

**EXPLORING THE IMPACT OF THE TEACHER-CENTERED APPROACH ON THE
TEACHING AND LEARNING OF READING COMPREHENSION IN SECONDARY
SCHOOLS IN UGANDA—A CASE STUDY OF MAMA KEVINA SECONDARY
SCHOOL, TORORO**

Submitted for approval

By

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Statement of Declaration:

I declare that this research proposal is my original work, and its contents have not partially or wholly been presented for an academic award by any person in any University or Institution of Higher Learning.

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Endorsement by the Supervisor

This research proposal has been prepared under my supervision upon appointment by Busitema University.

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Abstract:

Reading comprehension involves the ability to interact with written texts and understanding or creating meaning out of them. English language largely depends on the learner's ability to read and comprehend texts given to them by their teachers. However, it is notable that, while teaching reading comprehension, the teaching approach used in instruction largely affects the learner's ability to learn reading comprehension. In Uganda, particularly, the teacher-centered approach has been largely employed in teaching and learning generally, and this has both positive and negative impacts on the learner's ability to develop reading comprehension skills. This proposed research therefore seeks to assess the impact of the teacher-centered approach on the teaching and learning of reading comprehension in secondary schools in Uganda. The case study will employ a general review and situational analysis of how the teacher-centered approach employed in teaching and learning reading comprehension affects the learner's ability to develop the comprehension skills in Mama Kevina Secondary School, Tororo.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter the background of the study, problem statement, research questions, and objectives, significance of the study, and the context of the study and the definition of key terms will be discussed.

1.1 Background of the study

Reading, according to Oriogu *et al* (2017), is a fundamental process of learning, which is the practice of comprehending and acquiring knowledge for personal growth and development. They add that it is an essential process that aids the conception of thoughts and knowledge. Comprehension, on the other hand, according to Alghonaim (2020) is considered as the essence of reading, as it accounts for the process that supports effective extraction of meaning from a written passage.

The practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students (Alfallaj, 2017), however, many studies have shown that teachers do not effectively use learner-centered techniques in teaching reading comprehension in secondary, as they fully use the teacher-centred method of delivery.

According to Dollard and Christensen (1996), the teacher-centred method, which is the traditional and eventually becoming instinct, emphasize(-ed) the teacher's full control over the class, and students' involvement in the class depends on the teacher's allocation. To help the teacher maintain control over his students, instructional methods that promote a focus on the teacher are frequently used, such as lectures, guided discussions, demonstrations and "cookbook" labs (Edwards, 2004).

In the behavioural approaches of learning in Brophy (1999), the teacher-centred method is used to bring students' behaviour under stimulus control. However, these approaches are considered to be consistent with traditional methods of instruction, which greatly hinders teaching and learning. In Akyol *et al* (2014), students are able to perform well academically, but they face a lot reading challenges due to the inappropriate methods of teaching reading comprehension employed by their

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