,to go back to what I was saying	Introduce and practice students the language of interrupting. Combines some question words and preposition to make question	-Practice in pair Compare their responses to listening text and give possible reasons. -Practice the structure in other content.

As it was indicated in the table above grade 11 textbook was consists of twelve units; however, four units were observed by considering speaking contents. This textbook has a teacher guide with syllabus. The above table adopt from grade 11 English syllabus, which was evaluated through different communicative language competence of learners and teachers implementation regarding student-centered approach. Thus, teachers' and students' activities were analyzed in English classroom during speaking lesson and it was presented as follow:

4.3.1 Analysis of Data Gathered through Classroom Observation

Analysis of data gathered through classroom observation has been presented as follow. Three teachers were purposively selected and they were observed randomly in different time schedule. The data was based on the requirement of checklist were collated. This data was mainly focused on: Classroom condition, teachers' activity, students' activity, instructional material, and classroom evaluation. These listed issues were analyzed in a separate table. The observation was conducted by the researcher and one English teacher as a co-observer.

Table 4. 13 Classroom Condition

No	Item	Yes		No	
		F	%	F	%
1.1	Is the classroom layout arranged to facilitate active – learning?	-	-	4	100
1.2	Are the desks movable?	-	-	4	100
1.3	Do they have group activity?	3	75.0	1	25.0

In the above table4.13 the data obtained from classroom observation. Regarding to classroom condition, the arrangement class room layout was observed. The entire classroom layout has a major problem which is indicated 100% results of observation show that there was no suitable situation to implement active-learning. While they are practicing speaking lesson in a group discussion and other techniques of implementing active-learning, it was observed that there wasn't conducive environment to engage

students in a class room activity. Desks weren't movable, however students being in a group as it indicated in the item4.13.

Table 4. 14 Teachers' Activities

No	Item	Yes		No	
		F	%	F	%
2	Classroom situation				
2.1	Arranging student for classroom activity	1	25.0	3	75.0
2.2	Giving direction about the activity	3	75.0	1	25.0
2.3	Using different instruction methods	2	50	2	50
2.4	Do the Implementation is active –learning?	1	25.0	3	75.0
2.5	Do they encourage students to become active participant of sharing idea while group discussion?	1	25.0	3	75.0

In the lessons observed above table 4.14, teacher motivated students to display their previous knowledge when a new topic was introduced before adding his explanation. As it indicated in the above table4.2 majority of the observed indicates (75%) there wasn't precondition like, arranging students for classroom activity. On the other hand, teacher guide the students 75% to involve in the given activity. Half of the observed class didn't show the use of different instructional material when they were observed .Randomly four speaking lesson was observed, but they didn't implement active-learning. Moreover, it was confirm by the conducted interview. Teachers replied that it was difficult to practice all the activities due to the sitting arrangement; the class was crowded and limited time.

Table 4. 15 Students Activity during Speaking Classes

No	Item	Yes		No	
		F	%	F	%
3.1	Students are playing role	1	25.0	3	75.0
3.2	Students are discussing in group	1	25.0	3	75.0
3.3	Students are doing in a team, interview	-	-	4	100.0

Majority of the results in the above observation 75% show that the students didn't give attention to their own learning and some of them were reluctant to engage in different activities. The reason may be poor experience of teacher, the sitting arrangement, background of the students were raised as a problem while conducting the interview

Table 4. 16: Instructional Materials

No	Item	Yes		No	
		F	%	F	%
4.1	Are there plasma, language Lab, posters and diagrams?	1	25.0	3	75.0
4.2	Is the material attractive and with the level of student?	1	25.0	3	75.0

The instructional material(textbook) have impact on language learning as the observation result indicated in the above table 75% showed, there was not exists in the class as the above listed resources use to facilitate students activity. Regarding this, it was difficult to implement active- learning in a classroom ,because instructional material support learner to gain a knowledge .however, classroom observation show that teachers didn't use the instructional material. In addition, materials such as video and multimedia allow teachers and learners to explore the non-verbal and cultural aspects of language as well as the verbal.(Wiliam,1990).

Table 4. 17: Classroom Evaluation

No	Item	Yes		No	
		F	%	F	%
5.1	Do teachers give group work, role-play, and interview and ask-oral question?	2	50.0	2	50.0
5.2	Do teacher follow up students participation and activity?	1	25.0	3	75.0
5.3	Do teachers encourage learners' response in steady of supplying answer?	1	25.0	3	75.0
5.4	Is there peer-check among the group?	-	-	4	100.0
5.5	Do teachers give constructive feedback to students' activity?	-	-	4	100.0

As table 4.17, indicate classroom evaluation was observed but most of the classroom activities were not performed. However, the group activity was given, they didn't identify whether all students participated or not. They didn't give constructive feedback for students' activities.

Some common activity teacher evaluate are assignment which is given in a team/rayya/. On the other hand, students didn't participate on the given assignment but a few students did it for all. So it was difficult to say effective evaluation involved.

4.4. Data Obtained through Interview

Interview is a tools used to collect data attempt to achieve a holistic understanding of the respondents of point of view in the form of unstructured interview and structured interview also used by preparing a series of question.

4.4.1 Analysis of Data Obtained through Interview

Some of the summary from the interviews that related to the basic question under the statement of the problem raised. The analysis of data gathered through interview has been related to the findings of questionnaire and classroom observation. It seemed to verify teachers' implementation of active-learning which was censured by teaching speaking skill. The interview conducted with teachers' .However, they realized the theory of student-centered approach they didn't implement effectively in the classroom. The general purpose of the interview was to get information on their practice of active-learning, teaching speaking skill by using different techniques and factor affect the implementation of active-learning. Thus, the respondents' ideas are analyzed qualitatively as follow:

Some information to be gathered on the perception of student-centered approach in ELT; teachers were asked to reflect their experience on the implementation of active-learning in English classes. Among three interviewees' two of them show positive attitude on the question raised for them. They replied it was essential for language learning and teaching because it facilitated student interaction.

Regarding, students feeling on the active-learning, almost all interviewees reflected the same idea. They stated the following view in a group discussion:

One of the respondents said, ‘as I think student-centered is a current approach that engage student on their own learning, but most of the students like lecture-method due lack of interest to practice.’

In the same way other teacher interviewee stated their view ‘Do you know, teachers who taught grammar and gave more explanation was best for them rather than involving them in to the activity.’

Therefore, it was indicated from interviewees point of view practice of active-learning in EFL class was impeded due to the previous experience of instructional method.

4.4.1.1 Awareness of Active-Learning Approach

The researcher wanted to know if the interviewees understood what active-learning mean for them by considering speaking and its advantage, they replied the way that students take responsible for their own learning. The other teacher respondent said learners are as an expert of their learning and the third teacher mentioned when students interact with each other to share their knowledge. Furthermore, they added enhance learner confidence to engage in every activities and they become effective communicator.

4.4.1.2 Active-learning techniques in teaching speaking skill

The interviewee mentioned the techniques of active-learning in the classroom while practicing speaking skill .For instance; group discussion, dialogue, pair work, role-play, interview, telling story and etc. However, the above active-learning techniques were mentioned, teachers didn’t employ during classroom observation.

4.4.1.3 Factors Affect Implementation of Student-Centered Approach in Teaching Speaking Skill.

As teacher replied, 'factor that affect implementation of active-learning in language teaching were shortage of time, students' lack of interest to engage in to the activities were the basic problem to employ on the real classroom situation. In addition to this , the researcher asked what impede you while implementing active-learning in ELT classes. As it was confirmed questionnaire and one of the interviewer replied students' poor background on speaking skill was a basic problem as a result, they did not interact in the classroom discussion. The researcher asked the interviewee if you knew the problem what you would do to avoid it. Teacher replied, as much as possible tried to make a conducive environment to encourage them.

4.5. Data Obtained through Focus Group Discussion

Focus group discussion is used after questionnaire, classroom observation and interview. It infer the data gather through other instruments because it is the way that group of people come together and discussed on the issue raised by the researcher ,so we can get more reliable data due to the reflection of each group member view of the other data.

4.5.1 Analysis of Data Obtained by Focus Group Discussion

The researcher employed focus group discussion for students to collect data as a tool. So they were asked on the question raised. In the same way, the question was related to the interview which was responded by the teacher interviewees.

Since this focus group discussion was recorded by video camera and taking notes, the researcher wanted to write the summary of their discussion that related to the basic questions.

It began with the reaction or feeling of students' active participation in English classes. Students were discussing on this and said, the way that students doing more in learning process when they were actively participated. Also they replied that active participation of students on a given activities was not effectively engaged. On the second question the

researcher wanted to know the factor affect they were not become active learner with the respect of lack of teacher interest to involve students in a classroom activities due to shortage of time, and students' reluctances to participate, among the group of students' 'Ketema Grima' said that lack of students confidence of speaking English, the way that we were taught at the lower grade till the secondary school was in a lecture method which the class dominated by the teacher explanation were a major challenges. Thirdly, the techniques in classroom activities were raised. Then this group replied that sometimes there was a group work activities on the issues teachers raised, so was it appropriate for you to learn by teacher centered the researcher asked ,and they responded that 'no'. Furthermore, the last question related to appropriateness of present grade 11 English textbook to employ active-learning. They said that to some extent it was good. Therefore, the students' response on the question raised above indicated there was a challenge on active learning approach, especially speaking skills.

4.5.2 Factors Affecting the Implementations of Active-Learning while Teaching Speaking Skill

Some of the question that, students responded on the factor, that affect implementation of active-learning in English language classes are; lack of students' interest, number of students in a class are reluctant to work together. In a group discussion students dictated on the issue raised.

4.6 Discussion of Major Results

An attempt was made to discuss major finding of study that obtained through different data gathering mentioned in this part .The discussion refer the basic question formulated under the statement of the problem. The main themes of the discussion are:

- Perception of teachers on student-centered approach in ELT.
- Factor affects implementation of active-learning in teaching speaking skill
- Techniques of teaching speaking skill to facilitate learners in active-learning approach.

Based on the major finding of (Taye,2008), which is theoretical perception of active-learning in EFL at college level. Whereas, the finding of this study reveals methodological implementation of active-learning in teaching speaking skill (i.e the method teachers use while teaching speaking lesson and distinguish whether the students' active participant or not, are presented as follow:

4.6.1 Implementation of Student-Centered Approach in ELT

As research finding confirmed that teachers and students have a significant impact on implementing active-learning .Sguazzin and Grann(1998) stated that attitude of teachers and students have a great influence in the effective implementation of active-learning. With the respect of this view, ten questionnaires for student and interview of teacher were assessing their understanding of active-learning approach. As a result, it showed that almost all teachers and students reflected their perception on the importance of active-learning raised in the questionnaire and interview. However, they perceived active-learning positively, they didn't practice in the classroom. In addition, it was confirmed during classroom observation.

4.6.2 Factors Affecting the Implementation of Active-Learning in Teaching Speaking

As the respondents mentioned above on the factor that affect implementation of active-learning in English language teaching and learning process, reluctance of learners engaging in the activities are a frequencies responses .As Hailom,(1998) stated the attitude of teacher toward the traditional lecture method and he explained that most of the teacher awarded teaching as a transmission process and convey knowledge to students and the student receive the knowledge just like spoon feeding. In addition to this, Bennet et.al(1996) dictated most of students preferred teacher-centered and they expected to be lectured by their teacher in a traditional classroom situation. Learners believed that a teacher, who involves them in active-learning, is unaccepted due to their background. Furthermore, the major factors which were found impeding the implementation of active-learning mentioned in the group discussion:

- A group of students said that some teachers were not interested to employ active-learning techniques in EFL classes and they expected involving each student in the activities took too much time. Rather they gave us note and lecture for. In the same way, it was confirmed while classroom observation.
- Among the group one student said we were interested to become active participant; however, we had low communicative competence to interact in English class by a target language.
- There wasn't supportive teaching material and lack of teachers' and students' language training.
- A large number of students in a class also raised as a problem, which is difficult to practice each of them in a period.

At the end, as it was mentioned in the above discussion the finding indicated the common problem as the respondent replied on the factor that affect implementation of active-learning in teaching speaking skill.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter, presents the summary, conclusion and recommendation of the study .First a summary of the study and the major findings are made. At the last some possible recommendation are forwarded on the basis of the finding of the study.

5.1 Summary

The purpose of this study revealed the implementation of student-centered approach in teaching speaking skill in Enchini preparatory school. In order to achieve this purpose the following specific research question under the basic research question were raised in the study:

- What is the purpose of student-centered approach in ELT classes?
- How do teachers apply student-centered approach in teaching speaking skill?
- How do students participate in speaking lesson active-learning strategy?
- What are the factors that affect the Implementation of learner-centered approach in speaking class?

In this study, data was gathered through questionnaire, observation, and interview and focus group discussion. These data were analyzed in quantitative and qualitative method. Therefore, the following findings were obtained from the study.

5.2 Some of the Major Findings

5.2.1 Importance of Student-Centered Approach in ELT Classes

Regarding to purpose of student-centered approach in language teaching classes, the following major finding were obtained from the analysis of the data. However, there was a gap among each respondent, almost they accept on the approach. Furthermore, it was mentioned below:

- Most of the respondent assured active-learning enhance interactive language learning.
- Almost all participants deduced active-learning develop self-confidence to involve into the activity.
- Most of the respondent showed that learners feel more responsible for their own learning than their teacher.

5.2.2 Implementation of Active-Learning Approach in Teaching Speaking Skill.

The findings of the study on the implementation of active-learning approach are obtained from analysis of data:

- As the four classes schedule lesson were observed, the class was highly dominated by teacher.
- Insignificant respondent reflected difficulty of active-learning implementation because it took too much time to practice students in each lesson.
- Most of the respondents reported classroom situation wasn't appropriate to implement active-learning like, sitting-arrangement and number of students in the classes. Most of the respondents infer less participation of students' impact on learning speaking skills.

5.2.3 Practice of Active-Learning Techniques

Since the researcher focus on the speaking lesson, it was observed to what extent learners practice this lesson through active-learning techniques. So the finding of the result from analysis of data mentioned below:

- As it was confirmed from classroom observation, teachers usually employed lecture method.
- Majority of the students responded 4.1 item 5 'no. It indicated that less participation of students in a classroom activity and listed their reason on the same table item 6.

- Group work and discussion were sometimes employed in the classroom and the other techniques weren't practiced.

5.2.4 Factors Affecting Implementation of Active-Learning in Teaching Speaking Skill

Various factors affect active-learning as the finding indicated. Some of them are presented below:

- As it was confirmed through observation, majority of the speaking content wasn't implementing in the speaking class.

In focus group discussion students assured less participation of learners in the classroom activity due to lack of self- confidence, their back ground on speaking. A large number of students in a class and shortage of time also rose as a major problem.

- There weren't supportive teaching materials, besides text book.
- Students were interested in grammar learning through lecture-method than engaging in speaking activities.

5.3 Conclusion

Depending on the finding of the study the following conclusions were drawn:

However, teachers know the theory active-learning and the relevance of its strategy; they were not seemed to practice in the real classroom situation. Thus, the implementation of active-learning while teaching speaking were impeded in various factors concerning to instructional method, reluctance of teachers and students, shortage of time and number of students in the class are a major factor.

5.4 Recommendation

Depending on the finding of the study, the researcher would like to recommend on the improvement of active-learning strategy in speaking skills.

- Some teachers awarded active-learning as a form of progressive education, expecting learner to learn by themselves or in a group with the teacher acting solely as a facilitator, but active-learning requires highly skilled teaching that uses a wide range of instruction incorporates scaffolding of task (activities).
- Teachers should know deeply how assessment can be used in support of learning and recognition of the need for differentiation as learners are at different level.
- Strengthen these idea teachers should know the way that handles their students in order to engage in different activities in speaking class, and they should expand the variety of strategies to develop students' skill.
- Educational Bureau and other stake holder should provide English language training in a cluster for EFL teacher on active-learning approach while teaching skills, particularly speaking skill.
- School administration and teachers should facilitate language teaching-learning process by providing resources (language lab, tape-recorder, plasma, movable desk ...) that make the process of learning more dynamic and interesting in EFL classes.
- Syllabus designer should consider learner-centered in the process of designing speaking content.
- Students have to play a significant role in order to enhance their communicative skill through interaction.
- Students should be committed to enhance their listening/reading habit in order to develop their speaking skill, and become active participant in EFL classes.

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APPENDIX A.

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL OF HUMANITY AND LAW DEPARTMENT OF ENGLISH

This questionnaire is designed to obtain data for the research on the 'implementation of student-centered approach in teaching speaking skill.' The researcher is attempting to investigate the methods teachers use while teaching speaking, so your information is helpful for the completion of the study.

Thank you for your cooperation.

Part I

Questionnaire to be filled by student

No	Item	Yes	No
1.	Do you actively participate in English classroom activities?		
2.	Are the teaching materials (textbook) attractive to you?		
3.	Is there any classroom interaction with students/teachers for language learning?		
4.	Are there adequate activities in English text to practice?		
5.	Do you speak in English during your English class?		
6.	If you say 'no' to the above question No: 5 What hinder you to speak Effectively? _____		
7.	Do you listen/read English stories, films, and news and then re-tell in English class to develop your skill during speaking lesson?		
8.	Do you think that practicing each student in speaking content takes too much time?		
9.	Is the classroom situation comfortable for the implementation of active learning?		
10.	Do you think practicing speaking is the best technique to implement active-learning?		

If do you have other idea, you can mention it here: _____

Part II

Items related to practices of different active –learning techniques are listed below.

1. Always
2. Sometimes
3. Rarely
4. Never

How often do you practice active-leaning strategies in learning speaking lesson? Please, choose the correct alternative that you implement then put a tick.

No		1	2	3	4
1	Role –play				
2	Discussion				
3	Group work				
4	Cooperative learning				
5	Lecture				
6	Question and answer				
7	Debating				
8	Telling story				
9	Brainstorming				

APPENDIX B

Adama Science and Technology University School of Humanity and Law Department of English

The main purpose of this observation check list is to access the activities which is practiced in the classroom in relation to the implementation of action –learning you should be marked use tick to you say ,Yes/ No,

CLASSROOM OBSERVATION

Part I

Name of school_____

Lesson being observed_____

Number of student in the class: M_____F_____Total

		Sec-A		Sec-B		Sec-C		Sec-D	
No	Issues	Day-1		Day-2		Day-3		Day-4	
1	Classroom condition	YES	NO	Yes	No	Yes	No	Yes	No
1.1	Is the classroom layout arranges facilitate active –learning								
1.2	Are the desks movable								
1.3	Do they have group activity								
2	Teacher activity								
2.1	Arranging student for classroom activity								
2.2	Do they give direction about the activities								
2.3	Do they use different instruction								

	methods								
2.4	Do they Implement active –learning during teaching speaking lesson?								
2.5	Do they encourage students to become active participant?								
3	Students activity during lesson								
3.1	Students are playing role								
3.2	Students are discussing in group								
3.3	Students are taking part in peer teaching								

4	Instructional materials								
4.1	Are there plasma, language Lab, posters, diagrams, and other resource								
4.2	Is it attractive and with the level of student								
5	Class evaluation								
5.1	Do teachers give group work, role-play, and interview and ask-oral question?								
5.2	Do teacher follow up students participation and activity?								
5.3	Teachers elicit response from learner in steady of supplying answer?								
5.4	Is there peer-check among the group								
5.5	Do teachers give constructive feedback to students' activities?								

Appendix c

Student Focus Group Discussion

Dear Students,

I am going to conduct a research on “The implementation of student centered Approach in teaching speaking skill. “Therefore, I request you to participate in the discussion and give your responses thoughtfully. I want to assure you that contribute valuable information to the discussion hold in firm confidence and used only for the purpose of the study.

1. How do you react active-learning in English class?
2. What factors affect you are not become active-learner?
 - A, lack of teachers’ interest involving you in classroom activities
 - B, students are reluctant to participate.
 - C, other factors
3. What techniques usually used while doing speaking activities?
4. Is it always appropriate for you to learn by teacher- centered in English class?
5. Are there shortage of times and large number of student in a class affect implementation of student- centered approach while you are practicing speaking activity?
6. Do you think that the present teaching text books are prepared in the way that teacher or student can employ active –leaning?

Appendix D

INTERVIEW FOR TEACHER

Dear Teachers,

I am going to conduct a research on the issue entitled as “An Implementation of student centred Approach in teaching speaking skill. And the purpose of the interview is to find from you the valid information for the study going to be conducted. Any relevant information that you provide will be kept reliable. I will only be writing notes and recording the interviews for the sake of keeping the information and its practicality analysing the data for completion of my study. I hope you should inform as the real situation on the implementation of student centred approach while you are teaching speaking lesson.

1. What do you think about implementing active –learning in English class?
2. Do you think teaching speaking is advantageous to implement active –learning?
3. Do you implement student- centered approach by using different techniques to ensure students’ participation?
4. What are the challenges you faced in the practice of active –learning?
5. What mistake do students make when you practiced speaking lesson?
6. Could you mention strategy of active-learning while practicing learner in speaking lesson?
7. What do you think about the factor that affects the implementation of active-learning?
8. How would you avoid unwillingness of students while they are doing group/pair, role-play, dialogue and other active-learning techniques?