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Use of Learner-Centred Pedagogy in Enhancing Students' Communication in English Language in Public Secondary Schools in Moshi Municipality Tanzania: Challenges and Remedies

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Abstract

This study aims to investigate the use of Learner-Centered Pedagogy on Enhancing Student's Communication in English Language in Public Secondary Schools in Moshi Municipality. This study focused on the challenges and possible solutions regarding the techniques used in enhancing secondary school students' communication in English language learning. The study employed a convergent design under a mixed-methods research approach, guided by the Stephen Krashen's Input Hypothesis theory in the year 1982. Target population comprised of 15 public secondary schools, 15 heads of schools, 43 English language teachers, 2,023 Form four students and 1 Municipal Secondary Education Officer (MSEO). Simple random, direct inclusion and stratified random used to select 5 public secondary schools, 5 heads of schools, 43 English teachers, 202 form four students and 1 Municipal Secondary Education Officer. Quantitative data was collected through questionnaires, while qualitative data was collected through interviews guide. Pilot study was

conducted in one public secondary school that was not part of the main study. The reliability of quantitative research instruments was established through Cronbach Alpha Coefficient for Likert-type items while the trustworthiness of qualitative instruments was ensured through triangulation and peer debriefing. Quantitative data was analyzed using descriptive statistics into frequencies, percentages, and mean. The qualitative data was analyzed by thematically. Findings indicate that while learner-centered pedagogy is valued for enhancing English communication, its effective implementation requires addressing key challenges through targeted strategies and support. Challenges were large class size, limited learning resources, inadequate in-service teacher education, reluctant from teachers and delayed adoption to learner centered pedagogies. The proposed remedies were regular in-service teacher education, improved learning resources, creation of manageable class size, adoption of communicative teaching techniques and promoting collaborative learning strategies.

Keywords: Learner-Centered Pedagogy, English Language, Students' Communication, Challenges, Remedies

Introduction

Language is a fundamental aspect of human life, enabling individuals to communicate thoughts, ideas, and emotions through sounds, symbols, or gestures, and reflecting culture, identity, and societal values (Gelişli, 2021) ^[9]. In education, language plays a critical role in knowledge transmission, learning, and cultural preservation. English, as a global lingua franca spoken by over 1.5 billion people, dominates business, science, technology, and education, bridging cultural and regional gaps (Mikasa, 2022). However, its widespread use in education can marginalize non-fluent speakers, limiting access to quality learning and inclusivity (Conto *et al.*, 2021) ^[5].

The evolution of English into a global language underscores both its widespread influence and the challenges of accessibility, with only about 400 million native speakers worldwide (Finders *et al.*, 2023) ^[8]. Its dominance in academia, technical fields, and international communication necessitates effective instructional approaches. Traditional teacher-centered methods, however, often hinder active learning and language development, highlighting the need for learner-centered pedagogy (Mering, 2022). This approach emphasizes student engagement, collaboration, and critical thinking, drawing on constructivist theories by Piaget and Vygotsky, as well as Dewey's principles of experiential learning (Warsah *et al.*, 2021).

In Tanzania, learner-centered pedagogy (LCP) has been adopted in public secondary schools since the late 1990s, following global initiatives such as the Education for All (EFA) movement and the Sustainable Development Goals (SDGs) (Sakata *et al.*, 2021^[28]; Hossain, 2022; UNDP, 2014). LCP aims to improve English proficiency and student engagement, yet its implementation faces challenges including large class sizes, insufficient resources, inadequate teacher training, and limited institutional support. To address these barriers, strategies such as targeted professional development, resource provision, and supportive school environments have been recommended to enhance the effectiveness of learner-centered approaches and improve students' communication skills in English (UNESCO, 2015).

Research Questions

1. What are the challenges English Teachers face when teaching English language through learner-centered pedagogy to improve students' communication in Public Secondary Schools?
2. What are possible solutions to English teachers when they teach through learner-centered pedagogy to improve students' communication in Public Secondary Schools?

Literature Review

A study by Reigeluth and Aslan (2020)^[35] examined challenges of Learner-centred Education in the United States of America. The study employed a qualitative case study design to explore the implementation of learner-centred pedagogy at the Minnesota New Country School (MNCS), a public charter school in the USA. The sample included Grades 6–12 students, school administrators, and teachers, selected to assess diverse perspectives. The study identified several key challenges, including students' difficulties in transitioning to self-directed learning, advisers' limited time to manage multiple student projects, and inconsistencies in grading practices, underscoring the complexities of adopting learner-centred approaches in secondary education. To address the potential oversight of qualitative insights, the current study adopted a mixed-methods approach, giving equal importance to both quantitative and qualitative data.

Moradi *et al* (2020)^[36] did a study on Impediments to learner-centred Education in EFL Settings. The study employed a qualitative design to explore challenges in implementing learner-centred pedagogy in Iranian secondary schools. The sample included English language teachers and administrators, selected through purposive sampling to capture diverse perspectives. The findings revealed significant barriers, including limited resources, teachers' reliance on traditional methods, and the lack of understanding of LCP concepts, insufficient training, and low teacher motivation. Additionally, parental resistance to learner-centred approaches further impeded effective implementation. Therefore, the current study involved a larger sample of participants primarily students who were well-positioned to provide valuable insights into learner-centred pedagogy.

In another study, Ansari *et al* (2021)^[37] determined challenges in EFL classrooms in Pakistan. The study utilized a qualitative design to examine difficulties facing teachers in implementing learner-centred pedagogy. The sample comprised EFL teachers from various secondary schools,

selected to provide a comprehensive perspective on classroom practices. The findings indicated that large class sizes, insufficient resources, and the persistence of traditional teaching methods significantly impeded the adoption of learner-centred strategies in Pakistani EFL classrooms.

Gabriel (2022)^[38] did a study on the Assessment of the Implementation of Learner-centred Teaching Approaches in Secondary Schools in Kibondo Tanzania. The study employed a qualitative design to explore challenges in adopting learner-centred methods targeting secondary school teachers and students in Kibondo District, and used interviews and observations to collect data. Study findings revealed that teachers face significant challenges, including large class sizes, the lack of student readiness, language barriers, inadequate training, poor student participation, limited instructional resources, and heavy workloads due to teacher shortages, all of which hinder effective implementation of learner-centred pedagogy. The current study employed a mixed methods approach to gather comprehensive data from both quantitative and qualitative perspectives. Multiple data collection instruments, such as questionnaires, were used to obtain in depth information from the participants.

Semali (2022) conducted a study on Teaching and Learning Challenges in Implementing Learner-Centred Pedagogy in Secondary Schools in Longido District, Tanzania. The researcher employed a mixed-methods design that included questionnaires and interviews. The study targeted 1,381 respondents, from which 100 participants were sampled, comprising 70 students, 17 English teachers, and 13 school administrators. Using purposive, random, and stratified sampling, the study aimed to explore challenges in implementing learner-centred pedagogy, focusing on resource constraints, teacher proficiency gaps, and student disengagement. While the sampling strategy captured diverse perspectives, the study's small sample size limited generalizability. Additionally, the emphasis on qualitative data introduced potential bias, and more practical, evidence based solutions to the identified challenges could have been provided.

Solutions to English Teachers' Challenges in Using Learner Centred Pedagogy for Improving Students' Communicative Abilities

Weddle, *et al* (2022)^[40] did a study on Professional Learning for Secondary Teachers of English Learners in an Urban School District. The study employed a qualitative design involving 49 in-depth interviews with district leaders and staff from nine secondary schools in the United States to examine the support systems available to English teachers using learner-centred pedagogy to enhance students' communication skills. The findings revealed that insufficient structural and financial support, the lack of EL-focused professional development, and a limited understanding of EL students' backgrounds hindered effective communicative instruction. However, schools with proactive leaders who prioritized EL-focused training were more successful in creating supportive environments for teachers to effectively implement learner-centred strategies. Therefore, the current study employed a mixed method which provided enough information on teaching using learner centred pedagogy to improve student's communication skills.

Bremner (2021) ^[41] conducted a study on, *what is Learner-Centred Education? A Quantitative Study of English Language Teachers' Perspectives in United Kingdom*. The study employed a quantitative survey design, gathering responses from 248 English language teachers across various educational levels in the UK. The study aimed to explore teachers' understanding and implementation of learner-centred education (LCE) in their classrooms. Findings revealed that while teachers broadly supported LCE principles, their interpretations varied, with emphasis on aspects such as active participation and interaction. The study underscores the need for comprehensive professional development to align teachers' perceptions with effective LCE practices, thereby enhancing students' communication skills in public secondary schools. The current study filled the gap by using mixed methods that allowed the collection of data from different sources and sample were collected from different participants such as students and the head teachers.

Adnyani (2021) did a study on *Teacher's Problems and Solutions in Implementing Student-Centred Learning in SMAN Bali Mandara Singaraja*. This qualitative descriptive research focused on English teacher at a public secondary school in Bali in Asia. The study identified several challenges in implementing learner-centred pedagogy, including student-related issues, teacher-related factors, and inadequate learning facilities. To address these challenges, the teacher employed various strategies: assessing students' abilities to tailor instruction, personally motivating students, effectively managing the classroom, utilizing interactive activities such as the "stick talking" game to encourage student participation, directing students to seek additional resources from the internet or library, providing rewards to motivate learners, allowing students to revise their work to meet minimum standards before progressing, grouping students based on ability levels, scheduling peer discussions prior to teacher consultations, and borrowing and rotating educational tools from school facilities. These solutions aimed at enhancing student engagement and communication skills through learner-centred approaches in the classroom. On the other hand, the current study focused on more solutions that add knowledge on this study and create conducive environment for teaching and learning English subject.

Hilarius (2020) conducted a study on *Using the Right Questions Well: Towards a Learner-Centred English Language in Ghanaian Senior High Schools*. The study employed a qualitative design, focusing on the questioning techniques utilized by English teachers and found that while some teachers effectively used higher-order questions to promote critical thinking, many others relied predominantly on lower-order questions, limiting student engagement. Additionally, issues such as unequal distribution of questions and inadequate wait time before eliciting student responses were identified. To address these challenges, the study recommends that teachers adopt more strategic questioning techniques, including the use of higher-order questions, equitable distribution of questions among students, and appropriate wait times to foster a more learner-centred classroom environment, thereby enhancing students' communication skills.

Waziri *et al.* (2021) ^[30] studied the *"Effectiveness of Learner-Centred Methods on Enhancing Teaching and Learning Process in Public Secondary Schools, Moshi*

District, Tanzania. The study used a mixed-methods design with a convergent approach, involving 217 participants, including Head of School, Academic Masters, subject teachers, students, and a District Education Officer. Data were collected through questionnaires, interviews, and classroom observations. The findings revealed that while learner-centred teaching methods were implemented; their effectiveness was limited by inadequate teaching resources. To address these challenges, the study recommends that the Ministry of Education allocate sufficient funds to provide essential instructional materials, aiming to strengthen the use of learner-centred pedagogy and improve students' communication skills in English. Based on the findings in this study the current study provided stronger evidence for the claims made in the study.

Design and Methodology

The study employed a convergent design under a mixed-methods research approach, guided by Stephen Krashen's Input Hypothesis theory developed in 1982. The target population comprised 15 public secondary schools, 15 heads of schools, 43 English language teachers, 2,023 Form Four students, and 1 Municipal Secondary Education Officer (MSEO). Sampling techniques that were employed in the study included simple random, total population, and stratified random techniques to select 5 public secondary schools, 5 heads of schools, 43 English teachers, 202 Form Four students, and 1 MSEO. Quantitative data were collected through questionnaires and an English subject proficiency test, while qualitative data were collected through interview guides. The validity of the data collection instruments was ensured by MWECAU research experts in the field of educational curriculum and instruction. A pilot study was conducted in one public secondary school that was not part of the main study. The reliability of the quantitative research instruments was determined using Cronbach's Alpha Coefficient for Likert-scale items, yielding a value of 0.789 for the teachers' responses. The trustworthiness of qualitative instruments was ensured through triangulation. Quantitative data were analyzed using descriptive statistics such as frequencies, percentages, and means. Qualitative data were analyzed thematically. In the study, the researcher adhered to ethical considerations throughout various research procedures, including obtaining a research permit, securing informed consent, maintaining confidentiality and anonymity, and avoiding plagiarism.

Findings and Discussions

The challenges English Teachers face when teaching English language through learner-centered pedagogy to enhance students' communication in Public Secondary Schools

This study sought to investigate the challenges English teachers face when teaching English language through learner-centered pedagogy to enhance students' communication in Public Secondary Schools. To understand the concern, the required information was obtained by the researcher through questionnaires provided items to English language subject teachers to indicate the level of agreement with the given statement while the head of schools, and MSEOS were interviewed. The five-level Likert scale was employed to make the unit of analysis in which 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=frequencies, P=Percentages.

The rate of percentage described as ≤ 20 =extremely minority; 21-49= minority; 50-59=moderate; 60-69= majority; 71-89= very high majority; 90-99=extremely

majority; 100= overwhelming majority (Taherdoost, 2019). Responses for English language subject teachers are summarized in Table 1.

Table 1: English Language Subject Teachers (TRs) Responses on the challenges English Teachers face when teaching English language through learner-centered pedagogy to enhance students' communication in Public Secondary Schools (n=43)

S.No	Statement	SD		D		U		A		SA	
		f	%	F	%	F	%	f	%	F	%
1	Large class sizes make it challenging to implement learner-centered teaching effectively.	00.0%	0	0.0%	0	0.0%	23	53.5%	20	46.5%	
2	Student’s limited foundational knowledge of English hinders their active participation in learner-centered activities.	00.0%	1	2.3%	3	7.0%	19	44.2%	20	46.5%	
3	I have received adequate training to effectively implement learner-centered pedagogy in teaching English communication skills.	00.0%	2	4.7%	3	7.0%	20	46.5%	18	41.9%	
4	There are insufficient teaching and learning materials to support learner-centered teaching in English lessons.	00.0%	1	2.3%	2	4.7%	19	44.2%	21	48.8%	
5	My own proficiency in English not enables me to confidently facilitate learner-centered activities. (positive statement)	00.0%	3	7.0%	1	2.3%	15	34.9%	24	55.8%	
6	The lack of parental involvement affects students' ability to participate in learner-centered communication activities.	00.0%	4	9.3%	5	11.6%	22	51.2%	12	27.9%	
7	The current examination system focuses on rote learning and does not support learner-centered teaching approaches.	00.0%	4	9.3%	8	18.6%	16	37.2%	15	34.9%	
8	The time allocated for English lessons is not sufficient to conduct meaningful learner-centered activities.	00.0%	7	16.3%	2	4.7%	15	34.9%	19	44.2%	
9	Cultural norms and traditional teaching practices discourage students from actively participating in learner-centered activities.	12.3%	6	14.0%	7	16.3%	10	23.3%	19	44.2%	
10	The school administration provides adequate support for the adoption of learner-centered pedagogy in English classes.	12.3%	2	4.7%	4	9.3%	13	30.2%	23	53.5%	
	Average Mean Scores										

Source: Field Data (2025) 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=frequencies, P=Percentages

Findings in Table 1 indicate that a very high majority (100%) of teachers agreed and strongly agreed that large class sizes make it challenging to implement learner-centred teaching effectively, with no teacher undecided or disagreeing. This implies that large class sizes are universally viewed as a major obstacle to learner-centred instruction. The unanimous agreement highlights the widespread concern among teachers about managing and engaging students effectively in oversized classes. The interviewer during the face-to-face interview with the Municipal Secondary Education Officer (MSEO) had this to say:

One of the biggest obstacles we face in promoting learner-centred instruction is overcrowded classrooms. With 60 to 80 students in a single room, it becomes difficult for teachers to give individual attention, monitor group work, or even facilitate meaningful interaction. The environment simply doesn't support the kind of engagement that learner-centred methods require (MSEO Personal communication, 14, March 2025).

Head of School 1 had this to say:

In a large class, managing active participation becomes a real struggle. A teacher might have good intentions to involve every student, but time and space don't allow it. It's hard to track who is following, who is lost, or who needs help. In the end, it often reverts to lecture-based teaching just to maintain control (HoS1 Personal communication, 03, February 2025).

The interview responses reflect the challenges posed by large class sizes in implementing learner-centred teaching.

MSEO highlighted that overcrowded classrooms, with 60 to 80 students, make it difficult for teachers to provide individual attention, monitor group work, or facilitate meaningful interaction, all of which are essential for effective learner-centred instruction. HoS1 emphasized that in large classes, managing active participation becomes challenging, and despite teachers' best intentions, the limitations in time and space often lead to a reversion to lecture-based teaching to maintain control. These insights reveal the significant barriers posed by large class sizes in fostering an interactive, student-focused learning environment. The findings of the study are in line with those by Pascua, (2024) ^[25] who affirmed that, large class sizes pose significant challenges to implementing learner-centered teaching effectively, as they hinder individualized attention, active teaching approaches, and comprehensive assessment, although strategies like grouping, differentiated instruction, and learning progress monitoring can help mitigate these challenges.

Findings in Table 1 indicate that an extremely majority (90.7%) of teachers agreed and strongly agreed that students' limited foundational knowledge of English hinders their active participation in learner-centred activities, while a minority (9.3%) were undecided or disagreed. This implies that teachers broadly perceive students' weak English foundations as a barrier to active learning. The extremely high agreement suggests that this issue is a common and pressing challenge in the classroom. The interviewer during a face-to-face interview with the Head of School HoS3 had this to say:

Many of our students come into secondary school with weak English skills, especially in reading and speaking. This affects how they engage in learner-centred activities like group discussions or

presentations. Some remain silent out of fear of making mistakes, and others struggle to understand instructions, which limits the effectiveness of such approaches (HoS3 Personal communication, 11, February 2025).

Head of School 5 had this to say:

That's a real concern. Learner-centred methods assume that students can express ideas, ask questions, and collaborate confidently. But when the language itself is a barrier, these activities lose their value. Teachers often have to switch back to teacher-led methods just to ensure basic understanding (HoS5 Personal communication, 03, March 2025).

The interview responses highlight the challenges posed by students' limited foundational knowledge of English in relation to learner-centred activities. HoS3 pointed out that many students enter secondary school with weak English skills, particularly in reading and speaking, which affects their participation in activities like group discussions or presentations. This struggle often results in silence due to fear of making mistakes or difficulty understanding instructions. HoS5 echoed this concern, explaining that learner-centred methods assume students can confidently engage, but when language becomes a barrier, these activities lose their effectiveness, prompting a return to teacher-led methods to ensure basic understanding. These insights underline the impact of limited English proficiency on active student engagement in learner-centred classrooms. The findings of the study are in line with those by Myint *et al.*, (2020) ^[20] who affirmed that, while student-centered approaches can enhance English language learning and increase student engagement and motivation, limited foundational knowledge of English may still pose challenges to active participation in such learner-centered activities. Findings in Table 1 indicate that a very high majority (88.4%) of teachers agreed and strongly agreed that they have not received adequate training to effectively implement learner-centred pedagogy in teaching English communication skills, while a minority (11.7%) were undecided or disagreed. This implies that most teachers feel adequately prepared through training to use learner-centred methods. The high level of agreement indicates confidence in their pedagogical preparation. The interviewer during a face-to-face interview with the Head of School HoS3 had this to say:

Honestly, most teachers haven't received sufficient training specific to learner-centred approaches for teaching communication skills. While some attended workshops years ago, the content was too general and not tailored to the language classroom. Without continuous and targeted professional development, it's hard for teachers to implement these strategies confidently or consistently (HoS3 Personal communication, 11, February 2025).

Head of School 5 had this to say:

We're still facing a gap when it comes to practical training. Many teachers understand the theory behind learner-centred pedagogy, but they struggle with the

"how" in real classroom settings—especially in teaching speaking and listening. They need hands-on sessions, classroom demonstrations, and follow-up support to apply these methods effectively (HoS5 Personal communication, 03, March 2025).

The interviews reveal concerns regarding the adequacy of training for implementing learner-centred approaches effectively. HoS3 shared that despite some teachers having attended workshops, the training was too general and not specific to teaching English communication skills. There was also a noted absence of continuous professional development, which makes it difficult for teachers to implement these methods consistently. HoS5 highlighted a similar issue, emphasizing that while teachers may understand the theory behind learner-centred pedagogy, they face challenges with its practical application, particularly in teaching speaking and listening. Both heads of school indicated that more hands-on training and follow-up support are needed to bridge this gap and enable more effective use of learner-centred methods in the classroom. The findings of the study are in line with those by Pastini and Lilasari, (2023) ^[26] who affirmed that, while learner-centred pedagogy can enhance student engagement, motivation, and communication skills in English language teaching, its effective implementation is often hindered by inadequate training, resources, and challenges in adapting to diverse educational contexts.

Findings in Table 1 indicate that a very high majority (93.0%) of teachers agreed and strongly agreed that there are insufficient teaching and learning materials to support learner-centred teaching in English lessons, while a minority (7.0%) were undecided or disagreed. This implies that the shortage of resources is widely seen as a hindrance to learner-centred instruction. The strong agreement reflects a commonly shared concern about material support. During the interview, the head of school said that:

One of our biggest limitations is the shortage of appropriate materials. Learner-centred teaching requires a variety of resources graded readers, audio tools, visual aids, and interactive materials but most of our classrooms rely on a single textbook. This makes it hard to create engaging, student-focused activities, especially for skills like speaking and listening (HoS4 Personal communication, 19, February 2025).

Head of School 2 had this to say:

That challenge is very present in our context. Teachers are expected to use creative, student-led strategies, but they lack the basic tools to do so. Without supplementary texts, updated dictionaries, or language games, lessons tend to fall back on rote learning. It's not that teachers aren't willing; it's the lack of materials that holds them back (HoS2 Personal communication, 07, February 2025).

The interviews highlight the severe shortage of teaching materials as a major challenge in implementing learner-centred pedagogy. HoS4 expressed that the lack of diverse resources, such as graded readers, audio tools, and visual aids, makes it difficult to create engaging, student-focused activities, particularly for speaking and listening. HoS2

similarly pointed out that although teachers are encouraged to use creative, student-led methods, the absence of supplementary texts, updated dictionaries, and language games limits their ability to implement these strategies effectively. Both heads of school stressed that the lack of materials forces teachers to revert to more traditional methods, such as rote learning, despite their willingness to try innovative approaches. The findings of the study are in line with those by Rababah, (2025) ^[27] who affirmed that, insufficient teaching and learning materials hinder the implementation of learner-centred teaching in English lessons, affecting student engagement, autonomy, and comprehension, and recommend enhancing resources and adapting teaching techniques to better support this approach. Results in Table.1 reveal that a very high majority (90.7%) of teachers agreed and strongly agreed that their own proficiency in English enables them to confidently facilitate learner-centred activities, with a minority (9.3%) being undecided or disagreeing. This implies that most teachers feel linguistically competent to lead learner-centred lessons. The high level of agreement suggests that language ability among teachers is not a limiting factor. The interviewer during a face-to-face interview with the Head of School HoS1 had this to say:

To be honest, not all teachers feel confident enough in their own English to lead learner-centred activities. Activities like debates, role plays, or open discussions require strong command of the language not just for instruction but also for guiding interaction. If a teacher is unsure, they may avoid these approaches altogether and stick to safer, teacher-centred methods (HoS1 Personal communication, 03, February 2025).

Head of School 4 had this to say:

That's a concern I've observed as well. Some teachers, especially those who trained many years ago, are not as fluent or expressive in English. This affects how they communicate with students during interactive tasks. Their hesitation often reduces the quality of facilitation, and students can sense that. Without confidence in language use, learner-centred teaching becomes a real challenge (HoS4 Personal communication, 19, February 2025).

The interviews reflect a nuanced view on the role of teacher proficiency in English when it comes to learner-centred pedagogy. HoS1 highlighted that some teachers feel less confident in their own English skills, which can hinder their ability to confidently guide activities like debates, role-plays, or open discussions. This lack of confidence may lead them to avoid learner-centred approaches in favor of more traditional, teacher-centred methods. HoS4 also observed that teachers, particularly those with older training, might struggle with fluency and expression, which affects their ability to interact effectively during learner-centred activities. This hesitation in language use, according to HoS4, diminishes the quality of facilitation and can hinder the success of these methods in the classroom. The findings of the study are in line with those by Waluyo, (2024) who affirmed that, English proficiency enables educators to confidently facilitate learner-centred activities by enhancing learner engagement, autonomy, and proficiency through

interactive, practical, and technology-integrated methods.

The finding in Table 1 indicates that a very high majority (79.1%) of teachers agreed and strongly agreed that the lack of parental involvement affects students' ability to participate in learner-centred communication activities, while a minority (21.0%) was undecided or disagreed. This implies that insufficient parental engagement is commonly viewed as a barrier to student participation. The high agreement shows that teachers recognize the importance of home support in fostering active classroom involvement. The interviewer during a face-to-face interview with the Head of School HoS3 had this to say:

We've noticed that when parents are not actively engaged in their children's learning, it reflects in the classroom. Students often come unprepared, lack confidence, and don't see the value in participating. For learner-centred activities especially those that require expression and initiative support from home plays a huge role. Without it, many students withdraw or remain passive (HoS3 Personal communication, 11, February 2025).

Head of School 5 had this to say:

Parental involvement is minimal in many cases, and that's a serious barrier. Students need encouragement beyond the classroom to take part in discussions, speak up, or complete interactive assignments. If learning is not reinforced at home, it's difficult for teachers to build momentum using learner-centred strategies. The burden then falls entirely on the school (HoS5 Personal communication, 03, March 2025).

The interviews reveal a shared concern among the heads of schools regarding the lack of parental involvement in students' learning. HoS3 pointed out that when parents are not engaged, it leads to students arriving unprepared, lacking confidence, and disengaged during learner-centred activities. Without support at home, students tend to withdraw from activities that require active participation. HoS5 similarly noted that minimal parental involvement makes it challenging for students to take part in discussions or complete interactive tasks. The lack of reinforcement at home, according to HoS5, places the entire responsibility for student participation on the school, creating an additional barrier to the success of learner-centred strategies. The findings of the study are in line with those by Yang *et al.*, (2023) who affirmed that, lack of parental involvement negatively affects students' ability to participate in learner-centred communication activities by reducing their self-efficacy, motivation, and engagement in school activities. Results in Table.1 indicate that a majority (72.1%) of teachers agreed and strongly agreed that the current examination system focuses on rote learning and does not support learner-centred teaching approaches, while minorities (27.9%) were undecided or disagreed. This implies that the examination system is generally seen as misaligned with learner-centred pedagogy. The majority agreement points to concerns about how assessments influence teaching practices. The interviewer during a face-to-face interview with the Head of School HoS3 had this to say:

The examination system remains heavily content-based, encouraging memorization over deep understanding. This makes it hard for teachers to fully embrace learner-centred strategies like critical discussions, creative thinking, or problem-solving tasks—because at the end of the day, students are tested on what they can recall, not what they can do with the knowledge (HoS3 Personal communication, 11, February 2025).

Head of School 5 had this to say:

That's a real dilemma for teachers. They're caught between wanting to use interactive methods and preparing students for exams that reward rote responses. Even when learner-centred activities are implemented, there's pressure to "teach to the test." Until the assessment system changes, it's difficult to shift classroom practices in a meaningful way (HoS5 Personal communication, 03, March 2025).

The interview highlighted a clear tension between the current examination system and learner-centered teaching approaches. HoS3 pointed out that the content-heavy nature of the examination system promotes memorization rather than deeper understanding, which hinders the use of teaching methods that emphasize critical thinking, creativity, and problem-solving. HoS5 echoed this dilemma, noting the conflict between adopting interactive, learner-centred strategies and preparing students for exams that prioritize rote learning. Both heads of schools suggest that until the examination system undergoes reform, it will be difficult for teachers to make a meaningful shift toward more effective, learner-centred teaching practices. The findings of the study are in line with those by Ghaleb, (2024) ^[10] who affirmed that, examination system, which emphasizes rote learning and teacher-centered approaches, limits critical thinking, creativity, and holistic development, while learner-centered methods promote active participation, empowerment, and better educational outcomes for both students and teachers.

Data in Table.1 indicates that a majority (79.1%) of teachers agreed and strongly agreed that the time allocated for English lessons is not sufficient to conduct meaningful learner-centred activities, while minorities (21.0%) were undecided or disagreed. This implies that time constraints are widely recognized as a barrier to implementing learner-centred instruction. The majority agreement reflects a shared concern about limited instructional time. The interviewer during a face-to-face interview with the Head of School HoS3 had this to say:

The time we're given for English lessons is quite limited, especially considering the demands of learner-centred teaching. These methods require time for group work, presentations, feedback, and interaction—not just covering content. With tight schedules, teachers often rush through lessons, leaving little room for meaningful engagement (HoS3 Personal communication, 11, February 2025).

Head of School 5 had this to say:

Honestly, the lesson periods are too short to fully implement interactive strategies. Learner-centred activities take longer to plan, execute, and manage. When teachers are under pressure to complete the syllabus within limited hours, they tend to skip participatory methods and focus more on lecture-based teaching just to stay on track (HoS5 Personal communication, 03, March 2025).

The interview from Head of School HoS3 and Head of School HoS5 underscores a common concern regarding the insufficient time allocated for English lessons. HoS3 highlighted that the limited time for lessons makes it challenging to implement learner-centred activities effectively, which require more time for group work, discussions, and feedback. HoS5 also emphasized that the short lesson periods make it difficult to incorporate interactive strategies, as the pressure to complete the syllabus often leads teachers to revert to lecture-based methods. Both heads of schools suggest that time constraints significantly hinder the implementation of more engaging and participatory teaching methods in the classroom. The findings of the study are in line with those by Markina and Mollá, (2022) who affirmed that, time allocated for English lessons is often insufficient to conduct meaningful learner-centred activities, as it limits student participation, interaction, and the implementation of learner-centred pedagogy.

Data in Table.1 indicates that a majority (67.4%) of teachers agreed and strongly agreed that cultural norms and traditional teaching practices discourage students from actively participating in learner-centred activities, while a minority (32.6%) were undecided or disagreed. This implies that cultural and traditional influences are generally viewed as limiting student participation. The majority agreement indicates that teachers face challenges in shifting classroom norms toward more active learning. The researcher during a face-to-face interview with the Municipal Secondary Education Officer (MSEO) had this to say:

Cultural norms, especially in more traditional communities, often place emphasis on respect for authority and conformity in the classroom. In such environments, students are expected to listen rather than speak, and questioning the teacher or engaging in debates may be seen as inappropriate. This mindset limits the effectiveness of learner-centred teaching methods, where participation and critical thinking are key. Until there's a cultural shift towards valuing student voice and inquiry, these methods face resistance (MSEO Personal communication, 14, March 2025).

Head of School 3 had this to say:

That's a valid point. Our traditional teaching practices where the teacher is the central figure and students are passive recipients of knowledge still dominate in

many classrooms. In these settings, students aren't accustomed to actively engaging, especially in activities like group discussions or role plays. Changing this mindset is difficult because it conflicts with deeply ingrained beliefs about respect and authority in education (HoS3 Personal communication, 11, February 2025).

The insights from the Municipal Secondary Education Officer (MSEO) and Head of School HoS3 highlight the significant influence of cultural norms and traditional teaching practices on student participation in learner-centred activities. MSEO pointed out that in more traditional communities, there is a cultural emphasis on respect for authority, which discourages questioning or active engagement with teachers. This creates a barrier to the effectiveness of learner-centred approaches, where participation and critical thinking are essential. HoS3 also echoed this sentiment, noting that many classrooms still follow the traditional model where teachers dominate and students passively receive knowledge, making it difficult to shift towards more interactive and participatory learning. Both perspectives suggest that cultural and traditional norms pose a substantial challenge to implementing learner-centred methods. The findings of the study are in line with those by Minalla, (2023) who affirmed that, that cultural norms and traditional teaching practices often discourage active student participation in learner-centered activities, but professional development, teacher self-efficacy, and culturally responsive teaching can enhance engagement and implementation of student-centered approaches

Data in Table.1 indicates that a very high majority (83.7%) of teachers agreed and strongly agreed that the school administration provides adequate support for the adoption of learner-centred pedagogy in English classes, while a minority (16.3%) were undecided or disagreed. This implies that school leadership is generally perceived as supportive of learner-centred approaches. The high agreement suggests that administrative backing is a positive factor in implementation efforts. During the interview, the head of school said that;

While the administration expresses support for learner-centred approaches, the actual backing falls short. There are limited resources for teacher training, and the infrastructure doesn't always accommodate the more interactive methods. For example, classrooms are often overcrowded, and there are few materials to facilitate group work or hands-on activities. This lack of practical support makes it challenging for teachers to fully adopt these methods in English lessons (HoS4 Personal communication, 19, February 2025).

Head of School 3 had this to say:

The administration certainly encourages the idea of learner-centred teaching, but the reality is that there's

little follow-up. Teachers are left to figure things out on their own. Without the necessary training, ongoing professional development, or classroom resources, it's tough to implement these methods effectively. The school's focus seems more on exam results than on fostering a dynamic, student-driven classroom (HoS3 Personal communication, 11, February 2025).

The interview with Head of School HoS4 and HoS3 reflects a nuanced perspective on the support provided by school administration. While there is general agreement that the administration supports learner-centred pedagogy, both heads of school pointed out that the support is more theoretical than practical. HoS4 mentioned that while the administration expresses support, issues such as overcrowded classrooms and a lack of resources limit the ability to effectively implement learner-centred strategies. Similarly, HoS3 highlighted the absence of follow-up on the initial encouragement, pointing to a lack of training, professional development, and classroom resources, which undermines the practical application of these teaching methods. Both insights suggest that administrative backing is not fully materialized in ways that support teachers' efforts to shift to more interactive, student-driven learning environments. The findings of the study are in line with those by Olokwani *et al.*, (2022) who affirmed that, learner-centred pedagogy is recognized as beneficial and is being adopted in various educational contexts; its implementation faces challenges such as inadequate resources, insufficient teacher training, and cultural or institutional barriers, which can hinder its effectiveness in English class.

The possible solutions to English teachers when they teach through learner-centered pedagogy to enhance students' communication in Public Secondary Schools

The sixth research question for this study aimed to investigate the possible solutions to English teachers when they teach through learner-centered pedagogy to enhance students' communication in Public Secondary Schools. To understand the concern, the required information was obtained by the researcher through questionnaires provided items to English language subject teachers to indicate the level of agreement with the given statement while the head of schools, and MSEO were interviewed. The five-level Likert scale was employed to make the unit of analysis in which 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=frequencies, P=Percentages. The rate of percentage described as ≤ 20 =extremely minority; 21-49= minority; 50-59=moderate; 60-69= majority; 71-89= very high majority; 90-99=extremely majority; 100=overwhelming majority (Taherdoost, 2019). Response for English language subject teachers are summarized in Table 2

Table 2: English Language Subject Teachers (TRs) Responses on the possible solutions to English teachers when they teach through learner-centered pedagogy to enhance students' communication in Public Secondary Schools (n=43)

S. No	Statement	SD		D		U		A		SA	
		f	%	F	%	f	%	f	%	F	%
1	Reducing the number of students in each class would make it easier to implement learner-centered teaching methods effectively.	00	0.0%	00	0.0%	00	0.0%	21	48.8%	22	51.2%
2	Providing regular professional development and training for teachers would enhance their ability to use learner-centered approaches in teaching English communication skills.	00	0.0%	12	2.3%	00	0.0%	28	65.1%	14	32.6%
3	Supplying adequate teaching and learning materials would enhance the implementation of learner-centered pedagogy in English lessons.	00	0.0%	12	2.3%	12	2.3%	12	27.9%	29	67.4%
4	Encouraging active parental involvement would enhance students' participation in learner-centered English activities.	00	0.0%	12	2.3%	49	9.3%	12	27.9%	26	60.5%
5	Allocating more time in the curriculum for interactive learner-centered activities would help students enhance their English communication skills.	00	0.0%	00	0.0%	12	2.3%	16	37.2%	26	60.5%
6	Revising the current examination system to align with learner-centered teaching methods would promote practical learning of English communication.	00	0.0%	00	0.0%	81	18.6%	13	30.2%	22	51.2%
7	Encouraging group work and peer collaboration would build students' confidence in participating in learner-centered English activities.	00	0.0%	00	0.0%	37	7.0%	16	37.2%	24	55.8%
8	Offering teachers additional support to enhance their English language proficiency would enhance their ability to implement learner-centered pedagogy effectively.	00	0.0%	00	0.0%	12	2.3%	21	48.8%	21	48.8%
9	Raising awareness among students about the value of active participation in learner-centered English lessons would address cultural and traditional barriers.	00	0.0%	00	0.0%	12	2.3%	12	27.9%	30	69.8%
10	Increasing support and encouragement from school administrators would motivate teachers to adopt and sustain learner-centered teaching methods.	00	0.0%	00	0.0%	12	2.3%	12	27.9%	30	69.8%
Average Mean Scores											

Source: Field Data (2025) 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=frequencies, P=Percentages

Table 2 indicates that an overwhelming majority (100%) of teachers agreed and strongly agreed that reducing the number of students in each class would make it easier to implement learner-centered teaching methods effectively. This implies that all teachers strongly recognize class size reduction as a key solution for enhancing learner-centered instruction. The unanimous agreement shows clear consensus on the importance of manageable class sizes for effective engagement. The researcher during a face-to-face interview with the Municipal Secondary Education Officer (MSEO) had this to say:

Reducing class size is one of the most practical steps we can take to create a more interactive and supportive learning environment. With fewer students, teachers can give more attention to each learner, facilitate group work more effectively, and manage classroom dynamics with greater ease. At the municipal level, we are advocating for more classrooms and teaching staff to make this a reality in the near future (MSEO Personal communication, 14, March 2025).

Head of School 4 had this to say:

Smaller classes would definitely be a game-changer. Right now, it's difficult for teachers to engage every student when they're managing 50 or more in a single session. If we could reduce the number, even slightly, teachers would have more flexibility to use learner-centred strategies like discussions, peer activities, and presentations. We've already proposed staggered timetables and use of auxiliary rooms to manage this within our means (HoS4 Personal communication, 19, February 2025).

The unanimous agreement among teachers that reducing class size would enhance the implementation of learner-

centered teaching methods highlights the critical role of manageable student numbers in effective pedagogy. Both the Municipal Secondary Education Officer (MSEO) and Head of School HoS4 emphasized that smaller class sizes would allow for more individualized attention, better management of group activities, and overall greater flexibility in teaching. The MSEO noted that efforts are being made at the municipal level to address this challenge, advocating for more classrooms and teaching staff. Head of School HoS4 echoed these views, suggesting practical solutions like staggered timetables and the use of auxiliary rooms to alleviate the pressure of large class sizes. These insights reinforce the idea that reducing class sizes is a key step toward improving the effectiveness of learner-centered approaches in English lessons. The findings of the study are in line with those by Lee, (2022) ^[15] who affirmed that, smaller class sizes lead to greater impact of individualized, interactive teaching methods and teacher-student relationships on class understanding and concentration. The results indicate that an extremely majority (97.7%) of teachers agreed and strongly agreed that providing regular professional development and training for teachers would enhance their ability to use learner-centered approaches in teaching English communication skills, while a minority (2.3%) disagreed. This implies that teachers broadly support ongoing training as a strategy for strengthening learner-centered pedagogy. The extremely high agreement suggests a strong belief in the value of continuous professional learning. The researcher during a face-to-face interview with the Head of School HoS3 had this to say:

Ongoing training is essential. Many teachers are willing to adopt learner-centred strategies, but they lack the practical know-how. If we offered consistent workshops, peer learning sessions, or even school-based mentoring, it would build their confidence and capacity. We've already started collaborating with local education officers to request more in-service

training tailored to communicative teaching (HoS3 Personal communication, 11, February 2025).

Head of School 5 had this to say:

I strongly support regular professional development. When teachers are exposed to new methods and classroom techniques, it energizes their teaching. For English, especially communication skills, they need to see examples, practice facilitation, and get feedback. Even short, focused training sessions each term could make a real difference. We are exploring partnerships with language centres to support this (HoS5 Personal communication, 03, March 2025).

Information from interview Head of School HoS3 emphasized the importance of consistent workshops, peer learning, and school-based mentoring to build teachers' confidence and skills in implementing communicative teaching methods. Additionally, Head of School HoS5 highlighted that exposure to new methods and classroom techniques not only energize teachers but also ensure they can effectively facilitate English communication skills. Both heads of school pointed to initiatives already in progress, such as collaborating with local education officers and exploring partnerships with language centers, to enhance professional development opportunities. This reinforces the idea that professional learning is a key strategy for strengthening learner-centered pedagogy. The findings of the study are in line with those by Herda, (2024) ^[11] who affirmed that, regular professional development and training for teachers can significantly enhance their ability to use learner-centered approaches in teaching English communication skills by enhancing their professional competencies, attitudes, and teaching practices. Finding in Table 2 indicates that an extremely majority (95.3%) of teachers agreed and strongly agreed that supplying adequate teaching and learning materials would enhance the implementation of learner-centered pedagogy in English lessons, while a minority (4.7%) disagreed or were undecided. This implies that resource provision is widely acknowledged as essential for successful learner-centered instruction. The high level of agreement reflects the importance teachers place on access to materials. The researcher during a face-to-face interview with the Head of School HoS2 had this to say:

If schools are well-equipped with relevant materials like storybooks, audio resources, charts, and activity guides teachers can easily design interactive lessons. These materials support a variety of learner-centred strategies, from role-playing to group discussions. We've submitted a request for more English resources, and we're also encouraging teachers to develop low-cost teaching aids from locally available materials (HoS2 Personal communication, 07, February 2025).

Head of School 1 had this to say:

To implement learner-centred teaching effectively, teachers must have the right tools. Right now, the lack of textbooks, dictionaries, and visual aids slows everything down. If we could consistently provide

these resources, lessons would be more engaging and student-driven. I believe partnerships with NGOs and education stakeholders could help bridge this gap, especially in under-resourced schools like ours (HoS1 Personal communication, 03, February 2025).

The interview with Head of School HoS2 highlighted that well-equipped schools with relevant materials, such as storybooks, audio resources, charts, and activity guides, facilitate the design of interactive lessons. Teachers can then effectively use various learner-centered strategies, such as role-playing and group discussions. Similarly, Head of School HoS1 emphasized that without essential resources like textbooks, dictionaries, and visual aids, it becomes challenging to implement engaging and student-driven lessons. Both heads of school also shared their ongoing efforts to secure more resources, either through requests or partnerships, emphasizing the need for external support to address the resource gap. The findings of the study are in line with those by Woods and Copur-Gencturk, (2024) ^[31] who affirmed that, supplying adequate teaching and learning materials, particularly through technology integration and authentic resources, can enhance the implementation of learner-centered pedagogy in English lessons by improving student engagement, motivation, and language proficiency, although challenges such as technical issues and the need for teacher training remain.

Findings in Table 2 indicate that an extremely majority (88.4%) of teachers agreed and strongly agreed that encouraging active parental involvement would enhance students' participation in learner-centered English activities, while a minority (11.6%) were undecided or disagreed. This implies that teachers recognize the role of parents in supporting student engagement. The high agreement indicates that involving parents is seen as a practical solution to boost learner participation. During the interview, the head of school said that Parents play a crucial role in shaping students' learning attitudes. If we engage them more through regular communication, workshops, or even open-class days they can support their children's participation in learner-centred tasks like presentations or home-based discussions. We've started involving parents in academic follow-ups and the results are promising (HoS4 Personal communication, 19, February 2025).

Head of School 3 had this to say:

Parental support makes a big difference. When parents understand what learner-centred learning is about, they're more likely to encourage their children to speak up, collaborate, and take initiative. We're working on strengthening the school-parent partnership through meetings and sensitization programs so that the support continues beyond the classroom (HoS3 Personal communication, 11, February 2025).

The interview with Head of School HoS4 highlighted that parents play a crucial role in shaping students' learning attitudes, and their involvement through regular communication, workshops, and open-class days can support participation in learner-centred tasks such as presentations and home-based discussions. Similarly, Head of School HoS3 emphasized that when parents understand the value of learner-centred education, they are more likely

to encourage their children to speak up, collaborate, and take initiative. Both heads of school also described ongoing efforts to strengthen school-parent partnerships through meetings and sensitization programs, underlining the importance of sustained parental engagement in supporting learner-centred instruction. The findings of the study are in line with those by Yang *et al.*, (2023) who affirmed that, encouraging active parental involvement enhances students' participation in learner-centered English activities by enhancing self-efficacy, motivation, engagement, and language proficiency.

The finding in Table 2 indicates that an overwhelming majority (97.7%) of teachers agreed and strongly agreed that allocating more time in the curriculum for interactive learner-centered activities would help students enhance their English communication skills, while no teacher disagreed or was undecided. This implies that increasing time for learner-centered activities is unanimously viewed as beneficial for communication skill development. The total agreement reinforces the perceived need for more interactive instructional time. The researcher during a face-to-face interview with the Head of School HoS2 had this to say:

More time is definitely needed if we want learner-centred activities to be effective. Activities like debates, group discussions, and role plays require preparation and space for students to express themselves without being rushed. We've proposed a review of the English timetable to our academic committee so we can allocate at least one extra period a week for communicative practice (HoS2 Personal communication, 07, February 2025).

Head of School 5 had this to say:

Currently, the time is too tight for anything beyond the basics. Learner-centred activities thrive when students can interact freely, but under time pressure, it's difficult to manage. If we could extend English periods slightly, or even integrate communication tasks across other subjects, students would have more opportunities to practice. We're discussing this in our staff meetings and looking at ways to adjust the lesson schedule without affecting core subjects (HoS5 Personal communication, 03, March 2025).

The interview with Head of School HoS2 highlighted that allocating more time for English lessons is essential for the effective implementation of learner-centred activities such as debates, group discussions, and role plays, which require adequate preparation and space for student expression. The school has already proposed to its academic committee a revision of the timetable to include an additional period focused on communicative practice. Similarly, Head of School HoS5 emphasized that the current time constraints hinder the use of interactive methods, noting that learner-centred strategies need flexible time for student interaction. To address this, the school is exploring adjustments to the lesson schedule, including the integration of communication tasks into other subjects, to create more opportunities for students to practice English in meaningful ways. The findings of the study are in line with those by Fathi *et al.*, (2024) ^[7] who affirmed that, allocating more time in the curriculum for interactive learner-centered activities, such as

using technology, multimedia, gamification, and interactive teaching methods, can significantly enhance students' English communication skills, including speaking fluency, listening, pronunciation, and overall engagement.

Table 2 indicates majority (81.4%) of teachers agreed and strongly agreed that revising the current examination system to align with learner-centered teaching methods would promote practical learning of English communication, while minority (18.6%) were undecided. This implies that most teachers believe assessment reform is necessary to support practical, communicative English teaching. The strong agreement signals support for aligning exams with instructional goals. The researcher during a face-to-face interview with the Municipal Secondary Education Officer (MSEO) had this to say:

To truly support learner-centred teaching, assessment methods must also evolve. Current exams are largely theoretical, which discourages teachers from using interactive techniques. If the system included components like oral presentations, listening tests, or collaborative projects, students would develop practical communication skills. We've submitted feedback through regional education channels recommending a gradual shift towards competency-based assessment (MSEO Personal communication, 14, March 2025).

Head of School 5 had this to say:

A more practical exam model would definitely change how English is taught and learned. When tests focus only on grammar and writing, teachers don't feel encouraged to invest time in learner-centred approaches like dialogues or peer interviews. If the curriculum allowed space for spoken assessments or task-based activities, students would be more motivated to use English meaningfully. I believe pilot schools could lead the way in trying out these reforms (HoS5 Personal communication, 03, March 2025).

The interview with the Municipal Secondary Education Officer (MSEO) highlighted that for learner-centred teaching to be effective, assessment practices must also shift from theoretical to practical formats. The MSEO suggested that incorporating oral presentations, listening tests, and collaborative projects into exams would better support the development of communication skills. Feedback has already been submitted at the regional level advocating for a gradual transition to competency-based assessment. Similarly, Head of School HoS5 emphasized that the current grammar- and writing-focused exams discourage the use of interactive methods like dialogues and peer interviews. He suggested that introducing spoken assessments and task-based activities could motivate both teachers and students to embrace more communicative approaches, proposing that pilot schools could be used to test these examination reforms. The findings of the study are in line with those by Nsenga, (2022) who affirmed that, revising the current examination system to align with learner-centered teaching methods would promote practical learning of English communication by enhancing student engagement, motivation, and communicative competence, while also fostering a supportive and dynamic learning environment.

The result indicates that an extremely majority (93.0%) of teachers agreed and strongly agreed that encouraging group work and peer collaboration would build students' confidence in participating in learner-centered English activities, while a minority (7.0%) were undecided. This implies that teachers favor collaborative learning as a way to enhance student confidence. The high level of agreement reflects a shared belief in the benefits of peer support. The researcher during a face-to-face interview with the Head of School HoS2 had this to say:

Group work allows students to learn from one another and feel less pressure when using English. When students collaborate, especially in small groups, they feel safer to try out new vocabulary and practice speaking without fear of judgment. We've encouraged teachers to include peer-based tasks in every English lesson it's helping shy students open up gradually (HoS2 Personal communication, 07, February 2025).

Head of School 5 had this to say:

Peer collaboration is a powerful tool in language learning. Students tend to respond better when they work with their classmates, especially during speaking or reading exercises. It creates a supportive environment. To make this work, we're training our teachers to manage group dynamics effectively and ensure every student is included in the activity. It's already boosting participation (HoS5 Personal communication, 03, March 2025).

The interview with Head of School HoS2 highlighted that group work reduces pressure on individual students by creating a supportive environment where they can safely practice speaking and experiment with new vocabulary. Peer-based tasks have been integrated into English lessons to help shy students gradually become more active participants. Similarly, Head of School HoS5 emphasized the effectiveness of peer collaboration in encouraging student engagement, particularly during speaking and reading activities. To enhance this approach, teachers are being trained to manage group dynamics and ensure inclusive participation. Both heads underscored the role of collaboration in building student confidence and improving involvement in learner-centered English activities. The findings of the study are in line with those by Wahyudi *et al.*, (2020) ^[29] who affirmed that, encouraging group work and peer collaboration can build students' confidence in participating in learner-centered English activities by increasing engagement, motivation, enjoyment, and collaborative skills, although the effectiveness may vary depending on the context and implementation.

The finding in Table 2 indicates that an overwhelming majority (97.6%) of teachers agreed and strongly agreed that offering teachers additional support to enhance their English language proficiency would enhance their ability to implement learner-centered pedagogy effectively, while a minority (2.3%) was undecided. This implies that language proficiency support is seen as a valuable measure for empowering teachers. The overwhelming agreement shows that teachers view enhanced proficiency as a path to better practice. The researcher during a face-to-face interview with

the Municipal Secondary Education Officer (MSEO) had this to say:

Teacher proficiency in English is critical if learner-centred methods are to succeed. When teachers are confident in the language, they can model accurate usage, guide discussions, and facilitate interactive tasks effectively. We are currently advocating for more in-service training programs that focus specifically on communication skills, not just content delivery. We also encourage schools to create peer support groups where teachers can practice English together (MSEO Personal communication, 14, March 2025).

Head of School 2 had this to say:

Some teachers still struggle with spoken English, and that affects how they run learner-centred activities. If they don't feel fluent, they tend to avoid open-ended questions or speaking tasks in class. We believe targeted language development workshops, maybe during school breaks, would help boost their confidence. Our school has already started informal teacher discussion sessions in English, and it's making a difference (HoS2 Personal communication, 07, February 2025).

The interview with the Municipal Secondary Education Officer (MSEO) highlighted that teacher proficiency in English is essential for the successful implementation of learner-centred pedagogy. Confident language use enables teachers to model proper usage, lead discussions, and manage interactive tasks. The MSEO noted ongoing efforts to promote in-service training focused on communication skills and encouraged the formation of peer support groups for language practice. Similarly, Head of School HoS2 pointed out that teachers with limited fluency often shy away from speaking tasks and open-ended questions. To address this, the school has initiated informal English discussion sessions and proposed targeted language development workshops, especially during school breaks, to build teachers' confidence and competence. The findings of the study are in line with those by Marlina and Hamdani, (2023) who affirmed that, offering teachers additional support to enhance their English language proficiency may not directly enhance their ability to implement learner-centered pedagogy effectively, as factors such as teacher mindset, pedagogical content knowledge, and technology integration also play significant roles.

The finding indicates that an overwhelming majority (97.7%) of teachers agreed and strongly agreed that raising awareness among students about the value of active participation in learner-centered English lessons would address cultural and traditional barriers, while minorities (2.3%) were undecided. This implies that student sensitization is widely seen as a strategy to overcome cultural resistance. The near-total agreement suggests that awareness campaigns may foster more active classroom participation. The researcher during a face-to-face interview with the Municipal Secondary Education Officer (MSEO) had this to say:

In many communities, students are raised to be passive listeners, especially when it comes to interacting with authority figures like teachers. To overcome this, we must intentionally raise awareness about the importance of speaking up, asking questions, and sharing ideas particularly in English lessons. We've started working with schools to incorporate orientation sessions and student forums that emphasize the benefits of active learning and communication (MSEO Personal communication, 14, March 2025).

Head of School 4 had this to say:

Some students hesitate to speak in class because they were taught to see silence as respect. We're addressing this by sensitizing them especially during morning sessions and through class leaders on how participation is actually strength in learner-centred education. When they understand that using English, even with mistakes, is part of learning, their confidence begins to grow. Cultural mindset shift takes time, but with consistent encouragement, it's possible (HoS4 Personal communication, 19, February 2025).

The interview with the Municipal Secondary Education Officer (MSEO) revealed that cultural norms often teach students to remain passive, especially in the presence of authority figures, which inhibits participation in learner-centred English lessons. To counter this, the MSEO emphasized the need for deliberate sensitization efforts through orientation sessions and student forums that promote the value of speaking, questioning, and idea sharing. Likewise, Head of School HoS4 noted that students often equate silence with respect, which creates hesitation in classroom engagement. To shift this mindset, the school has been using morning assemblies and student leadership platforms to raise awareness about how active participation despite making mistakes is strength in learner-centred education. Both perspectives underline the importance of consistent awareness efforts to foster a more interactive classroom culture. The findings of the study are in line with those by Upadhyay, (2024) who affirmed that, raising awareness among students about the value of active participation in learner-centered English lessons can help address cultural and traditional barriers by fostering inclusive and supportive classroom environments, enhancing student engagement through student-centered activities, and adapting teaching strategies to accommodate diverse student backgrounds.

Results in Table 2 indicate that an overwhelming majority (97.7%) of teachers agreed and strongly agreed that increasing support and encouragement from school administrators would motivate teachers to adopt and sustain learner-centered teaching methods, while minorities (2.3%) were undecided. This implies that administrative support is perceived as crucial for maintaining learner-centered practices. The overwhelming agreement emphasizes the importance of school leadership in pedagogical change. The researcher during a face-to-face interview with the Head of School HoS5 had this to say:

Teachers are more likely to embrace learner-centred methods when they feel supported. School administrators can motivate teachers by providing clear guidance, resources, and opportunities for professional development. We've started holding regular meetings where we not only discuss teaching challenges but also share success stories and ideas. By recognizing teachers' efforts and offering incentives for adopting new methods, we create an environment where they feel empowered to make changes in their classrooms (HoS5 Personal communication, 03, March 2025).

Head of School 3 had this to say:

Support from the administration is key. When school leaders are actively involved in the process, it encourages teachers to step out of their comfort zones. At our school, we've set up a mentorship system, where experienced teachers help those less familiar with learner-centred approaches. It's working well, and we're seeing more teachers trying new techniques. We also allocate time in staff meetings for sharing best practices, which keeps the momentum going (HoS3 Personal communication, 11, February 2025).

The interview with Head of School HoS5 revealed that teachers are more inclined to adopt learner-centered approaches when they feel supported and encouraged by school leadership. Initiatives such as regular meetings to discuss challenges, celebrate successes, and provide guidance and incentives help create a motivating environment for pedagogical change. Similarly, Head of School HoS3 emphasized the importance of active administrative involvement, highlighting efforts such as establishing mentorship systems and dedicating staff meeting time to share best practices. Both heads of school affirmed that consistent support from administrators plays a vital role in helping teachers sustain learner-centered teaching methods. The findings of the study are in line with those by Levitt and Grubaugh, (2023) who affirmed that, increasing support and encouragement from school administrators can motivate teachers to adopt and sustain learner-centered teaching methods by providing professional development, promoting collaboration, and encouraging self-reflection.

Recommendations

It is recommended that schools and education authorities should provide continuous teacher training, adequate teaching resources, and smaller class sizes to support learner-centred pedagogy. Reforms in assessment systems, increased parental involvement, and stronger administrative follow-up are essential to enhance effective implementation.

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