

The strategies and roles used currently by the Wolaita Language Teachers to implement Student -Centered Teaching Approach in Wolaita language Classroom: Focus on Humbo Tebela secondary school in Wolaita Zone

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Abstract: The main objective of the study was to explore the roles and strategies used by the Wolaita language teachers to implement student centered teaching method in Wolaita language classroom. Four purposively selected teachers and six students were involved in the study. Classroom observation and interview were used as a tool to collect the data. Qualitative data analysis approach was used to analyze the data. The study clearly indicated that teachers did not arrange the classroom properly in a way that is easy for the students to work cooperatively with one another and they also did not properly involve students in group and pair work. Moreover, it revealed that teachers did not accommodate the students with various learning styles and level of achievement. Thus, it was recommended that teachers should arrange the classroom before start teaching. They should be sure that there are spaces between chairs, tables and desks so as to effectively implement student- centered teaching. Before classroom teaching, teachers should let students sit in group or in pair. This also helps teachers to be effective in applying student -centered teaching approach. Teachers also should encourage and involve the students in group work so as to ensure the student centered teaching approach.

Keywords: classroom, group work, student centered, teachers' role, Wolaita language

1. INTRODUCTION

According to Schrenko (1996) learner-centered instruction can be used in different ways while learning about a theme, a topic or a subject. The learner-centered approach is also sometimes referred to as “child-centred” or “pupil-centered” and is a specific approach to teaching. Here the main focus is on engaging the learner as opposed to the teacher-centered approach, where the focus is on the teacher. According to Mubasher Nadeem (2013) the teacher’s role is to create an environment, which stimulates the desired behavior and discourages those that are believed to be undesirable. This role makes the teacher the focus of attention. By contrast, the learner-centered approach assumes that learners are active and have unlimited potential for individual development. According to (Zohrabi, et al., 2012) as cited by Iwe Emaliana (2017) Student-centered learning becomes a pioneer of development of learning approach. In this approach, students activities are important indicators in learning process and quality of learning product (Zohrabi, et al., 2012). Student

centered approach is also an approach where learners learn from the teacher, from one another and on their own.

Student centered teaching method is a method in which the teachers use to encourage their students for further learning and autonomously to share ideas in classroom. This also important to develop students' self stem and confidence. Although teachers are taught a variety of instructional methods, the approaches that are considered “best practice” are learner-centered. In a broader sense of education, Kain (2003) as cited by Liu and Qiaoe (2004) explains that in learner-centered approaches, the construction of knowledge is shared, and learning is achieved through learners’ engagement with various activities. The idea of focusing on the learner rather than the teacher requires that teachers’ and learners’ roles be reexamined in the learning process.

The implementation of the student centered teaching approach is not satisfactory in Humbo Tebela secondary schools due to various factors like the classroom density, less

attention by teachers and students, inconvenient classroom atmosphere in general. Therefore, the main emphasize of this study was to explore the roles and strategies used currently by the teachers to implement student-centered teaching approach specifically in Wolaita language classroom. No research has been conducted in the student centered teacher approach in context of Wolaita language. Thus, this study investigated the current status of student centered teaching approach in Wolaita language classroom and the roles and strategies teachers play currently to implement student centered teaching approach in Wolaita language classroom.

Objectives of the study

The main objective of the study was to explore the roles and strategies used by the Wolaita language teachers to implement student centered teaching method in Wolaita language classroom.

2. RESEARCH METHODOLOGY

2.1 Research Design

In order to get pertinent information, the researcher used qualitative research design . This was because the nature of the research needed this approach and it was assumed to be important to obtain genuine and detailed information from the research participants.

2.2 Research Place

The research was conducted in Wolaita Zone which is one of thirteen zones found in SNNPR,Ethiopia. It has 15 districts and five administrative cities besides to newly added districts and cities. Among these, one district Humbo was selected as research place . The reason for selecting this district was the researchers' trust to find sufficient information from the areas as he had spent many days there when he supervise BA degree practicum students at Tebela secondary school.

2.3 The research subjects

This study was intended to carry out in Wolaita Zone, SNNPR. The populations for this study were one secondary school i.e. Tebela secondary school from Humbo district. From this school, 4(four) teachers and six(6)students were selected by using purposive sampling technique. The purposive sampling technique used since it enabled the

researcher to get the research subjects who could provide appropriate data. Thus, the total population of the study was 10 (ten).

2.4 Sample size and Sampling Technique

According to the purpose of the study, the sample size of the study was selected. The total size of the study participants were 10. Hence, the study subjects were selected by using purposive sampling method and this was because of the intention of having the participants who could provide relevant information to the intended study. From the selected school, only grades 9 students were selected purposively to obtain pertinent data. Again from grades-9 two sections were selected by using random sampling technique so as to minimize an unnecessary bias. From each section, only 3 students were selected by using purposive sampling technique as it helped the researcher get better respondents and four(4) teachers were selected using the same techniques so as to participate active Wolaita language. Thus, from two sections (3x2=6) students and 4 teachers were selected for interview. Therefore, the total population of the study was 10.

2.5. Tools for Data Collection

1.1 Two instruments were used to collect data for this study. These were interview and observation. These tools were valid as relevant and intended data was obtained through them.

2.6. Data analysis

The data were effectively collected using the two instruments and analyzed qualitatively in the form of a text. This was because the data were collected qualitatively by using interview and observation which need textual analysis. Therefore, the data gathered by using these two tools were analyzed qualitatively. During analysis priority were given to class room observation and then to interview. The data gathered using these tools were analyzed in the form of text. After that the result of data gathered by using the two tools were triangulated to provide comprehensive final findings.

3. DISCUSSION AND ANALYSIS

The strategies and roles used currently by the teachers to implement student -centered teaching approach in Wolaita language classroom in Tebela secondary school.

The data found from classroom observation in Tebela secondary schools shows that teachers did not arrange the classroom properly in a way that is easy for the students to work cooperatively with one another. It also indicated that teachers did not participate the students on group work and pair work. The interview data also supported the information found from the class room observation. Here are some responses :

Teacher enters the class and start teaching rather than checking and arranging the classroom and due to this students do not sit in a way that is suitable for group and pair work.(S1&S4). Most of the time we do not involve in group work in pair. Teachers simply work to cover the portion rather that giving chances for us.

The above interview data clearly shows that teachers do not arrange the class room before start teaching. Teachers also do not involve the students in pair and in group.

Therefore, based on the above classroom observation and interview data we can generalize that teachers did not arrange the classroom properly in a way that is easy for the students to work cooperatively with one another and they also did not properly involve students in group and pair work.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made.

- The study disclosed that teachers did not arrange the classroom properly in a way that is easy for the students to work cooperatively with one another and they also did not properly involve students in group and pair work.
- The research findings plainly indicated that teachers did not ask students different types of questions and they also did not praise the students who answer
- The study also clearly designated that teachers teach the students in the form of game and they also use target language in the classroom.

- The study proved that teachers identify and explain new ideas to the students and they also offer clear instructions to the students to do activities.
- The research findings clearly shows that teachers well treat the students whenever they made mistakes.
- The findings of the study approved that teachers do not accommodate students with various learning styles and level of achievement.
- Teachers should consider students with various types learning styles and should address all of them when teaching.

4.1 Recommendations

- Teachers should arrange the classroom before start teaching. They should be sure that there are spaces between chairs, tables and desks so as to effectively implement student- centered teaching.
- Before classroom teaching, teachers should let students sit in group or in pair. This also helps teachers to be effective in applying student - centered teaching approach. Teachers also should encourage and involve the students in group work so as to ensure the student centered teaching.
- Teachers should raise various questions to the students so as to rouse students' interest towards students centered teaching approach.

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