

**A Learner-Centred Approach: Perspectives of the Secondary School Teachers in
Bangladesh**

By

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A thesis submitted to the Department of English and Humanities in partial fulfilment of the
requirements for the degree of
Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing a degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

In this research paper, I have maintained ethical guidelines throughout the whole process. This paper is written using my own words, whenever any ideas were taken from other sources, I have paraphrased it and authors credit was given with proper reference. Before conducting the interview process, a short briefing was done for letting the participants know about this paper's purpose, objectives etc. After knowing, a consent form was given to the participants where they voluntarily agreed to participate in this research. Also, they had the opportunity to withdraw at any moment. Overall, participants' confidentiality, anonymity and autonomy was ensured. Flexibility was given while expressing their statement without minimum interference. Also, I acknowledge that this research did not showcase any disrespect and caused no harm to any person or community.

Abstract

The study explored secondary school teachers' perceptions, classroom practices, and challenges they faced in implementing Learner-Centred Approach (LCA) in Bangladesh. Teaching techniques have an impact on students' learning, especially the use of learner-centred teaching strategies helps the students to achieve success in academics as well as develops other skills including communication and leadership skills. A qualitative approach was adopted to examine teachers' attitude and how it has impacted their English classes. Data were collected from 10 secondary school teachers who teach different schools in Dhaka. The findings suggest that teachers hold a positive perception about this approach because students remain active and their concentration, engagement, collaboration, and communication skills develop, which are related to their academic excellence, lifelong learning and developing humane qualities. However, classroom practices of the teachers remain different depending on the institution and context. A lack of training on LCA, lack of preparedness of the students, lack of classroom facilities, imbalanced teacher- student ratio, and long-term socio-cultural impacts of teacher centred practices are some of the constraints to implementing this approach. Findings and implications of this research may help the teachers and policy makers in reforming the policy and practices for acquiring a smooth transition to LCA as well as establishing sustainable education in Bangladesh. These implications extend to learners' long term retention of many skills and thus offer a foundation for further exploration like how this approach can be systematically applied in the English language teaching.

Keywords: Learner Centred Approach ;Student Centred Learning; Teachers Perception;
Secondary School Teacher, Sustainable Development Goals.

Dedication

In loving memory of my beloved parents , Md. Shamsul Haque and Mahfuza Khatun, for giving me a beautiful life and unconditional love that I will cherish forever.

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Whenever I try to recall the days, especially in the last 10 years, when I thought I didn't have the energy to survive anymore, I just found Allah's immense support and guidance in my path. Wherever I am today and whatever I may become in future, it's because of my God's mercy that He continuously showing upon me. I would like to thank the Almighty for providing me everything I need in the right place as well as in the right time.

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List of Acronyms

CLT -Communicative Language Teaching

CLL-Community Language Learning

EFL-English as a Foreign Language

EFT- English For Today

ELT-English Language Teaching

LCE- Learner Centred Education

LCA-Learner Centred Approach

NCTB-National Curriculum and Textbook Board

PBL-Problem Based Learning

SCL- Student Centred Learning

SDG-Sustainable Development Goal

TESOL-Teaching English to Speakers of Other Language

TCL-Teacher Centred Learning

UNICEF-The United Nations International Children's Emergency Fund

UNESCO-United Nations Educational, Scientific and Cultural Organization.

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Chapter 1

Introduction

In recent years, quality of education has become a significant area of research due to its immense impact on students and their future. In the context of Bangladesh, there is a limited understanding on how a learner centred approach can add value in the learning system. For this reason, this study investigates how this approach can be implemented into the practice which is essential for engaging students actively during knowledge construction. Student-Centred Learning transfers the main focus of knowledge acquisition from teachers to learners, where they act as facilitators (Tang, 2023). Later Tang (2023) elaborated that It becomes the responsibility of the students to gather and interpret information and teachers need to make progressive facilitation in this regard. Tang (2023) added that, teachers need to make an effort to swift learners' conception of learning, also before successful implementation of this method, teachers are required to understand the roles and responsibilities in student centred approach.

However, attention has been given to the communicative approach instead of conventional one for better language acquisition. To enhance the learning experience authorities made changes. For instance, focus is given from Grammar Translation Method to Communicative Language Teaching. CLT mainly focuses on a learner centred approach. So, this study will find out how the learner centred method is functioning and how teachers, who actually do the primary role for bringing theory into practice, are perceiving and implementing this concept. At the same time, this study will find out the problems teachers are facing behind implementing it.

The aim of this qualitative study is to find out the perceptions of the secondary school teachers who teach English in the classroom. Both offline as well as online, one to one interview was done with 10 participants in different locations in Dhaka to comprehend the teachers' thoughts on Learner Centred Approach. In this chapter, background information of

the education system, definitions, purpose of the study and research questions, lastly, importance of conducting this research has been discussed.

1.1 Background

In Bangladesh, competency based curriculum was introduced where changes had to be made in terms of the textbook, teaching styles, assessment procedure etc. as well as experiment learning was emphasised over lecture based learning (Talukder, 2024). Here, experiential learning is closely associated with the concept or principles of Learner Centred Approach, because both emphasises active participation of the students which fosters self learning through many real world experiences where, students get the opportunity to apply theoretical knowledge in real life situations.

English is widely used in education, trade, judiciary, administration, international communication and it is seen as a tool for bringing change as well as a passport to connect with the outside world, which also helps in the growth of economic development in Bangladesh (Amin & Greenwood, 2023).

Communicative Language Teaching (CLT) puts importance on acquiring skills such as reading, writing, listening, speaking (Richards & Rodgers, 2014). Applying communicative grammar methods have been suggested to use in the classrooms for English Language Teaching (NCTB). But for acquiring such skills the approach should be learner centred instead of teacher centred. English For Today books of secondary schools in Bangladesh have focused on “Communicative Grammar” where language usage will be given preference but this is hardly possible in a lecture based classroom environment. Promoting student centred learning or learner centred approach is not only about generating talks about applying CLT or communicative grammar in the preface of the books rather it's more about implementation.

On the other hand, a teacher's role is equally important for making the transition. For effective implementation of pedagogies, teachers must comprehend their roles and responsibilities in the transformed classroom. The Teacher's role defines what they do in the classroom and to adopt new roles teachers need to shift from lecturing to assessing their learners, providing a comfortable atmosphere for expressing themselves (Keiler, 2018). However real life situations may not always support implementing it and it may happen that teachers may think they are following student centred practices but actually they may not. Khany & Darabi (2014) mentioned that teachers who claim that they are strictly following all the rules of a method do not actually maintain this in practice. Same goes for the teachers who claim that they are applying different rules, and are applying similar methods.

Upholding teachers' perception about the Learner Centred Approach (LCA) is essential for integrating it into practice. It requires understanding their viewpoints, level of knowledge, experience etc. that shape their thoughts and regular practice. Firstly, teachers should find the value of the approach and thus they will be motivated and committed towards its goals and then only educational policy will be successful in practice. Teachers make the bridge between the intended policy and practice. Secondly, their perception will have some reflection and if they lack proper understanding then through training and professional development barriers can be removed. Thirdly, knowing their perception helps to understand the challenges and where it needs improvement .

By doing this research, it will help the Policy makers and the authorities about Learner Centred Approach's impact , they will know the obstacles that the teachers are facing and the authorities can make well informed decisions in this respect. Sometimes it happens that teachers knew the concept of both teacher centred method and student centred method, but they were unable to use LCA practices in their classroom. Again, some teachers may remain confused about how to implement or conduct classes through this practice. Sometimes, relearning can be done with the help of teachers training and even they can be educated

through discussion sessions. To understand the methods outcomes teachers perspectives are needed on this matter and then the authority may make informed decisions for receiving the benefits of this method.

1.2 Definition

According to Bai & González (2019), In the educational sector, it is the beliefs that play an essential part in teachers instruction and students' learning, due to the fact that people make actions depending on their perception of his or her own capabilities. Learner Centred Approach focuses on the learners needs, motivation etc. into account and assessment, evaluation are done according to this. In LCA, teachers do not focus on completing the syllabus rather they focus on rote learning or the applied knowledge of learned things.

Bangladesh has three stages in education. Firstly, primary which is up to grade 5. Secondary which starts from grade 6 to grade 12. Here, subdivision also exists in the secondary level. For example, junior secondary is counted from grade 6 to 8. Higher secondary is from grade 11-12. Again, there are three streams such as Bangla Medium, which is known as the mainstream, then comes Madrasah which is traditional religious school ; another is known as English Medium.

1.3 Purpose of the study

The purpose of the study is to understand teacher beliefs about LCA and identify the issues that may arise for implementing Student Centred learning in our Bangladeshi context. As the previous postponed curriculum had focused on LCA so I want to explore teachers' perceptions about it, benefits and challenges while implying such practices. Through this study, we will have an insight into how the new educational reform has worked and how they view classroom practices or teaching styles for student centred classrooms. Past research has addressed the

importance of LCA and its benefits on students. But after piloting the new curriculum in 2023, no research has been done focusing on the teachers' perception about the Learner Centred Approach. Further research is needed on proper implementation of LCA for a better classroom where interaction and effective learning will be ensured by the teacher in Bangladesh. To understand in depth about this matter, it is very important to know what the teachers think about this method and why. For a better teaching, learning environment, it is important to learn the teacher's perception regarding the matter, then a successful transition will be possible.

1.4 Research Questions

Teachers' motivation, instructional practices and their outlook towards an approach is interrelated. The researcher used the term LCA and SCL to understand the phenomenon clearly. For knowing in depth about the perception of the teachers regarding LCA the research question for this study will be:

1. What beliefs do teachers hold about the Learner Centred Approach (LCA)?
2. How is the teachers' experience when practising this approach in the classroom?
3. What are the challenges teachers faced in implementing LCA?

1.5 Significance

This study is significant because it explores the idea of implementing a Learner Centred Approach in Bangladesh context. That is why it was important to collect data from the teachers to understand different perceptions including the advantages as well as barriers that come into the teaching practices of this particular approach. This will help the researchers and the authority to get an idea about what the teachers are thinking about this approach or what are the impacts of this approach and where they are facing challenges. Thus, this research can add value to the current English Language Teaching practices.

A new paradigm shift in the field of teaching and learning can be brought by Learner Centred Education. LCE has established a new standard for how teaching and learning should be in the 20th century or in the new Millennium.

The aim of the educational system is to prepare students to construct knowledge instead of impart knowledge, where students remain as a community of learners who support one another to develop (Dole et al., 2015).

Learner centred pedagogies enhance motivation of the students and empower teachers from various disciplines to support humanities transformation for a sustainable future where students can enjoy learning (Byrne, 2016). Allensworth et al., (2016) mentioned about high academic achievement in Learner Centric environments. This kind of practice increases the level of academic achievement in higher graduation for high school students.

To carry out, Learner Centred Instruction, teacher plan with the students instead of plan for the students. While doing this, teachers need to take account of their needs and keep them in the centre of education. It has been found that this approach improves learners ability to apply what they have learned in different contexts. Again on the post test, students' level of performance is higher than those who did not use or taught through LCA (Sebullen & Malit , 2023).

Teachers need to know the rationale behind implementing a learner centred environment. They should adopt strategies that prepare students with new skills for a better future, preparing them for careers, preparing them to become lifelong learners and by designing a learner centred classroom (Bishop et al., 2014). Teacher directions play an important role for achieving the desired learning outcomes. Although they act as a facilitator, it varies on the learners' level and their maturity. Thus teachers' costumed supervision, support and tracking their learning remains crucial for achieving success in a student centred learning

environment (Keiler, 2018). In the end, it is the teachers responsibility to assist the learners in endeavour and it is up to the learners to make an effort to dig into the matter.

1.6 Outline of the Dissertation

At first, the paper starts with an introduction followed by the background, definition, purpose of the study, research questions and significance of the study. Chapter 2 has focused on the literature review, focusing on the LCA such as supporting theories, teachers perception on an approach and its impact on students, related factors like teachers training and constraints behind implementation. Chapter 3 discusses research methodology. Types of research, participants, procedure, sides, data collection and analysis procedures have been discussed in this chapter. After that chapter 4 shows the result and then in chapter 5 discussion and implications of this research has been presented. Lastly chapter 6 concludes the research with a short summary of findings along with future research direction.

Chapter 2

Literature Review

In this chapter, conceptual framework, Impacts of teachers perceptions on educational approach , impact of educational approach on students , factors related to perception, training condition and lastly the constraints behind implementation has been discussed.

2.1 Learner Centred Approach

Learner Centred Approach mainly focuses on the students. According to Tangney (2013), Rogers and then Freiberg are credited for being the founder of student centred learning because they recommended client centred counselling model in the educational setting and condemned expert driven transmission model of teaching. In addition they view learners either 'citizens' or 'tourist', if the learner acts as 'citizens' then they remain responsible for shaping the knowledge they acquire but if they act like a 'tourist' will just enter the classroom more like visiting consumers (Tangney, 2013).

However, at first the school of constructivism generated the idea of student centred methodology. The key principle of Piaget's theory is, children are active learners and they always try to develop a deeper understanding of their world. He primarily focused on how children actively as well as autonomously build their social knowledge instead of copying from others. Constructive theory is considered for the foundation of students centred methods where the focus is given on the behavioural activity while learning. For instance in collaborative or cooperative learning, problem based learning, active learning, project based learning, case based learning, team based learning, student centred teaching methods are applied (Al-Humaidi, 2015). Learner Centred teaching is supported by cognitive theories which assures that by learners' active efforts in building projects their understanding gets

better. Not to mention students' knowledge develops due to their active work. Learner Centred teaching is followed by some hypotheses, firstly learning is surely an active process which is mainly done by the learner. Secondly research shows that learning is most efficient when learners become actively engaged in a learning circumstance. Its techniques are helpful for achieving the goals because through these methods it produces an internal drive by the learners and they learn and build a positive mind-set towards the subject (Ahmed & Dakhiel, 2019). The student centred approach supports Problem Based Learning which is very important in this 21st century. As this PBL improves critical thinking abilities, problem solving skills, social skills, communicative skills etc. additionally it promotes self directed learning as well as encourages and motivates students to learn in such a way which is very similar to the real world (Ali , 2019).

2.2 Teachers Perception on Educational Approach

Teachers' expectation about the possibility of starting new techniques in the classroom often comes from their past background as a student and later experience as a teacher as well as training and preparation they took part in. When there is a mismatch between teachers' beliefs with new curriculum innovation then the teachers are likely to oppose that. However, misconception and lack of understanding of the principles may create barriers. Thus It is the belief which plays an important role in adopting or even rejecting strategies (Humphries & Burns, 2015). Again, teachers who believe in SCL classrooms will understand what is the motive behind relinquishing their control in the classroom and allowing students to find the solution by themselves. As a result, they will spend less time explaining things and then only students will learn to take their responsibility and they will manage time more sensibly in and outside the classroom (Humphries & Burns, 2015).

Many researchers think that for successfully implementing a curriculum teachers remain at the centre or core point. Teachers' beliefs, perceptions, interpretations affect decision making regarding the selection of teaching techniques. The existing literature that has been published on curriculum implementation, reform and innovation emphasised teachers as key agents. Not to mention through the teachers, the curriculum comes into practice in the classroom (Rahman et al., 2018).

Sharkey & Weimer (2003) talks about the teachers resistance from shifting teacher centred approach for some reasons including the motive to show their expertise like what they know, abandoned material to cover, the feeling of awkwardness and insecurity in trying new teaching techniques and above all as they need to step away behind the lectern or podium so this step away makes them uneasy and also teaching then becomes less scripted or planned. Traditional approach to covering every content by the teacher is like “one of wheels on a two wheeled cart”, In fact both wheels needed to run for a successful learning (Sharkey & Weimer, 2003).

2.3Impact of Educational Approach on Students

Learner Centred classrooms takes learners' needs and motivation into account and accelerates achievements and effectiveness. There is a correlation between learners and instruction with school performance and effectiveness. Learner centred cultural sides like mutual respect and trust addressing learners expectation, sharing responsibilities create a strong positive relationship as well as sustainable school effectiveness (Lee & Louis, 2019). Schunk (2012) stated that between an individual's actual development with the potential development, there remains a gap, but the thing is, through the help of adults or even through the interaction with peers one can actually feel the gap and ultimately will be able to cross actual development level and thus will reach their potential development level. In the learner centred approach teachers give ample opportunities, execute plans and give direction to be involved in social

interaction which guides students to build and construct knowledge. Watson & Reigeluth (2016) found teaching techniques that are considered as superior should foster the highest level of learning motivation and success for all learners which concerns about learners needs, backgrounds, interest, talents, capacities, heredity etc. However they have mentioned that the Learner Centred Paradigm of education is important for mainly two reasons such as personal and societal. Firstly in terms of the personal level, as different learners learn at different rates so slow learners feel pressured by time based learner progress. Most importantly the quicker or the fast learners' learning delays and it hinders their talents to implement. To enhance learners' learning, learner centred education is the only way to reach their potential. Secondly on the societal level, as intellectual work is dominating in today's world, the world's needs more educated people than ever before. Through optimising learner centred education it will make the learner make informed decisions which will make them a better version of citizens, their political awareness will improve and they will be better informed leaders.

The theoretical foundations of SCL derived mainly from cognitivist, constructivism and humanism. Such beliefs hold that every individual is different in their unique nature, nurture and we also process information in different ways and this is how our perception, feelings and thinking levels differ.

It's true that students who take part actively in education will learn far more than those who just listen to teachers in conventional settings. The results show that active learning pedagogies that are followed in student centred classrooms generate larger gains compared to the teachers centred pedagogies as only putting the focus on technology will not be fruitful if an effective instruction design and pedagogy is followed (Lasry et al., 2014).

Arseven et al., (2016) have found the dissimilarity between qualitative and quantitative results on adopting teachers centred approach. For example while doing “planning”, “assessments”,

“application” they prefer a teacher centred approach as found in qualitative findings. But in quantitative findings a high level of teachers' adoption to student centred approach is found. These two findings are not parallel because teachers may not have understood the true essence or principles of SCL. Arseven et al., (2016) added, teachers don't write or even prepare daily lesson plans rather they create a draft in their mind. Even some senior teachers think that they don't need to prepare daily lesson plans. Simply teachers may see many advantages or positive aspects of implementing students centred learning but their readiness for implementing such teaching practice is quietly low. In addition they favour conventional methods of assessments namely oral or written exams. Even neuroscience, biology and cognitive psychology have researched a lot on learning and concluded that “who does the work is who does the learning” and International organisations like UNICEF, UNESCO, the international safe children Alliance etc. have made an effort in quality education which supports students centred learning. Arseven et al., (2016)

2.4 Factors Related to Perception

Fives & Gill (2015) explored many factors that work as either supports or hindrance in implementing teachers beliefs. In a broad sense it can be divided into two major dimensions such as internal and external factors. Internal factors focus within the teacher and external factors related to the surrounding environment. More elaborately saying internal factors are made of teachers knowledge, experience, other beliefs, self awareness and self reflection. On the other hand, external factors that might support or create impediment consists of classroom factors, district factors and lastly national and state level factors. Here the sub factors are class time, testing system and accountability, curriculum standards and education policies, class size, school culture and community, instructional resources etc. Each and every element is directly and indirectly shaping teachers' beliefs and classroom practices. Fives & Gill (2015) also said that the slogan or a feature of a communicative classroom depends on how much the classroom is learner centred.

Another important element is majority English literature graduates study British, American, Continental and contemporary literature and then come to the ELT profession. But the main thing is, these teachers encounter difficulties when they need to teach functional and CLT textbooks in our school. Also, an English language teaching degree like TESOL/ ELT is not offered widely in Bangladeshi universities and even if such teacher education courses are offered in some universities, learners hardly understand how those theories can be applied in the classrooms. Many instructors of the English language are not conscious of the learning process in which the students go through or the techniques through which they can facilitate students' learning. Even though over time materials and methods change, they stick to the ways they were taught. Teachers should learn techniques through which they can assist learners for taking responsibility for their own learning. Otherwise advancement in ELT fields may not be successful. Another problem arises in such SCL classrooms when teachers think that they are losing their power as controllers. For bringing such change they obviously need direction, support and most importantly proper training (Ali & Walker, 2014).

Even in students' academic success or failure, teachers' beliefs play a significant role in their actions and decisions. For example, teachers prepare low quality materials in low ability classrooms, as they hold low expectations for their students that's why they provide poor quality teaching. Moreover, in a research study it was found that educators who consider their students as "receptors", "resistors" or "raw material" have served teachers centred pedagogies in their classroom. On the other hand, teachers who hold different viewpoints and consider learners as 'clients', 'partners', 'democratic explorers', 'individual explorer' teach in a learner centred way. Huge differences are found between teacher versus learner centred style. For example in learner centred principles it is mainly followed by behaviourism and thus they focus on transmission of knowledge, teacher who holds the authority, gives instruction, assign students passive role, students motivation remains

extrinsic, hierarchical grading of subject matter and product oriented testing is mainly done in traditional way. On the other hand, learner centred learning is supported by theory of constructivism where transformation of knowledge takes place and teacher acts as a “ learner among learners” and facilitates learning and learner active participation is checked through group work, importance is given on learner and then the process and here learner is driven towards extrinsic motivation. So it is evident that in times of learners role, teachers role, way of learning, curriculum, knowledge, process, experience, motivation and evaluation there are differences (Kaymakamoglu, 2017).

2.5 Training condition

Education is always changing, sometimes a new curriculum or approach may come. So professional development assist teachers for learning the strategies while working in the field (Balta & Eryilmaz, 2019).

Karim et al., (2018) stated teacher training projects that are taken in our country are very poorly facilitated. Most importantly In teacher training programs a large number of teachers remained untrained. As a result diversity in teaching styles is seen in the classrooms. On one hand the trained ones try to apply what they had learned in a training centre but on the other hand the untrained ones follow the conventional methods. Here comes the problem , as the majority continue to be untrained so they take the leading position and with the implementation of versatile activities in the classroom. In the end, textbook and teacher centred classrooms dominate in the educational setting. In the professional learning community, teachers discuss how students learn and this professional learning strengthens Learner- Centred teaching skills. Contrastingly, traditional professional development hinders teachers' learning program as it shows only how to transmit ideas through workshops or courses (Pan, 2023).

2.6 Constraints behind the implementation

Rahman and Pandian (2018) found that teachers in our country are very much comfortable in teacher centred classrooms where less student activities are held and a formal and less friendly relationship exists between teachers and students. Not only this, teachers are likely to follow chalk and talk drill methods very frequently. A nation's ultimate goal and objective is demonstrated through its national education policy and national curriculum. More specifically it is the teachers who struggle the most as they remain unclear what is expected from them. Thus In Bangladesh applying new curriculum into practice in the classroom becomes more problematic for mainly two reasons. Firstly the needs of the teachers who are accomplishing the curriculum reforms have been underestimated and secondly teachers training infrastructure is very poor (Rahman & Pandian, 2018).

However, Marwan (2017) has mentioned five aspects of a learner centred teaching framework such as teacher role, balancing of power, content function, learning responsibility and lastly evaluation process. According to his findings, if teachers ensure a balance of power in the classroom then it will help to maximise learners' English speaking abilities. Learners are not regarded as teachers "learning partners", rather in the traditional classroom teacher plays an authoritative role. But if learners are exposed to a student centric approach then learning English would seem easier to them and by then they might have been fluent English speakers because students feel empowered in such an approach and get a chance to be an active learner instead of passive learner in such democratic environment.

Rahman et al., (2019) found that in the secondary school classrooms, teacher centeredness was found predominantly and teacher to student and student to student interaction was absent. Teachers played an active and primary role and students played a

passive role. Surprisingly, although teachers were aware of the CLT curriculum reform, they failed to implement it in the classroom because they reported that teachers were considered as the storehouse of knowledge and it was teachers responsibility to do everything in the class. On top of that, poor familiarisation about the critical side of the curriculum and lack of training are major causes behind this impediment in Bangladesh. They have found disparity between curricular principles and teacher beliefs .

Chapter 3

Methodology

This chapter outlined research design, sampling approach, participants, sites, data collection methods and tools, data analysis procedure as well as research ethics. This study was exploratory in nature and it needed an in- depth understanding of the participants' opinion, thus a qualitative approach was adopted. This chapter also includes description or background information of the participants. Overall, the following section provides a detailed picture of the procedure and methods which were used throughout the study.

3.1 Research Type

Qualitative research method was used to find out the perception of the teachers about Student Centred Learning. “Qualitative research is an approach for understanding and exploring the meaning individuals or groups ascribe to human or a social problem” (Creswell & Creswell, 2018). To get a better understanding of the participants' view regarding the complexity of this matter, the qualitative method was used as it is exploratory in nature. This study seeks for the perception of the English language teachers regarding SCL and explores the challenges that may arise as well as the strategies to minimise that. Thus, it needed an in depth understanding of how teachers are subjectively interpreting this issue and through this method their diverse perspectives will be gained.

3.2 Sampling Approach, Participants and Sites

3.2.1 Sampling Approach

Purposeful snowball sampling strategies were used. In qualitative research “ purposeful sampling is used so that individuals are selected because they have experienced the central phenomenon ” (Creswell & Creswell, 2018). In Bangladesh, a new curriculum was

introduced from grade 6 and one of its aspects was, it had focused on Student Centred Learning . So it was important to ask those secondary level teachers about their perspectives regarding the issue. Because they could provide unique insights, their own relevant experiences in this field, otherwise through random sampling it was not possible to gain meaningful data for this study.

On the other hand, Snowball sampling was used for gaining more data easily, efficiently and within a shorter period of time sample size of the participants had met. “Snowball sampling is a type of purposeful sampling that proceeds after a study starts and when the researcher asks other participants to recommend other individuals to be sampled” (Creswell & Creswell, 2018).In this study, snowball sampling was done by asking some interviewee to recommend other participants who have expertise in this topic.

3.2.2 Participants

The participants for this study were the English teachers who taught in the secondary level schools in Bangladesh, who conducted classes on the previous curriculum which had focused on Student Centred Learning practices. However, to gain an in-depth insight of teachers' experience regarding SCL, sampling was done by purposive approach. Mostly the characteristics of these sampling participants were: Secondary level English school teacher in Bangladesh, specifically teaching in Dhaka division, familiarised with the concept of SCL, had experience in teaching and conducting classes in student centric approach, and had received training on implementation of SCL.

This study recruited 10 participants of different age levels. Most of the participants are from Bangladesh. But one of them was from Saudi Arabia, who after completing her studies, recently joined an English version school. All these participants voluntarily agreed to participate in the interview and the research was conducted in Dhaka. Though the schools are located in Dhaka but a variety of schools from different regions were intentionally chosen for

gaining different perspectives. Even In these schools, teachers and students ratio was not parallel.

The rationale for interviewing teachers from different age levels, schools, locations was to explore these teachers' perceptions, behaviour, experience in a more focused and detailed manner.

Participants ID	Pseudonym	Age Range	Gender	Educational Level	Years of experience
P01	Karim	55-60	Male	M.A in English (Literature)	27 years
P02	Binita	30-35	Female	M.A in English (Applied linguistics and ELT)	6 years
P03	Shahin	35-40	Male	M.A in English(Literature)	13 years
P04	Afrin	25-30	Female	M.A in English running (Literature)	2 years
P05	Hasan	45-50	Male	M.A in English (Literature)	18 years
P06	Rashid	45-50	Female	M.A in English (Literature)	16 years
P07	Salim	40-45	Male	M.A in English (Literature)	14 years
P08	Mushfiq	45-50	Male	M.A in English (Literature)	15 years
P09	Siddiq	55-60	Male	M.A in English (Literature) TKT, University of Cambridge, UK; Trained with the ELTIP, Govt. TTC	29 years
P10	Fazlul	40-45	Male	M.A in English (Literature)	13 years

3.2.3 Sites

The study was conducted at four local schools located in the urban area, these were all private educational institutions. Three were Bangla medium educational institutions and one of the institutions was an English version school. Though two of the participants' interviews were taken through online. Each of the interview took approximately 40-45 minutes.

3.3 Research Design

This study seeks for the perception of the teachers in Student Centred Learning. For this reason, it was needed to hear teachers' experiences directly not only for knowing what they are perceiving but also why they are perceiving and practising this in the classroom. Thus it could be easily achieved through phenomenology research design. Because phenomenology refers to “a detailed description of participants experiences” (Creswell & Creswell, 2018).

Specifically, case studies helped to explore real life experiences of the teachers in a more focused and detailed way. “Case study explores processes, activities and events” (Creswell & Creswell, 2018).

Additionally, through case studies it was identified how socio- cultural understanding shaped their perceptions as well as classroom practices.

3.4 Data Collection Method and Tools

3.4.1 Data Collection Method

Through one to one interview process data were collected. On the preschedule appointed time all the interviews took place in an informal setting. 2 interviews were conducted through an online platform and the rest 8 interviews were held face to face. First of all, every participant was given a consent form, where after reading background information of this research they will give a signature along with their name, age, last earned academic qualification, teaching

experience. Although questions were previously selected but after going through some pilot interviews it made even more clear how to generate responses from the interviewees. Based on the participants' responses, some questions were raised related to study. As the interview was semi structured, a rigid set of questions were not prepared. The researcher had asked questions which were not scripted. It helped to understand nitty gritty of the topic and they could share their unspoken words, thoughts, ideas, experience in detail. As a result, the participants felt encouraged and were more open to speak during the conversation while it uncovered many insights.

3.4.2 Tools

An interview Protocol was prepared consisting of 15 questions. Each of these questions were open ended. “Open-ended questions are intended to elicit views and opinions from the participants” (Creswell & Creswell, 2018).

Before conducting the interview, the consent form and sample questions were sent to the participants through emails. In terms of instruments or tools, audio was recorded through using a mobile phone, sometimes field notes were taken. Even before starting the recording permission was taken. Mostly interviews were taken in a mixture of both Bangla and English languages but 3 participants had continued completely in English. Not to mention, all the data were presented by translating it in English in the result chapter and authenticity was maintained.

3.5 Data Analysis Procedure

This research is qualitative in nature and interviews were conducted to elicit the findings of the central research questions. After the transcription of the data and reading it several times, codes were assigned for finding a pattern. Patterns had been found based on the common concerns shared by the participants. After assigning codes, potential themes and quotes were selected. Next, from several major themes the researcher focused on some particular themes related to the study such as teachers perception regarding LCA, teachers

experience inside and the classrooms, challenges from different stakeholders were categorised into sub-themes for an in -depth analysis. Also, factors which prevented them from updating teaching approaches and reasons behind not implementing SCL after so many years were found out. However, thematic analysis was done and here the researcher looked for common ideas or patterns shared by the participants. These themes are shown in the result's section. Afterwards, results were presented through using quotes or narratives of the participants. Findings of the data were compared with the literature review under the discussion section.

3.6 Research Ethics

Throughout the whole research ethical consideration was the top most priority.

All of the participants voluntarily participated in this study. Participants were given full access to say whatever comes to their mind regarding the topic, no interference or biasness had taken place during the whole research.

Before starting the interview process, the researcher briefly pointed out this research's purpose and assured them it will cause no harm to them in any way. After taking informed consent, the interview took place. It was ensured by the researcher that every participant felt comfortable while expressing their words using any language and reassured them that they had the full right to withdraw at any moment. Participants' confidentiality was highly considered in this research. For this reason, pseudonyms, age range etc. were used. Before writing themes and quotes of the participant's it was rechecked by them so that the authenticity and reliability can be maintained. Triangulation of the data and member checking was done for confirming accuracy of the result.

Chapter 4

Result

The result explores the perception of the secondary level teachers regarding Student Centred Learning Practices especially in the Bangla medium and English Version schools. The results shows that there is a correlation between perception and classroom practices. The results are presented in 3 sections and some subsections, through these sections it will give the answer to the research questions.

4.1 Teachers perception about LCA

In a conventional classroom, students hardly get a chance to express their thoughts and understanding because their part revolves around only listening to their teachers' lectures , commands etc. As a result, some of them remain inactive but in LCA , teachers think students can remain active and they have the opportunity to participate. For instance Karim has shared his point of view regarding the student centred approach and demonstrated the importance of this approach focusing on students' active participation. He said

As one of the aims of secondary education is to implement communicative grammar, it is high time we thought about implementing SCL. Yes, I talk 30 minutes continually so it improves my speaking practices but it has no relation with the improvement of communicative skills of the students. There are differences between listening and actively participating in the classroom. Here, student centred approach will create a bridge between theory and practice.

This data demonstrates that SCL is a practical thing and it will improve learners' speaking skills automatically. Even for flourishing student's communicative competence, the importance of student centred classrooms is necessary. Interestingly, one of the astonishing themes raised from the interview data which is, the blending of approaches. Almost all the participants wanted the blending of SCL with TCL .Again, the participants mentioned the reasons for

why they wanted the blending of these two. They pointed that it cannot be fully student centric only at this moment because the circumstance doesn't support. For instance Salim reported:

Sometimes when a completely new topic arises students may find it difficult to solve so we need Teacher Centred Learning. But when it's repetitive, easy content or they need to create examples, if we apply SCL to an extent then students will be less likely to forget this.

Again P08 reported that:

There are students who come from different family backgrounds, so their quality remains different. All of them cannot show the right behaviour to their teachers, classmates.

Now these comments prove that as students' quality varies and their level of knowledge, background may remain different so for a better outcome it's better to mix two approaches depending on the circumstances.

Again, another participant said LCA has a long term positive impact on the learners' education. Binita reported :

4th Goals in Sustainable Development Goals talks about ensuring quality education. As the world is changing, keeping that in mind we need to bring SCL in the classroom practices for preparing our students as an engaging and responsible learner and leader. Even our current advisor, Dr Yunus has emphasised on being a leader not being a job seeker.

To give future generations an equitable and offer sustainable education, SCL can be a path to reach the destination. Participants emphasised on certain skills that can be developed like leadership skills, communicative skills etc. which is even very necessary in the 21st century. Another participant mentioned that LCA gives the opportunity to teach the learners crossing the boundary of a syllabus, and added that learners' creativity can bloom through this process.

She told that “ If SCL is applied then students could be more creative , maybe they would have come with new poems, short stories, poetry. Classes might not be limited to teaching them only grammar rules or covering the syllabus .”

Like other participants, this participant also mentioned that apart from the bookish knowledge , SCL gives ample opportunities to gather knowledge from the outside world and it arouses students' interest to know more and implement it through different activities.

Not only this, some participants has put importance of integrating humanistic qualities into education system For example: By valuing humanistic qualities to practise nowadays Siddiq added :

Apart from being a good student, it is more important being a human . They should behave well in a situation, their morality, positivity, and inner development should be ensured and fostered during the education stage of their life. All purpose of education is to develop students and it should always be student centred.

In a student centric classroom, emphasis is given on the learners so that it can bring the best from the students. Participants emphasised on implementing learner centred practice because it will have an impact on shaping student's mind-set, behaviour etc. on the right path.

4.1.1 Teachers Perceived Role

It is very important to understand how they view their role as a facilitator because through proper understanding of their roles, they will set some principles and will conduct their classes fruitfully. Student Centred Learning focuses on students' needs. However, in student centred classrooms teachers should act like a facilitator, as stated by the participants. They also mentioned that, in this type of classroom, teachers should observe more and only give corrections at some point. Afrin said:

Firstly I try to understand what their general idea is about the topic and after identifying the gap , it is further fulfilled by the students. It's not like they will just listen and write what I say, my role is not like a lecturer, rather it is far more than that

where both the students and teachers have to remain active. I need to know how they want to learn, which areas arouse interest in them. Even teachers have more responsibility here rather than traditional classrooms. In fact, the whole class acts like parts of the body. I try to focus more on the weak students who need my help more. Even I try to shuffle all categories of students so that learning outcomes of all students remain similar.

According to this participant, in SCL teachers try to find the latent talent among students and try to understand individual strengths and weaknesses. Specially, weak or less responsive students get the proper nurture by the mentors. Also, teachers have to remain updated for gathering outside knowledge according to their students' level of interest. Here, students' choice gets priority and also teachers act as a coach.

Like Afrin, other participants also emphasised on ensuring Inclusivity of all students in such practices. Rashid said :

We have to make them feel special about themselves and will give them the feelings of a staged personality thus they will feel a strong desire to upgrade themselves. For example: In the beginning of this year one of my student was so introvert that he didn't wanted to respond, he just sitting quietly in his desk. Slowly he started to realise that I am very free with the class and asking questions to him then the scenario changed completely. Now after 5 to 6 months he became very responsive, making conversation with the class and after checking the assessment it's clear that his result has improved. So I think it is a success of student centred classrooms where even backbencher students can become very responsive like the first bencher students.

Students' communication and collaboration are interlinked. Through different activities, even the teacher himself or the whole surroundings helps to communicate with each other in the classroom. As a result, they feel comfortable to respond and can come out of their shell.

Ultimately collaboration among the teachers and students occurs which acts like a fuel for an inspiring classroom.

4.1.2 Teachers Training On LCA

Teacher training is an important factor for implementation of a new curriculum or education policy. Through an effective training of the teachers, they will be able to manage the classrooms more efficiently and ultimately students will be the foremost beneficiary of this.

A participant showed his frustration when he asked about SCL training. Although he had confirmed that he received training on student centred classroom practices, and he long for such kind of classrooms, but he thinks authority impose instructions without concerning the reality. He said “I have seen that In a training program, instructions are given in such a way where the state and its nations are considered as an ideal one but that is not the case. We have to think practically and this is only possible by coming into the field.”

Participants put the importance of practicality before implementation of a new thing. Authority or teacher's trainers need to be well informed about how it can be implemented in the classrooms. Because lack of practicality is really impeding the education system.

Nevertheless, another twist was revealed when asked about how they are implementing SCL practices in the classrooms. It seems that many of the teachers are not well acquainted with student centred practices and what is expected from them. Also they may not be clear about competency based education. One of the participants said:

I have seen my maximum colleagues complaining about the updated EFT books. This is unfortunate that the majority of them don't have a clear idea about what the learning cycle is or what it means by competency based education.

Professional development and teachers training remains at the core for an effective classroom and students achievement. But it is a matter of great concern that, how effective the training is and quality, practicality of training remains questionable.

All the participants ensured that they received training on implementation of SCL in December 2023 for 2 days and it was only done once. This data shows, not only in terms of quality, but also the quantity of the training sessions needs to be increased for its implementation.

But one participant, who has joined recently in an English Version school gave different response. She said, “Before joining the school I have received two months of training and after joining here I have received two training sessions.”

So within a year this specific participant had received three training sessions in total which has not found in other participants' experience. These data shows that, frequency of teachers training depends on educational institutions too.

4.1.3 Teacher Student Relationship

It could be a turning point if SCL can be implemented properly. The gap between teachers and students will be minimised. Even a difficult task will be solvable because there will be caring, sharing. Rashid reported:

In a traditional classroom, a teacher's involvement is seen with the class only, zero involvement with the individual student. Teachers give lectures in front of the class, some of them don't walk till the last row of the classroom. But in a student centric classroom, teachers get the chance to communicate with the students.

Again Sidiqi said :

In our time when a teacher made a mistake and students corrected them then they replied :do you know more than me? But now the perspectives are changing and as a human being I may make mistakes sometimes. So in my classroom, I ensure students use their right to say or express what they think right.

In a participatory classroom, it is important to have some positive attitude of the teachers towards their students. However, almost 9 out of 10 teachers believe that teacher-student relationships should be as smooth as possible and it helps the students to understand the concept in a better way.

But 1 participant showcased his different opinion. He said, “Classrooms remain noisy and the only way to stop the noise is to give punishment. Military personnel are disciplined because if they break the rule there is an enormous penalty so punishment has some positive sides too.”

Unlike the previous two participants, this participant's views are quite different and he wants the environment to be formal and rigid where instructions will be followed only.

4.2 Experience While Implementing Learner Centred Approach

Even after knowing the principles and guidelines of a teaching technique, getting training etc. are not enough if the learners' classroom facilities do not align. In this subsection, teachers' experience while implementing LCA will be discussed.

4.2.1 Learners Preparedness

Learner adaptation is required for implementing an approach but in a large classroom like 50 students or more, they get distracted easily, then it becomes challenging for an instructor to monitor or control them. As Shahin reported :

Two things happen in the classroom. One: what really happens in the classroom and second: what I imagine it should be and I find a gulf between thinking and reality. In a 50 students classroom when I tell them to discuss a topic in a group, some of them engage in personal conversation.

The result shows that, where the student-teacher ratio is not appropriate, it is obvious there will be some chaos in the classroom. Because it is not possible for a teacher to manage huge quantities of students single-handedly. As students' qualities vary, so do their responses.

Another participant said :

We have received training but students are not trained up. Training's lessons cannot be implemented as students are not ready. They don't know their roles, how to ask questions , how to conduct group discussion etc. They should have known these from grade 1 then they might easily adapt themselves in a student centred classroom.

Another participant pointed out the similar thing. He said:

Though the English For Today book is comparatively better but students are not acquainted with this type of practices, that's why a 6 grader student , who has studied their 5 to 6 years in a traditional setting, is not mentally ready to set themselves in a student centred classroom. The approach is fine but the recipients are not ready to welcome this at this stage.

Now these comments prove that SCL practices should start from the very beginning level of education, not from grade 6 rather from the pre primary level. Because students should be equally prepared for coping up with the approach. Also changes should be made slowly but continuously. It is not a good idea to change everything overnight, at a fast pace.

Although the opposite scenario had also existed in a newly launched English version school in Dhaka, where the number of students is low. A participant shared :

When I told them to discuss in a group just simply sitting on a bench and then giving a presentation from each group, some students remained very reciprocal and some of them enjoy talking in front of the class. As they work together, they do not remain isolated, their inertia removes. Overall it has some wholeness in it.

To conclude, there is mixed reaction among the students as demonstrated by the participants and this may happen due to contextual factors behind it. Mainly, class size is a very crucial factor playing here.

4.2.2 Classroom facilities

In terms of classroom facilities, majority of the participants shared that their schools lack modern facilities along with the basic needs. As Salim said :

Physical atmosphere is very important. In the summer season when teachers as well as students are sweating continuously, even the fans sometimes do not function properly, how can anyone learn in such an environment!

Nevertheless, Participants described how the lack of a proper learning environment creates disturbances. Because they believe, In a SCL environment, students need to do brainstorming in the classroom and if the environment does not support this then it will block their enthusiasm, creativity etc.

4.3 Challenges Encountered Behind Implementing Learner Centred Approach

Stakeholders position, opinions, acceptance etc. directly or indirectly affect the whole system. Basically all these are interlinked. Also, different stakeholders decisions sometimes compel the teachers to take decisions differently which may not lead towards the goal.

4.3.1 Stakeholders Position

Stakeholders like teachers, students, parents, institutional administrators, syllabus designers, curriculum planners and all the parties involved in education departments should be cooperative for implementing the approach. If they does not involve, cooperate altogether then it will block the process.

4.3.2 Guardians Expectation

Six of the participants had raised their concerns about the learners parents, for being a barrier in implementation. Participants described how the guardians expected assessments should be and it seems contradictory with the assessment practices in LCA. Afrin described:

Guardians want to see percentages of marks obtained or in which subjects they missed A+. Basically we need to take one monthly exam at least, otherwise it doesn't satisfy the guardians, they hardly bother about the updates of regular class performance.

Another participant said:

Guardians are too fond of traditional methods. They are used to see that after maghrib azan their kids will sit at the table and will read aloud or write something. But when they remain busy doing some project, assignments or group discussion it doesn't satisfy the guardian.

The result of the exploration shows that, like the students, guardians are not even prepared to welcome student-centred learning in this moment. Traditional approach where pen and paper-based exams are taken and where they can measure the marks based on grading attracts them mostly. Apart from that, formative assessment practices seem not to be much supported by some guardians.

4.3.3 Educational Analysts Lack Of Concerns

Every participant noted that no curriculum evaluation happened in their teaching experiences. Siddiq, who is the oldest among all the participants shared "In my long teaching career, nobody from NCTB or the education department came to me for any opinion or feedback and none of my colleagues were asked."

Shahin described his frustrations: "Here is our weak point that the policy makers don't emphasise on the evaluation of a curriculum or educational policy."

So the data indicates that the process of changing the system remains unchanged every time. There is no checklist to mark by the teachers on how the curriculum is going and what needs to be changed. Participants in this study shared about their unheard voice in this respect.

Four of the participants pointed out that, due to an in-depth exploration of the educational policy makers at the field level, many theories do not come into practice. As Karim mentioned:

While implementing a new thing it doesn't convert into reality; rather only a hypothetical assumption remains. The main reason is that authority doesn't analyse and not even do the research on why the previous education policy failed. If any policy fails, it fails. They don't feel the need to go back and know the reason why it failed. Even if the government steps back it impacts our educational policy.

So, according to the participant, there remains a curtain between the assumed hypothetical assumption and reality which seems to create barriers while introducing a new approach. Again, political instability creates influence in our education and ultimately it impacts the learners education.

To conclude, this study revealed that teachers want to implement student centred learning practices into their classrooms due to its long lasting impacts on honing skills among the students. But implementing an approach into the system is not only based upon the teacher's perceptions, preparation is a collective thing where other stakeholders' standpoints also need to be counted. Additionally, teachers also reported that there is a gap between theory and practice. Teachers training programs need to be increased both in quality and quantity, above all it should be practical and piloted before launching it, after that it needs to be introduced from pre primary level.

Chapter 5

Discussion and Implications

The primary aim of this study was to explore the perceptions on LCA from the secondary level school teachers in Bangladesh. Specifically, this study examined what the teachers were thinking about the student centred approach, its implications or usage in an English language classroom. In this chapter, based on the results, discussions have been presented and then implications were presented in the end.

5.1 Discussion

5.1.1 Factors related to construction behind Learner Centred Approach

The study suggests that teachers are holding a positive mind-set towards SCL but in a developing country like Bangladesh, teacher student ratio, quality of teachers training, stakeholder's attitudes, suddenly applying SCL practices in the secondary level are the main constraints behind this. Although the EFT book of class nine ten claims about "implementing communicative grammar which deals with practice creating opportunities to use language" (NCTB) but there are hardly any chances given to students to use it in reality. These findings are consistent with Fives & Gill (2015) as they also found some external and internal factors behind hindering teachers' beliefs. Communicative grammar is a part of CLT, it also supports Learner Centred Approach where students active participation, engagement for enhancing communication is being made. These findings, like for a communicative classroom it should embrace learner centred approaches, are also similar to what Fives & Gill (2015) reported.

5.1.2 Blending of approaches for better outcome

There is no single approach which is accurate or absolutely right. Mainly it depends on the learners, their needs or their level of proficiency, circumstance etc. It is actually better to apply eclectic approach in different situations. In Bangladeshi context, Grammar Translation Method is widely used which is teacher centred mainly. Beside this, we should

blend Student Centric Learning Practices too which will add a new dimension into the educational field.

Again, It cannot be fully student centric only, it will have some inclusion of teacher centred too and thus it will be a most timely decision. Because in SCL students divide among themselves. In TCL teachers experience matters a lot. So if we balance this together or blend this, then it will be fruitful. More like the nature of CLL, which is neither teacher centred or student centred but rather teacher- student centred.

5.1.3 Emphasising on Sustainable Education

It's very astonishing that even in the 21st century when students are running after grades only, their desire for learning is vanishing .They hardly read outside text books. So this approach will help them to avail the tendency of reading outside the text books and become competent in many areas. By doing this, their quality will increase and they compete with the other countries in a better way. However, for better English learning we should focus on the practical usage of it.

Whatever a student learns in the classroom does not have any reflection in the outside classroom and add little value in their future career or admission test but education should have some long lasting impacts. That's why education should be practical. As there will be life related learning so it will obviously develop the overall quality of education. On the other hand, In today's world it is very important to have some humanistic qualities in the students. Their class behaviours or manners, moral development, being respectful towards the teachers and their mates etc. their role as an organiser, presenter or speaker will flourish themselves. In short, we can be a better, civilised nation as a whole quality education will be ensured. They will be a better speaker, their attitudes, behaviours will improve and so will their intellectual development. This result supports the hypothesis of humanist literature that Tangney (2013) elaborated on her paper.

As SDGs goals need to be fulfilled by 2030, it is high time we should bring changes in the classroom. In addition to that, education or especially classrooms should allow students for life preparations like focusing on achieving skills that should be cherishable throughout the whole life. These findings are consistent with the result of Lee & Louis (2019), who also found the relationship between learner centred practices with sustainable school practices, which goes hand in hand.

When student centric approach will be applied fully then it will not only focus on the product rather they will emphasise on the learning process. On the other hand, students will not run after grades only rather they will start enjoying the process

They will not act like parrots which means they not just memorise things but rather they can be creative in their writing too and they will be able to use their full potential. Classroom is a collective, participatory place where students will learn things practically as well as they will think, analyse and participate together. In this unconventional practice, teacher designs classroom activities which are engaging, they want students to take the actual responsibility of their learning instead of forcefully imposing things.

5.2 Implications

Whenever a new approach comes it will have some difficulties. But as for its long lasting positive impact or due to the effectiveness of the approach we have to be prepared or adjust sometimes to cope up with the situation.

5.2.1 For Teachers

Teachers should be approachable in their work. Instead of a fixed conventional way of teaching, complaining about other stakeholders' roles and learning circumstances etc. they should build a positive lens towards finding solutions from their own positions and can try to offer by presenting those to the authorities or even with their colleagues. Teachers can come up with new ideas and techniques so that learners can enjoy the process of learning. Also, they should keep and maintain a written outline of how, when and within how much time they will

conduct student centred activities in the classroom. Above all, depending on the situation teachers should blend different types of teaching techniques for a better outcome.

5.2.2 For Students

A student's role in a student centred learning classroom plays a vital role. But it seems that students are not aware of their roles and responsibilities in LCA like how they should actively participate in the peer work, group discussions, activities and remain respectful to their teachers command. To conclude, they should participate actively in the classroom, work collaboratively with their peers and above all they should be aware and give importance to gaining knowledge from different sources.

5.2.3 For Educational Institutions

Teachers can be facilitated with a co assistant in a large classroom. The teachers who will be able to create a positive transition by integrating unconventional LCA approach and will bring impact on students achievement can act as a role model and for this they can be rewarded with bonus, stipend or acknowledgment etc.

If possible, some teachers can be sent on holidays to see the world, what is happening in and outside of their country like how the teachers take classes, what is their goal behind it etc. then they will be visionary. At the sometime it will shape their perspectives and it will reflect in their behaviour, class.

Guardians can be motivated through positive ways. Through parents meeting they can be informed about the worldwide recognition of SCL and success stories can be shown in a documentary. If they are told after successfully applying SCL, coaching business can be reduced and they can be relieved from paying extra money, energy, time and they will not have to carry their children to the coaching centre then it will work as fuel. As traditional approach has bound us to run for coaching, private tuition so guardians can get relief from those extra burdens. It will free the guardians from carrying the students into the tuition's place, they will be relaxed in this matter. Practices will help the student be less

dependent on teachers and will take the responsibility for their own learning as they will start to accomplish self learning. Again, anonymous evaluation can be done by the students on whether their teachers are implementing student centred practices or not.

5.2.4 For Policy makers

Trainings on specifically LCA should be launched in an increasing manner both for the pre service and in service teachers. As they are responsible for delivering the approach, they need to hone their skills in this regard. Training sessions can be arranged in a scheduled way at least once in a month. Along with the physical training, offline training can be introduced. Documentaries, Seminars can be made on SCL and we can take ideas even from research papers to train up the educators before applying such practices.

After convincing the stakeholders, SCL should be introduced from the pre primary level because it had been introduced in Grade 6 in the postponed curriculum which backfired, as the students were set in a traditional way so they were lacking how they should behave, engage or conduct themselves.

Stakeholders should work together. Curriculum designers, policy makers, educational experts , in short all the education departments should think and work jointly about how students can benefit from their strategies through LCA.

Most importantly, feedback should be taken from the teachers in terms of everything like before and after implementing a new curriculum /approach /book. As they are the main stakeholders and they will be ones who will bring it into the classroom so their opinions should be taken into consideration. Besides, authorities should think about merging process oriented syllabus where student centred approach can be applicable smoothly.

Additionally, educational policymakers should think about modernising educational approaches along with keeping in mind our local context, surroundings and limitations.

Before reforming, researchers can be appointed to analyse everything practically and thus on the basis of rationality and through evidence based research changes need to be done.

Lastly, supervision and ensuring accountability is necessary in all stages for modifying the educational system. Here, all the stakeholders' sincerity, involvement, as well as stretching the hand of cooperation is very much needed for a better future.

Chapter 6

Conclusion and Future Research

6.1 Conclusion

The main goal of this paper was to find out the perceptions of the secondary level teachers regarding student centred learning in Bangladesh. The participants reported that they are familiar with learner centred teaching practices and they have sometimes applied activities of such kinds of practices. Although this kind of practice is new, especially after emphasising on competency based education teachers had got the training on learner centred education for a very limited time. The research demonstrated that teachers have a positive mind-set towards LCA and through the findings it provides evidence for why they are pursuing this. They reported how LCA brings positive impact on the students specially on achieving academic excellence and gaining skill which is necessary in this 21st century. Despite the positive sides some stakeholders seem to be comfortable with establishing as well as practising traditional teacher centred approach only.

However, most of the teachers are preferring a blending of both learner centred approach with teacher centred approach. Moreover, the findings revealed that teachers are facing obstacles in and outside the classroom. Specifically in the large classrooms, some students get distracted from their actual work and do not tend to follow teachers commands. Apart from that, some guardians only focus on the traditional role of the teachers. Policy makers or the authorities should take some initiatives by identifying the existing gaps in introducing learner centred teaching practices through removing the barriers for a transformation or reform in the classroom practices.

6.2 Future Research

Due to a limited scope there were certain limitations of this research. Firstly, the sample size was 10 and the research was conducted in Dhaka, but the other region or suburban or rural areas teachers' perception can be taken on future research. Secondly, secondary level school teachers in Bangladesh were the participants of this research. So data can be also taken from primary, higher secondary level teachers from around the country. Thirdly, except for interviews, observation in classrooms can be done in this regard. Future research can be done with a large span of time and can find how it is practically implementing through observing classrooms. Fourthly, stakeholders were mainly the teachers here, but what are the other stakeholders opinion about this, specially what the guardians perspectives whether it has connection with income, education level, ethnicity or not; overall how it impacts quality of education etc. can be researched.

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Appendix A: Consent Form

The title of my research paper is: **Learner Centred Approach and Perspectives of the Teachers in Bangladesh.** The purpose of this study is to understand teachers' beliefs about Student Centred Learning and identify the issues that may arise for implementing such practices in Bangladeshi context. Research is needed on proper implementation of SCL for mainly ensuring communicative practices in the classroom as well as for developing other necessary skills among the students.

অনুমতিপত্র

এই গবেষণামূলক প্রবন্ধটি লিখছেন ব্র্যাক ইউনিভার্সিটির চতুর্থবর্ষের শিক্ষার্থী তানহা। উক্ত গবেষণামূলক প্রবন্ধটি তত্ত্বাবধান (সুপারভাইস) করবেন ডক্টর মোহাম্মদ আল-আমিন।

বিশেষ দ্রষ্টব্যঃ অংশগ্রহণকারীর নাম ও পরিচয় সম্পূর্ণভাবে গোপন থাকবে।

অংশগ্রহণকারীর বিবরণী

জনাব/জনাবা আমার গবেষণা কার্যক্রম এ তথ্য দিয়ে সহায়তা করছেন। উক্ত তথ্য আমার গবেষণা কার্যক্রমে ব্যবহার করতে পারব। তবে রিসার্চ এথিক্স অনুযায়ী অংশগ্রহণকারীর নাম ও পরিচয় সম্পূর্ণভাবে গোপন থাকবে।

অংশগ্রহণকারীর নামঃ _____

অংশগ্রহণকারীর বয়সঃ _____

অংশগ্রহণকারীর স্বাক্ষরঃ _____

অংশগ্রহণকারীর শিক্ষাগত যোগ্যতাঃ _____

তারিখঃ _____

গবেষণামূলক প্রবন্ধের লেখকঃ তানহা, চতুর্থবর্ষ, ব্র্যাক বিশ্ববিদ্যালয়।

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গবেষণামূলক প্রবন্ধের লেখকের স্বাক্ষরঃ আয়েশা মোশতারী তানহা

তারিখঃ _____

Appendix B: Interview Questions

1. What is your perception about student Centred learning practices?
2. What are the motives or purposes behind implementing Student Centred Learning?
3. How its outcomes will be impactful for the students?
4. Do you think Student Centred approaches are more effective than traditional lecture based methods? Why or why not?
5. Can you please describe how your experience is in student centred practices?
6. How do you view your role in the classroom?
7. How do you view the changing nature of the assessments ?
8. How do you conduct your classes in student centred classrooms which are dissimilar from teacher centric classrooms?
9. Have you received any training on proper implementation of SCL? If yes then how did it impact your work?
10. How student centred learning will benefit the overall quality of education?
11. How do the stakeholders view this and what do you feel about that?
12. What are the challenges you have encountered while applying such practices in the classrooms?
13. What are the strategies or required improvements needed to solve the problem ?
14. How can we prepare future teachers for student Centred learning classrooms?
15. Did any curriculum evaluations take place? If yes then how did it go?