

An Implementation of Learner-Centered- Classroom : A Comprehensive Study Based on the Secondary ESL Classrooms in Thenmaradchi zone

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This study discusses the implementation of learner-centered classroom, especially in the aspect role of teachers & students. This qualitative descriptive study aims to describe the implementation of learner-centered teaching by the English teacher in the classroom and the English teacher's barriers to implement learner-centered teaching in the classroom. In particular five school teachers in different status of schools (National/Urban, Rural/1AB) were analyzed by doing classroom observation and Discussion. The researcher interviewed them to support the data in order to describe teachers' barriers in implementing learner-centered teaching. Based on the findings and the discussion, the teachers used group discussion, games, role play as the main activities to implement learner-centered teaching. The teachers asked the students to memorizing and answer question, also There is no room for peer interaction. When the researcher asked to define the L-C-C, their perspective is conducting games, group activities and Role play were the main activity. It indicates that the teachers are not always implementing learner-centered teaching in every aspect. There are several barriers that are found by the researcher, which are lack of knowledge about learner-centered teaching, the situation in reality is not same as lesson plan, how to handle the difference students' personalities and capabilities. From this study, it is expected that the ESL teachers have to implement L-C-C to develop students Autonomy and speaking fluency.

Keywords: Learner-centered teaching, Teacher's role, Implementation, Students autonomy, Barriers in implementing L-C-C