

Teachers' Perceptions Towards Learner-Centered Techniques: A Gateway to Educational Enrichment

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ABSTRACT

This research article entitled 'Teachers' Perceptions Towards Learner-Centered Techniques in English Language Teaching Classroom' aims to explore secondary-level English teachers' perceptions towards learner-centered techniques in English language teaching classrooms in terms of group work, problem-based learning, and project-based learning.

To meet the objectives of this study, ten English language teachers of secondary level from five institutional and five community schools located in Kathmandu district were selected as participants. The participants were selected using a purposive sampling strategy. The researcher collected data by using semi-structured interviews.

The collected data were first transcribed and then analyzed thematically. After analysis and interpretation of the data, it was found that the majority of the teachers understand the value of learner-centered techniques for effective teaching in ELT classrooms. This study found that teachers faced challenges while implementing learner-centered techniques in their classrooms, for example, limitation of time, a large number of students, and inadequate resource materials.

Keywords: Perceptions, techniques, motivation, content, effective learning

INTRODUCTION

Learner-centered techniques fall under the humanistic teaching methodology in which students are encouraged to make use of their own lives and feelings in the classroom, students are encouraged to take control over their education.

Active learning, student engagement, and other strategies that involve learners and mention learning are called learner-centered (Weimer, 2012). Learner-centered techniques also known as child-centered learning techniques mainly majors on the needs of the learners rather than those of other involved parties such as administrators and teachers in the education system (Al-Zu'be, 2013).

Learner-centered techniques play a vital role in ELT Classrooms. It is about shifting the focus of instruction from the teachers to the learners (Felder, 2023).

The term learner-centered technique differs significantly from traditional teacher-centered techniques. Traditional learning techniques were informed by behaviorism, which sees learners as 'blank slates', and teachers as experts who must impart all the relevant information. This technique sees learners as respondents to external stimuli (Lawless, 2023). In the context of Nepal, learner-centered technique has just become a new practice. There are many obstacles, issues, and difficulties in using the learner-centered technique. At this juncture, the present study aims to explore how English language teachers perceive the use of learner-centered techniques in their classrooms.

Statement of the Problem

Teaching and learning become effective when the teachers choose appropriate techniques to teach students. Learner-centered techniques fall under the humanistic teaching methodology. Teachers are provided with training but they seem reluctant to apply whatever skills and techniques they learn in training programs in teaching. In the context of Nepal, learner-centered techniques have become a new and modern practice. Modern Teaching Techniques have been spread all over the world, which is useful and easy for teachers. Modern Teaching Techniques educate children well and make them understand clearly (Murugesan, 2019).

Learner-centered techniques play a vital role in ELT classrooms for the learner's improvement but in the context of Nepal, teachers rarely apply learner-centered techniques in their classrooms due to a very limited time structure for the completion of the course. In such a situation, teachers apply teacher-centered techniques rather than learner-centered techniques and they do not give learners enough opportunities to appropriately express themselves. The researcher also experienced many obstacles and issues in using learner-centered techniques but learner-centered technique is the researcher's area of interest and she had a curiosity about how to become a learner-centered teacher in English language teaching classroom. Therefore, the researcher's main concern was to do more research on this topic and explore teachers' perceptions towards learner-centered techniques in ELT classrooms.

Objectives of the Study

The objectives of the study were as follows:

- a. To explore the secondary-level English teachers' perceptions towards learner-centered techniques in ELT classrooms in terms of group work, problem-based learning, and project-based learning.
- b. To find out the challenges teachers' challenges while implementing learner-centered techniques at secondary level of education.
- c. To suggest some pedagogical implications of this study.

Research Questions

The study had the following research questions:

- a. What are the perceptions of secondary-level English teachers towards learner-centered techniques in English language teaching classrooms in terms of group work, problem-based learning, and project-based learning?

- b. What are the challenges that secondary-level English teachers have faced while implementing learner-centered techniques in English language teaching classrooms?
- c. What are the pedagogical implications of the study?

Review of the Theoretical Literature

A literature review is a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context. A literature review also includes a critical evaluation of the material; this is why it is called a literature review rather than a literature report. It is a process of reviewing the literature, as well as a form of writing (Russell, 2022).

Language Teaching Techniques

A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure is called technique. Techniques are the influencing way of teaching the content of the lesson. It is a way of skillful way of doing something. A technique is implementational which takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (Richards & Rodgers, 2014).

Techniques mean the way of getting things done easily wherever we are. It is a kind of strategy or method that we apply while teaching or doing any skill-oriented task. Technique refers to what takes place in a classroom while teaching-learning activities are going on (Subedi, 2010b). Similarly, techniques can be defined as any of a wide variety of exercises, activities, or tasks that are used in the language classroom to realize lesson objectives. Learning a new language can sometimes be challenging, but several teaching techniques can assist students in the learning process. Explore different methods that can help students learn a new language, including the direct method, the audio-lingual method, the silent way, and the total immersion method (Sailus, 2018).

Teacher-Centered Techniques. The techniques in which the teacher remains more active and has the center role are called teacher-centered techniques. In teacher-centered techniques, a teacher plays the dominant role. Teacher-centered technique portrays students as basically passive while the teachers are active since teachers are the main focus in this approach which is considered sensible since the teachers are familiar with the language which the students are not (Al-Zu'be, 2013).

Learner-Centered Techniques. Learner-centered techniques also known as child-centered techniques mainly major on the needs of the learners other than those of other involved parties such as administrators and teachers in the education system (Al-Zu'be, 2013). Learner-centered techniques broadly encompass methods of teaching that shift the focus of instruction from the teacher to the student. The new technique, termed “learner-centered” is somewhat akin to the “user-centered” focus of modern interface design. Here, the focus is on the needs, skills, and interests of the learner. Learner-centered is often accompanied by a problem-based approach, where the problems are picked to fit the interests and needs of the learners (Norman & Spohrer, 1996).

Learner-centered techniques keep the roles of learners at the center of teaching and learning activities. Learner-centered techniques involve the learner in activities that are suitable to their characteristics, such as age, gender, motivation, aptitude, and personality (Sharma, 2012). Learner-centered techniques fall under Humanistic Psychology. Humanistic Psychology suggests that learners are naturally good and will make good decisions when their needs are met. Humanistic psychology focuses on the idea that learners bring out the best in themselves, and that humans are driven by their feelings more than rewards and punishments (University, 2020).

The contemporary meanings of learner-centered techniques draw from a wide range of disciplines and

research bases, incorporating the historical meanings while accommodating the changing social, cultural, and educational needs of the present day, leading to a holistic understanding and interpretation of learner-centered techniques (Shah, 2020). The brief descriptions of some learner-centered techniques are as follows:

Pair-Work. Pair-work is an important learner-centered technique commonly used in the ELT classroom. It is one of the classroom interaction patterns that is assumed to be important for task management. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence (Ba'diyatin, 2017).

Individual Work. Individual work is another learner-centered technique that promotes learners' self-learning abilities. The learners have the freedom to choose what, how, and when to learn. Each student can learn on his/her own. All learners do not learn in the same way because of different learners and abilities. Individual work provides learners the opportunity to develop their autonomy (Subedi, 2010a).

Role Play. This is one of the best methods of learner-centered techniques.

Role play is a drama-like activity in which students take the roles of different participants in a situation and act out what might typically happen in that situation. Role plays are very important for learners in English language teaching by providing opportunities to practice communicating in different contexts and different roles (Freeman, 2000).

In role play techniques, learners also receive feedback on whether or not they have effectively played the role. Role play provides students with the opportunity to take part in activities that mirror career-related scenarios. To help students understand the use of role-playing sessions, role plays should be content-focused, match learning objectives, and be relevant to real-world situations (Learning, 2012).

Project-Work. In learner-centered technique, project work refers to a piece of work involving the careful study of a subject over a period that is done by the learner. It is an approach that involves learners identifying a real-world problem and engaging in hands-on learning to identify a solution. It is one of the best learner-centered techniques for learners' active participation in ELT classrooms.

Simulation. Simulation refers to the representation of real-life events organized in the language class. Simulation is a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality. Learners are given to play roles for which they do not necessarily be the dramatic talented students. Students feel in the real-life environment when they act.

Picture Strip Story. Many activities can be done with picture strip stories. In this technique, the teacher suggested one in their discussion of scrambled sentences. After observing the activity, one learner in a small group was given a strip story and that learner showed the first picture of the story to the other members of the group and asked them to predict what the second picture would look like (Freeman, 2000).

These kinds of techniques and activities empower the learners' thinking level and merely help their cognitive development. Based on the objectives of this study, a review of the theoretical literature on learner-centered techniques in terms of group work, problem-based learning, and project-based learning are given below:

Group Work

Group work is one of the important techniques to develop communicative aspects of language in students where the learners work in groups. Group work fosters cooperative activity in that the learners involve worked together to complete a task and the learners tend to participate more actively, they also have more chances to experiment with new things in groups (Harmer, 2007). Group work can be classified into four different categories, with short descriptions they are mentioned below:

The combining arrangement: This is an ideal arrangement for group work because it ensures the interests and participation of learners. Each group is provided with a piece of specific and essential information required for accomplishing the task. They work and interact with each other to complete the task by exchanging the information they possess.

The co-operating group arrangement: This is the most common kind of group work. In this group work, all learners have equal access to the same information. They share different views and perspectives on the given information and complete the required task.

The superior-inferior group arrangement: This is similar to traditional classroom teaching. It involves some learners with information given and others with no information given. The learners are given information turn by turn. Those who have information help others to complete the task.

The individual group arrangement: All learners have the same information but use a different part of it. They deal with the components of the task individually, and finally, they combine the work and present the outcomes of the task. This type of group work helps to build social relationships with others.

Problem-Based Learning Techniques

Problem-based learning technique plays a vital role in learner-centered techniques which use complex, real-world issues as the classroom's subject matter, encouraging learners to develop problem-solving skills and learn concepts instead of just absorbing facts (Leming, 2020). The focus moves away from the teacher and becomes focused on the student's interests and curiosity. The teacher becomes the guide on the side, responsible for providing an environment conducive to exploration, research, rich discussion, and discovery. This type of technique helps the learner to develop their critical thinking and communication skills as well as problem-solving abilities.

Project-Based Learning Techniques

Project-based learning refers to an approach that involves learners identifying a real-world problem and engaging in hands-on learning to identify a solution. The term project-based learning refers to the involvement of a group of students in completing a project to achieve deep understanding and therefore get different learning outcomes (Abdulkadir et al., 2019). It is one of the best learning techniques where learners work together with one another to achieve a shared goal. Project-based learning refers to an approach that involves learners identifying a real-world problem and engaging in hands-on learning to identify a solution (Pandey, 2025).

Characteristics of Learner-Centered Techniques. In learner-centered techniques, learners are active participants where they invent or assemble their own learning. Similarly, learners can work on various activities to their own needs and interests. They can work in collaboration with other learners. The teacher serves as a facilitator, involving learners in the learning process by listening and respecting each learner's point of view. In the same vein, teachers can encourage and motivate learners to discover their self-decision-making power in learner-centered techniques. Likewise, learner-centered techniques give interest and aspirations to the learners to allow learners to provide enough opportunities to be involved in communication, interaction, and discussion. The most important thing about learner-centered technique is that the teachers need to take advantage of children's natural curiosity in learning (Mohammed, 2022).

Importance of Learner-Centered Techniques. Learner-centered technique is a way of education focusing on the needs of the learners rather than those of others involved in the educational process, such as teachers and administrators. It is a technique that produces a learner-friendly environment in teaching-learning activities that plays a very important role by motivating learners to communicate with others and make the learners more active in acquiring knowledge and more aware of what they are doing and why they are doing it. Similarly, it makes the learners more interactive with each other and develops their practical skills to solve real-world problems (Pandey, 2025). Likewise, it motivates the learners to actively

participate and engage in their learning process and encourages them to think independently. In the same vein, learner-centered technique encourages learners to explore new ideas and information and helps them to make self-decisions.

In conclusion, learner-centered technique is one of the basic techniques, according to which there is a change from teaching to learning. Teaching is considered to be delivering knowledge, and learning implies the active participation of learners. In an ELT classroom, learner-centered techniques play a vital role.

Learner-centered technique is different from more traditional methods of teaching. It includes the individual students and what works best for them. We are looking forward to seeing educators create cooperative relationships with the student, as well as parents and administrators to supply any necessary backing to ensure success. Teachers can apply different strategies in classrooms such as cooperative learning groups, exploratory learning, reading groups, and many more (Pandey, 2025).

Learning-Centered Technique

This technique expresses the educational context of the learner. Learning-centered technique advocates to reinforce the effectiveness of the educational process (Billimoria & Wheeler, 1995). Learning-centered technique empowers skills of problem-solving, critical thinking, and communication of learners. Learning-centered technique is a pedagogical approach that is designed to shift the focus in the classroom from teaching to learning to improve student learning outcomes (Harpe et al., 2012). Some examples of learning-centered techniques are collaborative group learning both inside and outside the classroom, inquiry and discovery by learners and teachers together, and problem-based inquiry learning (Pandey, 2024).

Perception

Perception is humans' primary form of cognitive contact with the world around them (Efron, 1969). Perception is someone's ability to notice and understand things that are not obvious to other people. Perception is the organization, identification, and interpretation of sensory information to represent and understand the presented information or environment (Jain, 2021).

Human perceptions about one particular area have some sort of attachment to our attitudes and thoughts which is our value system. Perception can be defined as judgments that people make about themselves, and about others. It is the trust in something or somebody that someone holds. Perception is not only the passive receipt of signals, but it is also shaped by the recipient's learning, memory, expectation, and attention (Richard, 2023). In short, we can conclude that our background, education, knowledge, religion, and culture are some factors that influence how we perceive something. Teachers' perceptions have a greater effect than the teacher's knowledge on planning their lessons, on the types of decisions they adopt, and on classroom practice. If teachers can determine their learners' abilities, they will be able to choose and modify their behavior and educational choices appropriately. Teachers' beliefs identify their real behavior toward their learners (Education, 2017).

Methods of a Study

Research design is the road-map that the researcher decides to follow during the research journey to find out the answer of research questions as validly, objectively, accurately, and economically as possible. The study was based on a qualitative research design. Qualitative research explores and understands the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2009).

Participants of the Study

In this study, ten English teachers teaching the students of secondary level from five institutional and five community schools in Kathmandu district were the participants of this study. Out of them, 5 were male and five were females. Among them, two of the participants have 30 to 37 years of teaching experience and other participants have 8 to 21 years of experience. They were selected purposively. The reason behind the selection of teachers only from the secondary level is requirement for the data saturation. Before the interview, the researcher took the participants' consent for the interview and arranged the appointment. After receiving their consent, the researchers conducted a semi-structured interview.

Data Analysis and Interpretation Procedures

The researchers followed the thematic data analysis. Thematic analysis is typical in qualitative research. It emphasizes identifying, analyzing, and interpreting qualitative data patterns. According to Brawn and Clarke (2021), a thematic analysis comprises six steps, namely 1. familiarize yourself with your data, 2. assign preliminary codes and categories to the data to describe the content, 3. search for patterns or themes and sub-themes, 4. review themes and sub-themes, 5. define and name themes and 6. produce the report. According to this step, the researcher transcribed all the interview data verbatim and read them sincerely for clarity. After making sure that the data was correct then the researcher coded them. Later on, the codes developed into the themes to generate the meaning followed by interpretation and analysis of the themes.

Analysis and Interpretation of Data

Under this theme, it is concerned with the secondary-level English teachers' perceptions towards learner-centered techniques in ELT classrooms. To find out teachers' perceptions towards learner-centered techniques, the researcher interviewed 10 secondary-level English teachers. The data obtained from semi-structured interviews were presented, analyzed, and interpreted through this theme. According to participants' views, this theme was divided into two sub-themes, namely teachers' understanding towards learner-centered techniques and teaching English through learner-centered techniques.

Teachers' Understanding towards Techniques

Techniques mean a way, method, and strategy of teaching that can be implemented by the teacher while teaching. The term 'techniques' is used to refer to the activities that are used in the classroom to achieve the immediate goals of teaching and learning as guided by given methods and approaches (Sharma, 2012). It is an effective way to find out the understanding of participants towards learner-centered techniques. During the interview, participants were asked to share about techniques. In this regard, the first participant expressed *"Techniques mean ways of solving anything in easy and new ways"*.

From the above-mentioned statement, the researcher finds out that the participant understands techniques as a skillful way of instruction to solve problems or do something by using special skills in easy and new ways in the teaching-learning activities.

In the same way, Participant 2 responded that *"Techniques are the skills or ability that carry out a particular field to show the best performance scientifically"*.

From the above-mentioned data, the researcher finds out that the participant understands techniques as skills or abilities that carry out a particular task to show the best performance scientifically and artistically to achieve great outcomes in teaching- learning activities.

In the same vein, participant 3 said that *"Techniques are the methods which endeavor to teach children effectively and efficiently"*.

From the above-mentioned data, the researchers find out that the participant understands techniques as a

teaching method that the teacher uses while they are teaching children effectively and efficiently in their real classroom.

Similarly, participants 4 and 8 shared similar views that techniques are a way of getting things done easily. It is the most important part of the teaching-learning process. From their statements, the researcher finds out that learners get the concept of new things easily through the techniques.

Likewise, participants 5, 7, and 10 also shared similar views that techniques simply mean skills, methods, ability, and a way of carrying out a particular task. It is a skillful or efficient way of doing something.

Furthermore, participants 6 and 9 said that technique is a kind of different strategy or method that they apply while teaching or doing any skill-oriented task.

From the above-mentioned data, the researchers find out that all the teachers have the knowledge of techniques and they applied techniques in various ways. It is found that techniques simply mean skills, methods, ability, and influencing ways of teaching in the content of the lesson are called techniques. To increase student achievement in the classroom, techniques play an important role.

From the obtained data, the researcher concluded that technique is the way of teaching methods, skills, or abilities that can be implemented in classroom activities, it is clear that techniques play a vital role in effective teaching-learning activities.

Learning new things can sometimes be challenging, but several teaching techniques can assist students in the learning process. While teaching most of the teachers should follow learner-centered techniques such as activity-based techniques, project-based, problem-based, group work, learning by doing, visualization, cooperation, collaboration, and discussion methods. Learners are actively participating while the teacher applied the above-mentioned learner-centered techniques.

Teaching English Through Learner-Centered Techniques

English is not an easy job in the Nepali context because our learners come from different linguistic backgrounds and societies. English is a second language for them which is why the curriculum designer, experts, and teachers should recommend teaching techniques for learners' active participation in every classroom activity that is related to their subject matter. Regarding this theme, the researcher asked the participants to share their perception that they prefer teaching English through Learner-centered techniques.

During the interview, participants expressed the following perceptions towards teaching English through learner-centered techniques: participant 1 responded that *"I prefer teaching English through these teaching techniques to make understanding to subject matter and to make the learner citizen with ethics"*.

From the above mentioned response, the researcher finds out that the participant preferred teaching English through learner-centered techniques to gain a better understanding of the subject matter and to make the learner a good citizen with ethics because learner-centered techniques value the learner's interest first.

Similarly, participants 2 and 10 also shared a similar view that they preferred teaching English through this technique to make the teaching-learning process effective and strengthen learners' achievements.

From the above mentioned data, the researcher found that teachers preferred learner-centered techniques for learners' active participation and engagement in classroom activities.

In the same vein, participant 3 expressed that *"I prefer to teach English through these techniques as student-based learning methods and by using inductive theories"*.

From the aforementioned data, the researchers find out that teaching preferred learner-centered techniques as student-based methods along with inductive theory that gives the instruction practical rather than theoretical.

Similarly, participants 4 and 5 said that they preferred teaching English through learner-centered techniques because the learners could be able to complete their tasks easily on time and they were aware of the vague concept easily and their active participation in learning, exploring, and presentation.

From the aforementioned data, the researchers find out that teachers are positively preferring learner-centered techniques for learners' interactions, cooperation, and collaborations.

Likewise, participant 6 said, *"Though students hesitate to perform, engaging them in a group has always supported me while teaching. Therefore, I prefer this*

technique".

From the aforementioned statement, it can be said that she preferred and used learner-centered techniques while her students hesitated to perform in front of a large number of students as well as mass. During the interview, she also stated that learner-centered techniques are supported all the time, therefore she prefers these techniques with positive regard.

In the same vein, participants 7 and 8 said that they prefer teaching English by applying learner-centered techniques because teaching becomes easy, teaching becomes more creative, and students are more motivated towards the teaching items throughout the period to make the learning outcome more effective and to achieve the objectives of the curriculum. Both participants preferred these techniques for learners' great achievement in every classroom activity.

Likewise, Participant 9 expressed that *"Students from different diversity, age group, from the poor family background also showed they are interested in the classroom for using such techniques, they could be able to complete the task easily using the internet and other resources at their home too"*.

From the aforementioned data, the researchers concluded that learner-centered techniques play an important role in the learners' active participation and their better achievement.

After analyzing the aforementioned data of all the participants, the researcher concluded that all the teachers agree that while they apply learner-centered teaching techniques, teaching becomes easy, more creative, and more effective. The learner plays the role of an active agent and the teacher plays the role of facilitator in this technique. There seem challenges to implementing learner-centered techniques in the classroom however the entire participants preferred the learner-centered technique for teaching English. They also said that learner-centered techniques not only help the learners' educational progress but also help the learners' social, emotional, and psychological growth and development.

Uses of Learner-Centered Techniques

The learner-centered technique helps the learner fully participate in the teaching-learning activity. Several learner-friendly teaching techniques fall under learner-centered techniques like group work-based learning, problem-based learning, and project-based learning which helps the learner self-exploration towards the subject matter. This is the 21st century where learners are seeking new ways to learn new things rather than traditional ones. Regarding this theme, the participants were asked questions to speak about the methods that fall under the learner-centered techniques and their uses of learner-centered techniques in their real classroom. During the interview, a variety of answers were given by different participants they were divided into various sub-themes which are mentioned as follows:

Group Work

Group work is a technique in which fairly promoted in classroom interaction because it helps the learner to participate individually, and actively and perform well. Most of the participants said that group work is a technique in which various activities can be performed in groups such as drill activities, role-play activities, problem-solving, and decision-making activities. Regarding this theme, the participants were asked to speak about the methods that fall under the learner-centered techniques. During the interview, participant 3 expressed that *“Group work, role play, and project work fall under the learner-centered techniques because such activities escalate to the students to be aware of various subjects, can be easily understood on various topic and applied in various ways, etc. Such activities assist learners to keep their memories active and spontaneous”*.

From the above mentioned data, the researchers concluded that the participant agrees that group work, role play, project work, and pair work are some of the most important techniques that help learners to be aware of various subjects and focus on the active participation of the learner in classroom activities.

Role Play

Role play is one of the best methods of learner-centered techniques. Role play is a drama-like activity in which students take the roles of different participants in a situation and act out what might typically happen in that situation. Most of the participants use role-play techniques in their classroom because it focus on the learning process of the learner and they get a chance to express their ideas, emotions, and feelings in their own way where they explore more. During the interview participant 9 expressed that *“I think these techniques fall under the learner-centered techniques because as a teacher he/she should be like a facilitator and during learning activities students should be involved and they should do some tasks in the group and playing a role of the certain character”*.

From the data, the researchers concluded that role-play techniques help in the active learning of learners and their full participation. Role play encourages the learner to be engaged in different activities and develops learner autonomy.

After analyzing the aforementioned data from Participant 9 and all of the rest participants, the researcher concluded that all of the participants were familiar with the term learner-centered techniques. The learners may get maximum opportunities for being involved that are suitable to their characteristics, such as age, gender, motivation, and personality.

Project-Based Learning Techniques

Project work-based learning technique is a very important learner-centered technique that focuses on real-world subject matter rather than hypothetical one. The project work involves the learners exploring critical thinking, to develop problem- solving skills. The term project-based learning refers to the involvement of a group of students in completing a project to achieve deep understanding and therefore get different learning outcomes (Abdulkadir et al., 2019). During the interview participant 4 expressed that *“Project work falls under the learner-centered technique because each and every child can be involved and explore”*.

From this statement, the researchers find out that every learner is born with his/her uniqueness which is why they should get the maximum opportunities to explore new and innovative things.

After analyzing the above mentioned data, the researcher concluded that group work, role play, and project work fall under the learner-centered techniques. A positive relationship between the teacher and students can lead to a positive learning environment, where students feel safe and respected and are more likely to engage in active learning and achieve academic success. The entire participants follow the teaching techniques that are related to learner-centered techniques that help the learners' educational growth and

development. All of the participants encourage the learner to participate in every classroom activity. The researcher found that participants were less discussed the new trends of learner-centered techniques such as problem-based learning in their classroom due to limitation of time, large number of students, and inadequate resource materials.

Implementation of Learner-Centered Techniques

Implementation is the practice of a plan, method, and design for doing something. Implementation of learner-centered techniques can influence curriculum design by allowing teachers to incorporate more interactive and communicative activities. It is one of the most effective ways to help learners develop the skills required for independent problem-solving and lifelong learning. In this modern age every school's curriculum, not only secondary level every level teacher should follow and implement learner-centered techniques for learners' active participation. Learner-centered techniques provide enough opportunities to implement the new innovative instructional material, subject matters to increase learner achievement in the classroom. This technique focuses on learners' needs and interests. The teacher allows the learner to explore their interest, and collaborate with their friends, and helps them to develop problem-solving skills and critical thinking.

There are various types of learners-centered techniques that teachers apply in their English language teaching classroom. Visualization, cooperation, and collaboration became the new practice of learner-centered techniques. Based on the theme, the researcher asked to participants to speak about how they implement learner-centered techniques in the classroom including the roles of learners, improvements, and benefits. The data obtained from interviews were presented in this theme. This theme was divided into 3 sub-themes, which are mentioned as follows:

Role of the Learner

Learner-centered techniques transfer the focus of the activity from the teacher to the learners. In this technique learners solve their problems own like questions answer, formulating questions of their own, discussing, explaining, debating, or brainstorming during their class. Every teacher respects the thoughts and values of every learner. Based on this theme, the researcher asked the participants to speak about the role of the learner while using learner-centered techniques in their classroom. Regarding this, different types of the answer given by the different participants, are as follows:

Participant 1 expressed that *"Students have a main role while using learner-centered techniques they are the active agents of classroom activity and they solve the problems, answer the questions, explain, discuss the topic own, etc. are the role of the learner while I am using learner-centered techniques in my classroom"*.

From the aforementioned data, the researchers find out that learners play the main role while the teacher uses learner-centered techniques in his classroom. He also states that learners are active agents of classroom activities and they solve their problems own by explaining, discussing, and answering questions.

Similarly, participant 2 said *"The role of the learner is vital who is directly involved in the classroom activities. In explanation, collaboration, and presentation-based learning the learners' Role is active participants in my classroom"*.

From the above mentioned extract, the researchers find out that the role of the learner is active participation in explanation, collaboration, and presentation while the participant uses learner-centered techniques in the classroom.

Likewise, participant 3 expressed that *"Active agents in class discussion, pair work, group work, doing exercises are the roles of learners while using learner-centered techniques"*.

From the abovementioned data, the researcher finds out that participants are using and implementing learner-centered techniques in his classrooms and the learners get benefit from this technique.

In the same way, teacher 4 said that learners have to show their enthusiasm, dedication, and involvement while using learner-centered techniques.

Similarly, Teacher 5 also said that the learner is a master of his learning. So, he/she should be actively focused, able to participate in term discussions, and formulate the questions themselves. The researcher finds out that teachers are creating a learner-friendly environment to develop the learners' critical thinking.

In the same way, participant 6 expressed that *"They are all the active participator, explorer, experimenter, and doer who always learn by doing"*.

From the abovementioned extracts, the researchers find out that learners are active participators, explorers, experimenters, and doers who always learn by doing while the participant implements learner-centered techniques in her classroom.

Likewise, participant 7 said that the learner role would be active, innovative, enthusiastic, inspired, research-oriented, and so on while using learner-centered techniques in his classroom.

Furthermore, participant 8 expressed that *"The roles of the learner while using learner-centered techniques in my classroom is listen carefully and do, be ready to*

take part, remain motivated towards teachers' instructions".

From the aforementioned data, the researchers find out that the participant is implementing learner-centered techniques in his classrooms and the learners get benefit from this technique.

Similarly, participants 9 and 10 also shared the same view that the learner became active and motivated in learner-centered techniques. The learners help the teacher to have a discussion together to make the classroom live and have to play the key role or leading role while using learner-centered techniques in the classroom.

From the abovementioned data, the researchers concluded that in learner- centered techniques, the learner plays the active role and the teacher plays the role as a facilitator. Learners bring their knowledge, past experiences, education, and ideas through different types of activities like role play, dramatization, projects, group work, class discussion, question answers, and so on. All the participants said that when they implement learner-centered techniques, the learners become more active and all participate in a classroom activity which is why teachers prefer learner- centered techniques in their classrooms rather than teacher-centered techniques.

Benefits of teachers' techniques

Based on the theme, the researcher asked to participants to speak about the benefits of using learner-centered techniques in their classroom. Regarding this, participant 1 said that *"Learners can improve participation, understand subject matter easily, and develop problem-solving skills through this technique"*.

From the above mentioned data, the researchers find out that learners could be able to understand subject matter easily and develop their problem-solving abilities through these techniques.

Similarly, participants 2 and 3 said that while they are using learner-centered techniques helps to make teaching-learning activities effective and builds the self- confidence level of learners to participate in classroom activities learners can easily understand by activity, and they can give answers easily without

any hesitation. They take the benefit of using learner-centered techniques in the classroom.

Likewise, participant 4 expressed that *“Learners can learn effectively. They can show much more interest while learning. I take as benefits of this type of learners’ behavior while I am teaching using learner-centered techniques”*.

From the abovementioned extract, the researchers find out that learners are showing much more interest in learning while the participant using this technique.

In the same vein, participant 5 stated that *“Learner-centered techniques make the learners active, cautious, and creative, and even help them to find solutions to their problems. I found these types of benefits while I am teaching in my classroom using learner-centered techniques”*.

From the abovementioned data, the researchers find out that the participant uses learner-centered techniques to make the learner more active and creative in the teaching-learning activities.

In the same way, participant 6 expressed *“I have experienced that learner- centered techniques help in students’ active participation in the classroom. They get a chance to learn from their colleagues. In the meantime, they also enhance all language skills. After all, learning a language is all about using it appropriately in a context. I always prefer learner-centered techniques”*.

From the abovementioned data, the researcher finds out that teachers are taking benefits from learner-centered techniques in various ways. It makes the learners active, creative, and cautious and helps the learner to find out the solution to their problem.

Likewise, participant 7 said that there are many types of benefits of using learner-centered techniques in his classroom like more motivation, learning becomes fun, the classroom becomes a place of interest, and teacher-student relation is far better.

Similarly, participant 8 expressed that *“In my classroom, while I am teaching the learners using learner-centered techniques student seems to be active, learning outcome would be high, and the learned skill would be unforgettable”*.

From this data, the researchers find out that learner-centered techniques help to build a good relationship between teacher and learner. Learning becomes fun and motivating, and the classroom becomes a place of interest when there is a mutual relationship between the learner and teacher.

Likewise, participant 9 said that in her classroom, the benefits of using learner-centered techniques reduce monotonous among students, and the students became happy and curious to learn as they are as their age, group, and from different diversity.

Finally, participant 10 expressed that *“The major benefits are goal-oriented. Students are geared to achieve the goal by using learner-centered techniques in my classroom”*.

From the abovementioned data, the researchers concluded that learner-centered techniques are one of the best techniques that promote the learner’s active participation in several classroom activities like discussion, collaboration, explanation, project, role play group work, and dramatization without any hesitation. All of the participants found the benefits of using learner-centered techniques while they were teaching in their classrooms. Most of the participants prefer this type of technique to reduce monotonousness among students and accept their age, group, race, culture, talent, and different types of diversity in their society. Research says that in the upcoming days, the teacher of English language teaching should apply this technique for learners’ educational growth as well as physical and psychological growth. Because if the psychological health is stable, the learners gain knowledge easily.

Learner's Improvement

In learner-centered techniques, all the participants are equally treated. Not all learners don't have the same types of learning abilities. That's why the teacher should be smart. The teacher should be the learners' friend, teacher, mentor, facilitator as well as a psychologist as per demand and his role is to find out the learners' capabilities. Based on the theme, participants were asked to speak about whether there are any improvements in learners' learning achievement after using learner-centered techniques or not. Regarding this, participant 1 said, *"Yes, there are some improvements after using learner-centered teaching techniques"*.

From the abovementioned statement, the researchers find out that learner-centered techniques promote learner improvements. Similarly, participant 2 also said that learners actively participate so it is more effective. Likewise, participant 3 said that there seemed many improvements in learners when applying learner-centered techniques such as retaining, memorization, energy, tackle with a conversation on confabulation done by the learners themselves. Likewise, participant 4 stated that *"Yes, definitely satisfactory improvements in learner's achievement after using learner-centered teaching techniques"*.

From the abovementioned response, the researcher finds out that learners are being motivated after using learner-centered techniques in their classrooms so there seem their improvements.

Similarly, participant 5 also expressed *"Yes, there are improvements."*

Students started participating in active learning, they started searching solutions to the problem, even the students who were a bit passive, and some changes were seen in them".

From the abovementioned data, the researchers find out that the learner-centered technique plays a positive role that promoting learner participation for effective learning. The learner can spend time for analyzing and solving problems for themselves in this technique. In the same vein, all of the remaining teachers also stated that they see learners' improvement, and positive achievement in their classrooms after using learner-centered techniques. They also said that learning becomes automated, and more conceptualization, and learners learn independently too without any pressure with the help of learner-centered techniques.

From the abovementioned data, the researcher finds out that the learner-centered technique plays a positive role that promoting learner participation for effective learning. The learner can spend time for analyzing and solving problems for themselves in this technique. The entire participants followed learner-centered teaching techniques and they said that they found learners improved even from passive learners too while they were using these types of techniques. They prefer learner-centered techniques for effective teaching and learning activities.

The researchers concluded that not only secondary-level teachers but every level's teacher should follow and implement learner-centered techniques for learners' active participation because learner-centered techniques respect the value of every learner and their abilities. The entire participants of this study followed and implemented learner-centered techniques by using different types of activities like stage presentation, role play, group work, theme presentation, activity-based exercises, dramatization through the internet, and using local resources too. The researcher suggests that every school should implement and allow these types of techniques to develop learner creativity by providing enough time to create new things through project works, classroom, and homework assignment options, as well as allowing students to design their seating arrangements.

Teachers ' Challenges for Learner-Centered Techniques

Challenge refers to a call to someone to participate competitive situation to decide who is superior in terms of ability. The challenge is something that needs great mental or physical effort to be done successfully

and therefore tests a person's ability. Learner-centered techniques offer many types of benefits to the learners but they also present many challenges to the learners and teachers. Learner-centered techniques are a mainly self-directed, project-based, problem-based, and presentation-based technique that creates learners' creative thinking and explore their ideas. Based on the theme, the researcher asked to participants to speak about the challenges they have faced while implementing learner-centered techniques in their classroom. Regarding this, participant 2 said, *"Lack of teaching materials, space, classrooms may be noisy and time limits are the main challenges I have faced while implementing learner- centered techniques in my classroom"*.

According to the participants' statements, during semi-structured interviews, this theme was divided into 3 sub-themes. They are as follows:

Limitation of Time

During the interview, most of the participants said that time limitation is the main challenge they have faced while implementing learner-centered techniques. (Pathak, 2011), also stated in her research that time boundaries are the main challenge that the participants face while they are implementing learner-centered techniques.

During the interview, participants also said that if there is a limitation of time, it may not give good results, and the classroom becomes noisy surroundings. From the data, the researcher concluded that there is not implemented learner-centered technique properly because of the time limitation.

Inadequate Instructional Materials

Most of the participants said that all the learners do not actively participate in the teaching-learning activities because of the insufficient instructional material they have been provided by the school. Regarding this, participant 10 stated that *"There are many challenges such as inactive students, lack of resources, and so on"*.

From the aforementioned data, the researchers find out that inadequate resources, some of the participants couldn't apply learner-centered techniques fully in their classroom.

A Large Number of Students

During the interview, most of the participants from community schools said that a large number of students is one of the main challenges while implementing learner-centered techniques in their classrooms. Regarding this, participant 5 said, *"While implementing learner-centered techniques, I have felt a little bit of difficulty in the case of students who are a bit introvert, who don't want to express themselves, who are not comfortable with friend circle"*.

From the aforementioned data, the researchers find out that the learner- centered technique is not an effective teaching technique for introverted students who don't want to express themselves and it is difficult to break their comfort zone.

Similarly, participant 8 said, *"Congested accommodations into the classroom, poor educational background of the students, time limits, and so on are the challenges while implementing learner-centered techniques in my classroom"*.

From the aforementioned data, the researchers concluded that a large number of students can also be challenged by learner-centered techniques. If there are several learners, sometimes they feel discomfort with the group. They also said that while implementing learner-centered techniques, class sometimes seems to be noisy, the learning process becomes slow, and some students do not take part.

Likewise, participant 9 said that there is full of students, more than 85 students in a class. So, she felt a little bit obstacle to tackling the class and the class became noisy while she implemented this technique in her classroom.

From the above mentioned data, the researcher finds out that there are many challenges while implementing learner-centered techniques in the classroom. Because of the large number of students, time limit, classroom size, and inadequate resources some of the participants couldn't apply learner-centered techniques fully in their classroom but there was no doubt a few learner-centered techniques were commonly adopted by almost all teachers who were involved in my study. These techniques were task, discussion, role play, dramatization, stage presentation, open-ended questions, and group work.

Findings

This research targeted to explore the secondary-level English teachers' perceptions towards learner-centered techniques in ELT classrooms. The researcher selected five institutional schools and five community schools and collected data from the teachers teaching there at the secondary level. The data were collected with the help of the semi-structured interview and interpreted by qualitative design. Based on analysis and interpretation, the following findings have been listed:

Most of the teachers from both institutional and community schools believed that learner-centered techniques were the most effective teaching techniques in the present era and it is one of the learner-friendly techniques that help the learner actively engage in teaching-learning activities in English language teaching classrooms. Based on the theme, it was found that most of the teachers believed that the teacher should play the role of a facilitator while applying learner-centered techniques and the learner should play the role of an active agent. Likewise, most of the teachers from both types of schools believed that learner-centered techniques help the learners to build their self-confidence level, assist in keeping their memories active, make effective teaching-learning activities, and so on. Similarly, most of the teachers from both types of schools believed that learner-centered techniques provide maximum opportunity to the learners in the classroom activities in the English language teaching classroom.

In the same vein, it was found that all the teachers believed that learner-centered techniques play a vital role in teaching activities that help the learners' active participation in learning and most of the participants said that learner-centered techniques not only help the learners' educational progress but also help the learners' social, emotional, and psychological growth and development.

Similarly, it was found that teachers were positive that learner-centered techniques promote learners' participation in language classrooms. Finally, it was found that all the participants from both types of schools had positive views towards the learner-centered techniques.

Regarding the use of learner-centered techniques, Teachers from both institutional and community schools use different types of learner-centered techniques to motivate learners in their teaching. They used different materials, tools, and teaching techniques according to the situation and nature of the class. Based on the theme, it was found that teachers from both types of schools were used in different types of classroom activities such as role-play, group work, presentations, explanations, brainstorming for new things, explorations, dramatization, simulation, discussion, and collaboration. Similarly, it was found that all of the teachers were familiar with the term learner-centered techniques and it was found that most of the teachers from both types of schools used role play and group work techniques as preferable techniques of learner-centered techniques for engaging learners actively in the classroom. In the same vein, it was found that the learners may get maximum opportunities for being involved that are suitable to their characteristics such as age, gender, motivation, and personality. Finally, it was found that different types of learner-centered techniques focus on the learners' achievements.

Similarly, teachers from both institutional and community schools implemented learner-centered teaching

techniques to motivate learners in their teaching. Based on the theme, it was found that the learners play the active role and the teachers play the role of a facilitator while implementing learner-centered techniques. Similarly, all the participants from both types of schools said that when they implemented learner-centered techniques, the learners became more active and all participated in a classroom activity. In the same vein, it was found that teachers are taking benefits from learner-centered techniques in various ways but they are not implementing the new trend of learner-centered techniques properly while they are doing teaching-learning activities like problem-based learning techniques. In the same way, it was found that learner-centered techniques help to build good relationships between teachers and learners and most of the teachers believed that learner-centered techniques involve interactions in language classes because this technique's priority was learners in the class. Likewise, it was found that most of the teachers from both schools were creating learner-friendly environments to develop the learners' critical thinking. Moreover, it was found that the learners can spend time for analyzing and solving problems for themselves while implementing learner-centered techniques and most of the participants found that the learners improved even from passive learners too while they implemented learner-centered techniques. Similarly, it was found that by implementing learner-centered techniques, there is the potential to provide the learners with a better opportunity to achieve academic success.

Likewise, it was found that some of the teachers of community schools were not able to implement properly learner-centered techniques because of the large number of students, time limitations, lack of instructional materials, and passive learners too however, they prefer these techniques for upcoming days. Finally, the participants overall, advocate that collaborative and cooperative practices of learner-centered and learning-centered techniques to raise learners' awareness of their active role.

And inadequate teaching materials, space, and time limits are the main challenges that some participants face while implementing learner-centered techniques in their classrooms. Based on the theme, it was found that some of the teachers were not able to implement properly learner-centered techniques in their classrooms due to time limitations. According to the selected school of my research study, only 40 minutes were provided to teach per period in Institutional schools and 45 minutes were provided to teach per period in Community schools as there are 8 subjects in one class and they need to teach accordingly. So, it was found that only 40/45 minutes were insufficient to implement learner-centered techniques properly. In the same vein, it was also found that learner-centered techniques are dependent on the availability of instruction materials and resources because some of the participants from community schools couldn't apply learner-centered techniques properly in their classrooms due to the unavailable sufficient resources and materials. Similarly, it was found that a large number of students can also be challenged by learner-centered techniques.

CONCLUSION

This research entitled 'Teachers' Perceptions Towards Learner-Centered Techniques in ELT Classroom' was carried out to identify the secondary-level English teachers' perceptions towards learner-centered techniques in ELT classrooms in terms of group work, problem-based learning, and project-based learning. To meet the objectives of this research study, ten English language teachers of secondary level were selected as a sample for this study by using purposive sampling. The researcher used a qualitative research design. The researcher used the open-ended semi-structured interview to obtain the required data. The participants were selected purposively from Five institutional schools and five community schools located in the Kathmandu district. The data was analyzed thematically. After analysis and interpretation of the data, it can be concluded that exploring the perceptions of teachers towards learner-centered techniques in ELT classrooms is crucial. It is not an easy task to understand others' beliefs, views, and perceptions towards a particular topic. The majority of the teachers understand the value of learner-centered techniques, which they are implementing and preferring for incoming days for effective teaching-learning activities. All the participants perceived the learner-centered techniques as a positive way of teaching that promotes the learners' engagement in the ELT classroom.

The teacher uses different learner-centered techniques for example group work, presentation, project work, answering the questions, role play, dramatization, game-based learning, and fun tasks in the classroom to encourage the learners' active participation in the classroom positively. Teachers can arouse the interest of learners by using relevant teaching materials, making learning fun and stimulating, creating learner autonomy, providing motivational feedback, and offering rewards with proper administrative support in the classroom. Though learner-centered techniques are essential for activating the learners, teachers also play crucial roles such as facilitator, helper, mentor, counselor, resources person, situation creator, and so on.

To conclude, the study results express that almost all the respondent teachers are in the favor of unquestionable importance of learner-centered techniques. Most of the teachers said that learner-centered techniques not only help the learners' educational progress but also help the learners' social, emotional, and psychological growth and development though some challenges hinder implementing learner-centered techniques in ELT classrooms such as limitation of time, a large number of students, inadequate resources materials. Learning goals can be achieved only when the learners actively participate in teaching-learning activities. The challenges can be removed from the joint effort of policymakers, government, teachers, principals, parents, school administrators, and overall stakeholders. Finally, it can be concluded that the majority of the teachers understand the value of learner-centered techniques for effective teaching. They apply learner-centered techniques in classroom activities and they perceive the learner-centered techniques as a positive way of teaching that promotes the learners' engagement in the ELT classroom. The researcher's new insight into this study is that 'participate, discuss, interact, share, and create' make the learners more active and if such activities are done every class and school becomes a temple of learning.

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